

Unit: <i>I Love a Rain-Soaked Country</i> Year: 5 Duration: <b>10 weeks</b>	Main Idea: <b>Cultural Identity          and Representation</b>	Key Concepts <i>Cultural identity can be represented in texts</i> <i>Writers/composers position readers/viewers using various devices and techniques</i> <i>Meaning can be direct, inferred or represented through irony, sarcasm and humour</i>
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(A) Communicate through speaking, listening, reading, writing, viewing and representing					(B) Use language to shape and make meaning according to purpose, audience and context	(C) Think in ways that are imaginative, creative, interpretive and critical	(D) Express themselves and their relationships with others & their world	(E) Learn & reflect on their learning through their study of English
	EN3-1A Communicates effectively for a variety of audiences and purposes using increasingly challenging topics, ideas, issues and language forms and features	EN3-2A Composes, edits and presents well-structured and coherent texts	EN3-3A Uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies	EN3-4A Draws on appropriate strategies to accurately spell familiar and unfamiliar words when composing texts	EN3-5B Discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts	EN3-6B Uses knowledge of sentence structure, grammar, punctuation and vocabulary to respond to and compose clear and cohesive texts in different media and technologies	EN3-7C Thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts	EN3-8D Identifies and considers how different viewpoints of their world, including aspects of culture, are represented in texts

**CONTINUUM CLUSTER 11 - YEAR 5**

Reading Texts	Comprehension	Vocabulary Knowledge	Aspects of Writing	Aspects of Speaking
<ul style="list-style-type: none"> <li>Reads for sustained periods (20-30 min) and sustains understanding in longer texts over time eg reading short novels over several days</li> <li>Confidently engages with a wide range of authentic texts e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the purpose for reading/viewing</li> <li>Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered e.g. adjusts speed, rereads and attends to most important information</li> <li>Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose</li> <li>Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts</li> </ul>	<ul style="list-style-type: none"> <li>Analyses and evaluates the ways that inference is used in a text to build understanding</li> <li>re-examines sections of text for evidence to support interpretations and opinions</li> <li>Evaluates a personal interpretation of a text by critically re-examining evidence within the text</li> <li>Responds to themes and issues evident in texts that present different perspectives on a given topic or different points of view in a text</li> <li>Analyses texts to explain and compare how audience, purpose and context influence texts</li> <li>Critically analyses and interprets a text to create a summary that demonstrates an understanding of the different views and values represented</li> <li>Analyses and responds to language and grammatical techniques used to influence an audience</li> <li>Analyses and compares how information and ideas are presented in a range of texts on the one topic</li> </ul>	<ul style="list-style-type: none"> <li>Makes effective word choices in response to purpose and audience when creating texts</li> <li>Demonstrates understanding of new words for new concepts</li> <li>Applies knowledge of prefixes and suffixes to understand the meanings of new words and to create new words</li> <li>Refines vocabulary choice in response to purpose and audience when editing and reviewing own and peer's writing</li> </ul>	<ul style="list-style-type: none"> <li>Writes coherent, structured texts for a range of purposes and contexts</li> <li>Deliberately structures language in a way that creates more cohesive imaginative, informative and persuasive texts</li> <li>Shows awareness of accurately acknowledging sources in relevant texts</li> <li>Refines writing in response to feedback</li> <li>Selects appropriate language for purpose, e.g. descriptive, persuasive, topic, technical, evaluative, emotive and colloquial</li> <li>Uses topic sentences and appropriately organises main and subordinate ideas</li> <li>Experiments with using complex punctuation to engage the reader and achieve purpose</li> <li>Applies knowledge of generalisations, meanings of base words and word parts (prefixes and suffixes) to spell new words</li> <li>Writes fluently with appropriate size, slope and spacing</li> <li>Uses word processing programs confidently and accurately, integrating various functions</li> <li>Plans and designs more complex multimodal texts</li> </ul>	<ul style="list-style-type: none"> <li>Appropriately questions the viewer idea put forward, and expresses disagreement with sensitivity to the perspective of others</li> <li>Uses multimedia to enhance meaning when communicating ideas and information to others</li> <li>Discusses the use of different registers for different purposes, audiences and contexts</li> <li>Logically develops arguments and points of view when planning more formal oral texts such as speeches and debates</li> <li>Uses active listening strategies such as rephrasing ideas and clarifying and repairing breakdowns in communication</li> </ul>

## Term Overview

Wk	Explicit Teaching	Student Activities	Novel Study	Novel Responses	Assessment
1	The Narrative Dust Echoes <b><u>Slides 1-6</u></b>	Watch 4 stories, take 2 quizzes, make 1 story of your own	Chapters 1-3	Character Study <b><u>Activity Sheet 1</u></b>	Character study compare initial and final
2	History of Australian Children's Books (very brief) Slides 7-8 Turner and Gibbs	Draw an Australian character of your own for a children's picture book <b><u>Activity Sheet 2</u></b>	Chapters 4-5	Misery Mug Shots <b><u>Activity Sheet 3</u></b>	
3	Mem Fox <b><u>Slides 9-10</u></b>		Chapters 6-7	Postcards <b><u>Activity Sheet 4</u></b>	Postcards Activity Sheet 4
4	How to 'Read' a website Mem Fox and Morris Gleitzman <b><u>Slides 12-15</u></b> (Slide 16 is optional)	Scavenger Hunt: Australian Children's Books	Chapters 8-9	Write a family conversation about the move to Australia <b><u>Activity Sheet 5</u></b>  Create a warning sign for overseas visitors to Orchid Cove <b><u>Activity Sheet 6</u></b>	Conversation Activity Sheet 5
5	Man From Snowy River—poem I Love a Sunburnt Country <b><u>Slides 17-18</u></b>	The Man From Snowy River <b><u>Activity Sheet 7</u></b> and/or Write own version of 'My Country'	Chapters 10-11		Man From Snowy River Activity Sheet 7
6	Clancy of the Overflow—comparison of the poem and a song <b><u>Slides 19-20</u></b>	Write Banjo's letter to Clancy using ink and 'old' paper	Chapters 12-13	Write a further conversation between Keith and Tracy over her statement that he is a whinger. <b><u>Activity Sheet 8</u></b>	
7	Picture Book—My Aussie Mum Aussie Slang <b><u>Slides 21-23</u></b>	Assemble Kids Dictionary of Aussie Slang and illustrate for kids new to Australia	Chapter 14-15	Compare lifestyles in UK/Australia <b><u>Activity Sheet 9</u></b>	
8	Mulga Bill's Bicycle—Sound clip and Poem <b><u>Slide 24</u></b>	Mime to retelling and/or exaggeration and hubris speech to class		Finishing off	Poetry presentations to class
9	Film—Finding Nemo <b><u>Slide 25</u></b>	Look for 'Aussie-isms'			
10					

Unit:				
Wk	Explicit Teaching	Follow-Up Activities	Resources	Assessment
1a	<p><b><u>Introduction</u></b> <b><u>Slides 1-6</u></b></p> <ul style="list-style-type: none"> <li>The Narrative as a type of text</li> <li>Look at why people tell stories and their basic structure.</li> <li>Introduce the unit in slides 1-3</li> <li>Slide 4 then outlines what they will be doing over the term</li> </ul> <p><b><u>Slides 5 &amp; 6</u></b> Teacher introduces the Dust Echoes site and how it works Students go to the Dust Echoes site using i-pads and laptops</p>	<p>Students are to familiarise themselves with the site Read/watch 4 stories Complete 2 quizzes Create 1 film of their own using the mash it up part of the website When they have created their own, they show it to a partner</p>	<p><b><u>Slides 1-6</u></b></p> <p><b>Dust Echoes website</b> <a href="http://www.abc.net.au/dustechoes/">http://www.abc.net.au/dustechoes/</a></p> <p><b>Notebooks/ i-pads</b></p>	
1b	<p><b><u>NOVEL</u></b> Look at the front cover and discuss: What does misery guts mean? Does the boy on the cover look miserable? Who might the people in the background be? Has anyone read any other of Morris Gleitzman's books? etc. Read Chapters 1-3 Discuss:</p> <ul style="list-style-type: none"> <li>When Keith told his Mum about selling his stamp album to buy the paint, why did she close her eyes and breathe out slowly?</li> <li>Why did his Mum say he shouldn't be around when his Dad got back?</li> <li>Why did his Dad just stare down at the pavement when he saw the painted shop?</li> <li>Why did his teacher, Mr Crouch, tell him just to go back to his seat when he was trying to tell him something? What does that imply?</li> <li>Why are his parents so unhappy?</li> <li>Why is the shop not doing as well as it was?</li> <li>Why didn't Keith just give up on trying to cheer his parents up at the end of Chapter 2 instead of carrying on and making things worse?</li> <li>Why was Dad sleeping on the couch?</li> <li>What do you think will happen next?</li> <li>What do we call someone who always looks on the bright side of life? What do we call someone who looks on the gloomy side of things?</li> <li>Do you think kids are naturally optimistic and adults pessimistic?</li> <li>What sort of person is Keith? What are his personal characteristics?</li> <li>What sort of humour does Mr Gleitzman use? Why does he use humour with such a serious subject?</li> </ul>	<p>Begin a character study about Keith—what makes him different from other kids? What personality traits does he have? What do we know about him by the end of chapter 3? Keep adding to this page over the course of the novel as new things come to light. Possibly use a different coloured writing for each session</p> <p><b><u>Activity Sheet 1</u></b></p>	<p><b><u>Activity Sheet 1</u></b></p>	<p><b>Use the character study as a form of assessment, comparing it in the initial stages, to the final at the end of the unit</b></p>

**Unit:**

Wk	Explicit Teaching	Follow-Up Activities	Resources	Assessment
2a	<p><b><u>Australian Children’s Literature</u></b> <b><u>Slides 7-9</u></b></p> <ul style="list-style-type: none"> <li>• The first book written for children post European settlement was called ‘A Mothers’ To Her Children’, by an unknown writer.</li> <li>• A copy of a part of it is enclosed in the notes section but it is pretty shocking— use your discretion!</li> <li>• The preface is included in the slide show so you can examine the language with your class and discuss why the language then may seem so hard to understand. (slide 7)</li> <li>• Next is a slide about Ethel Turner with a picture of two different covers—discuss why they are so different, and how books for kids have changed over time (slide 8)</li> <li>• May Gibbs (slide 9)</li> <li>• All of the pages have the discussion questions included, but of course you may have more of your own.</li> </ul> <p>Give out the poetry reading assignment (see appendix) which is an assessment task due in Week 8</p>	<p>Create a cute cartoon character of your own of an Australian animal. After you have drawn and named it, create information around your drawing about your character e.g. family, setting, personal characteristics, siblings, friends, habits etc.</p> <p><b><u>Activity Sheet 2</u></b></p> <p>If this turns out well, it could even be made into a class ‘book’</p>	<p><b><u>Slides 7-9</u></b></p> <p><b>Copy of section of first book written for Australian children about a ship wreck (see appendix)</b></p> <p><b>Notebooks/i-pads</b></p>	<p><b>Give out poetry assignment</b></p>
2b	<p><b><u>NOVEL</u></b> Read Chapters 4-5 Discuss:</p> <ul style="list-style-type: none"> <li>• What was Dennis doing while Keith tried to talk to him? What does this imply about the area they lived in?</li> <li>• What aspects of Keith’s life would you like? Dislike?</li> <li>• What was his parents reaction when they saw what was in the fridge?</li> <li>• Why do you think Keith still just didn’t ‘get it’?</li> <li>• Why did the receptionist at Australia House grin when Keith asked about Ramsay Street?</li> <li>• Why did he end up leaving the fish behind in the train? What did he hope would happen? What is a likely possibility?</li> <li>• What makes Keith decide to go to Australia alone? What makes him decide to take his parents after all?</li> <li>• Discuss who seems miserable in the story so far. Why?</li> <li>• In what ways does the writer position the reader through humour? How does that make us feel about Keith?</li> </ul> <p><b><u>Activity Sheet 3</u></b> Mug Shots</p>	<p>Fill in any more of the character study</p> <p>Create a ‘mug shot’ for two miserable characters from the story so far</p> <p><b><u>Activity Sheet 3</u></b></p>	<p><b><u>Activity Sheet 3</u></b> <b>Mug shots</b></p>	

Unit:				
Wk	Explicit Teaching	Follow-Up Activities	Resources	Assessment
3a	<p><b><u>Mem Fox</u></b> <b><u>Slides 10-11</u></b></p> <ul style="list-style-type: none"> <li>• Listen to the interview she gives.</li> <li>• Why is she so passionate about reading to kids?</li> <li>• Do you agree with her?</li> <li>• Can you name some of her books?</li> <li>• What ages are they aimed at?</li> <li>• Listen to her doing a 'Read Aloud' of Possum Magic</li> <li>• How does the writer position us in the way we think about both the main characters?</li> <li>• Is Australia stereotyped in this book do you think?</li> <li>• In what way do the illustrations add to the book?</li> <li>• What does the author do to engage the reader in the story?</li> </ul>	<p>Continue with cartoon character activity <b><u>Activity Sheet 2</u></b></p>	<p><b><u>Slides 10-11</u></b></p> <p><b><u>Activity Sheet 2</u></b></p>	<p><b>Cartoon Character</b></p>
3b	<p><b><u>NOVEL</u></b> Read Chapters 6-7 Discuss:</p> <ul style="list-style-type: none"> <li>• Why does Keith measure the cost of everything in potatoes?</li> <li>• What did he do to give his family the feeling of Australia?</li> <li>• What do you think English people think about life here in Australia?</li> <li>• What do we think of their life in England? Do we stereotype them also?</li> <li>• What was his mother's solution when her husband got angry at Keith?</li> <li>• What did Keith learn from burning down the shop? (not just about not leaving the fryer on)</li> <li>• Why do you think his parents decided to go to Australia after all?</li> <li>• Do you think he might have influenced them at all?</li> <li>• Sometimes the writer doesn't state things directly, but infers through actions, thoughts or humorous comment—can you think of an example of that?</li> <li>• How does this influence the way we feel about the characters?</li> <li>• Is it first or third person? Would it make a difference? Why are different stories told in different ways? How would first person limit the writer?</li> </ul> <p><b><u>Activity sheet 4</u></b> Post Cards</p>	<p>Fill in any more of the character study</p> <p>Write 2 postcards to people back home that reflect Keith's optimistic nature, his unintentional <b>comedic view</b> on life and the experiences they might be having</p> <p><b><u>Activity Sheet 4</u></b></p>	<p><b><u>Activity Sheet 4</u></b></p>	<p><b>Post Cards</b></p>

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Wk	Explicit Teaching	Follow-Up Activities	Resources	Assessment
3a	<p><b>Reading A Website</b></p> <p><b>Slide 12</b>— goes over how we read websites differently to the way we read novels</p> <p><b>Slide 13</b> Explore Mem Fox’s website and see if you can answer the questions on the slide.</p> <p><b>Slide 14</b>—a Booktopia interview with Morris Gleitzman</p> <p><b>Slide 15</b>—Scavenger hunt on Morris Gleitzman’s website. In what way is the humour of his books reflected in his website? Find some examples.</p> <p><b>(16 is optional—this is a slide asking kids to research an Australian children’s author but teachers may not wish to do this)</b></p> <p><u>Answers to the Gleitzman Scavenger Hunt</u></p> <p>1) 34 2) Loyal Creatures 3) Once 4) Corned Beef 5) Joan Prescott—rolling her eyes, gumnut poker, training beetles 6) The internet 7) Germany—Blabbermouth 8) A 9) More effort needed 10) Blue shirt on a yellow hanger 11) Royalties from Two Weeks With the Queen (get it?!) 12) Professional soccer player 13) Van Morrison 14) 8 15) VW Golf</p>	<p>Students to complete a scavenger hunt on Morris Gleitzman’s website.</p>	<p><b><u>Slides 12-16</u></b></p> <p><b>Notebooks/i-pads</b></p>	<p>Scavenger Hunt</p>
3b	<p><b>NOVEL</b> Read Chapters 8-9 Discuss:</p> <ul style="list-style-type: none"> <li>• Why is he writing so many letters? What is the tone? Much is implied in his letters—why doesn’t the writer just say things outright? What are some of the funny (or funny/tragic) things implied in the letter?</li> <li>• When he writes to Dennis he says his parents haven’t hit each other with chairs yet—what is this implying?</li> <li>• Why do you think his parents have stopped talking to each other?</li> <li>• Who is Rami? What is implied about him?</li> <li>• How would you describe Mr Gleitzman’s style of humour? (dry)</li> <li>• Why were the passengers on the plane smiling at Keith? What did this make him think?</li> <li>• Why was Keith dripping with sweat on the ride from the airport (it wasn’t just the heat)</li> <li>• What was his impression as he finally got off the bus and arrived at Paradise Cove?</li> <li>• Why did they stay in a caravan park and not a hotel or motel?</li> <li>• What disillusioned him first thing the next morning? Why did Tracy warn him?</li> <li>• What different dangers did he come across?</li> <li>• Why is he surprised when his Mum returns at the end of Chapter 9?</li> </ul>	<p>Fill in any more of the character study</p> <p>Write a conversation between the members of Keith’s family prior to going to Australia</p> <p><b><u>Activity Sheet 5</u></b></p> <p>Create a warning sign of your own for tourists warning them of the different dangers they might face at Paradise Cove</p> <p><b><u>Activity Sheet 6</u></b></p>	<p><b><u>Activity Sheet 5</u></b></p> <p><b><u>Activity Sheet 6</u></b></p>	<p>Conversation</p>

Unit:				
Wk	Explicit Teaching	Follow-Up Activities	Resources	Assessment
5a	<p><b>Poetry as Narrative</b>  <b>Slide 17</b>  Listen to the sound version of the poem first, and take notes as you listen. Write down any words you don't know, and any Australian vernacular. Then listen to it again, this time looking at the film clip.  Discuss:</p> <ul style="list-style-type: none"> <li>• Which did you prefer?</li> <li>• Who might the intended audience be for each version?</li> <li>• Why do you think Banjo wrote it in the first place?</li> <li>• Give children a copy of the poem in pairs, and listen again, highlighting in one colour when the reading is even, and in another colour when it speeds up or the tension rises</li> <li>• What impression does the poem give of Australia?</li> <li>• Do you think it is an accurate representation of Australian men / way of life?</li> <li>• Do you think it might have contributed to the cultural identity of Australia? How? What part did men like this play in World War I?</li> </ul> <p><b>Slide 18</b> My Country—Dorothea McKellar  Listen to her reading her poem, but bear in mind it was written in 1904 (when she was feeling homesick in England) and discuss how language has changed since then. There are teachers' note on this poem in the appendix. What does the writer do to engage the reader? Why do you think this has become so iconic? Do you think it is a good poem? Would people listening to it be able to imagine what she is 'seeing'?</p>	<p><b>Activity Sheet 7</b>  The Man From Snowy River</p> <p>If teachers want, students could also write their own simpler version  "I love a sunburnt country,  A land of ....." and copy the metre and tempo of her original.</p>	<p><b>Slides 17-18</b></p> <p><b>Activity Sheet 7</b></p> <p><b>Copies of the poem for children to use (see appendix)</b></p>	Poetry Activity Sheet 7
5b	<p><b>NOVEL</b>  Read Chapters 10-11 Discuss:</p> <ul style="list-style-type: none"> <li>• There is a role reversal—his parents have become more optimistic and he has become pessimistic—what has caused this change in all of them?</li> <li>• Discuss how weather can affect mood</li> <li>• What did he do to cheer up each of the locals who had seemed unhappy?</li> <li>• What did Keith think when he first saw Mr Gambaso come into their new shop?</li> <li>• How do you think they were feeling after their first day?</li> <li>• Why did Tracy apologise? Was she right?</li> <li>• What does the writer do to engender sympathy and understanding for the characters? What would an outside think of the family looking in from the outside?</li> </ul>	Fill in any more of the character study		

Unit:

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6a	<p><b>Poetry as Narrative</b> <b>Slide 19—Clancy of the Overflow</b> Listen to the sound version of the poem first, and take notes as you listen. Write down any words you don't know, and any Australian vernacular. Listen to the richness of Thompson's voice, and the way that at the start, it almost doesn't sound like a poem—why does he do that? What impression do we get of Clancy's mates at the overflow (inferred) What does Paterson infer about the life he is leading, compared to the life he thinks Clancy is leading? Do you think he will in fact manage to get in touch with Clancy? Why was it so difficult to get a letter to him? What did his mates use to write back to Paterson? Why does he reflect so much on what Clancy might be doing? What impression does it give of both Clancy and Paterson? How does the writer develop empathy in the reader of the poem? Does he position us in some way to prefer one life style rather than the other? What sort of language does he do to achieve this?</p> <p><b>Slide 20—Clancy of the Overflow</b> Listen to it again, this time looking at the film clip where it has been put to music. Compare and contrast the two versions. Which do you think was 'best'? Student Activity: write Paterson's letter to Clancy (we never know what he said)</p>	<p>Write what you think Paterson's letter to Clancy would have been.  (use a nibbed dipping pen and ink to write the final version)</p>	<p><b>Slides 19-20</b>  <b>Copy of the poem for children to look at</b>  <b>Final copy paper, ink, nibbed dipping pen</b></p>	<p>Letter</p>
6b	<p><b>NOVEL</b> Read Chapters 12-13 Discuss:</p> <ul style="list-style-type: none"><li>• What was something good to come from the picnic?</li><li>• What things made Keith anxious?</li><li>• Were his parents feeling the same?</li><li>• Why did Tracy decide she didn't want to see Keith any more?</li><li>• Do you think what she said was fair/true? Did the writer show us both sides? How did he do that? Did our feelings change towards either Tracy or Keith?</li><li>• What do you think Keith thought when she said that?</li><li>• Why do you think she told him what she did?</li><li>• Have you ever told someone you didn't want to be friends with someone? Why?</li><li>• What do you think Keith will do about it?</li></ul>	<p>Fill in any more of the character study</p> <p>Write a further conversation between Tracy and Keith <b>Activity sheet 7</b> Any that turn out really well, students could act out in front of the class if they feel confident to do so.</p>	<p><b>Activity Sheet 7</b></p>	



Unit:				
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7a	<p><b>Slanguage</b></p> <p><b>Slide 21 Fifteen Minute Timer</b> (a powerpoint within a powerpoint)</p> <ul style="list-style-type: none"> <li>In small groups, brainstorm as many examples of Aussie slang as you can using the funny 15 minute timer (there's a copy of the timer in the folder for you to use for other things)</li> <li>Maybe have a reward for the group that comes up with the most words</li> </ul> <p><b>Slide 22</b>— 'My Aussie Mum' - A Picture Book</p> <p>While listening to it, write down examples of slang and discuss them afterwards. How does the author make us feel about the Mum? What language do they use to do that? This text is being used as a form of persuasion—what are they trying to persuade us about? Is it also entertaining and informative?</p> <p>Student activity: create a dictionary of slang words for <b>children</b> new to Australia to help them understand our society better.</p> <p><b>Slide 23 How Slang Changes Over Time</b></p> <p>Look at the poem from WT Goode from The Bulletin, 4 June 1898. Using the activity sheets provided (or just do this as a class together), work out what words are still around and in use today, and which expressions have 'disappeared'.</p>	<p>Create a dictionary of Slanguage for kids new to Australia</p>	<p><b>Slides 21-23</b></p> <p>Picture Book 'My Aussie Mum' by Yvonne Morrison and Nicola Bright</p> <p><b>Slanguage Activity Sheets (optional)</b></p>	<p><b>Cartoon Character</b></p>
7b	<p><b>NOVEL</b></p> <p>Read Chapters 14-15 Discuss:</p> <ul style="list-style-type: none"> <li>What were some of the bad things Keith thought of when he heard the noise on the roof?</li> <li>Why does he decide he needs to go and close the window he left open? Surely it could wait?</li> <li>What did he think his parents' reaction would be after the storm? Why doesn't he just talk to them about it?</li> <li>Why do you think his parents decided to paint the shop mango colour?</li> <li>What do you think Keith learned from his experience?</li> <li>What is a whinging pom, and do you think it is a fair epithet? Why isn't it something we would probably call someone these days?</li> <li>Why did people use it then? (the book was written in the 80's)</li> <li>How did the writer develop the notion Keith's family were battlers? How is that the opposite to a 'whinging pom'? What does the author do to develop empathy for Keith's family? How does Mr Gelitzman use humour to influence his readers?</li> </ul>	<p><b>Activity Sheet 9</b></p> <p>Comparison of Lifestyles in England and Australia</p> <p>Finish off the character study sheet</p>	<p><b>Activity Sheet 9</b></p>	<p><b>Start presenting the poetry</b></p> <p><b>Activity Sheet 9</b></p> <p><b>Also assess the characterisation sheet (activity sheet 1)</b></p>

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8	<p><b><u>Mulga Bill</u></b> <b><u>Slide 24</u></b> Listen to the sound clip of it first and imagine the scene as you are listening. Then watch the film clip from You Tube—which did you enjoy most and why? Why did the film makers not make the whole thing set back in the 1800's? Does the mixture of old and modern together work? Discuss the term 'hubris' and what it means. If time, in pairs, have one person read the poem while the other mimes the actions and facial expressions.</p> <p>A further activity could be having confident kids stand up and talk about something they are very good at in a blustery manner. Time them to see who can talk the longest and is the most persuasive.</p>	<p>In pairs, have one person read the poem while the other mimes the actions and facial expressions or Draw Mulga Bill on his bike</p>	<p><b><u>Slide 24</u></b></p> <p><b>Copies of the poem</b></p>	
9 & 10	<p><b><u>Film—Finding Nemo</u></b> <b><u>Slide 25</u></b> Watch the turtle scene from Finding Nemo and discuss the characterisation. Who does it stereotype? What stereotypical language can you hear? What impression does that give of Australians?</p> <p>Then have fun and watch the whole film</p>	<p>Just enjoy  (and maybe any finishing off that is required)</p>	<p><b><u>Slide 25</u></b></p> <p><b>Film—Finding Nemo (Jennie has copy if you need one)</b></p>	<p><b>Students are assessed on the delivery of their Australian Poetry</b></p>

**Physical** What does he look like? What are his physical characteristics? Where does he live? Who does he live with? Socialise with? How old is he?

/1

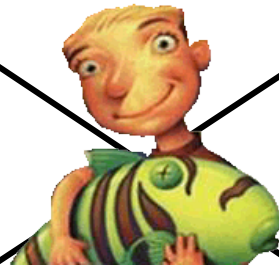
**Social**

How does he get along with other people?  
Kids?  
Adults?  
Who does he interact with in his life?  
What is his social standing within his peers?  
His neighbours?  
Who does he interact with socially on a day-to-day basis?  
Does he like meeting new people and making new friends?  
Is he lonely?  
Outgoing?  
Shy?  
Talkative?  
A listener?

**Beliefs**

What is important to him?  
What does he think about his life and his parents' lives. How do his beliefs impact on his actions and the lives of others? Do his beliefs change throughout the story? Where do his beliefs come from in the first place?  
Is he like other boys?  
Why? Why not?  
What does he want out of life?

**Character Study**



**Keith**

**Personality** How smart is he? Does he learn from experiences? How does he feel about events? Is he easily upset? Is he scared of anything?

Do his feelings change throughout the story? How does he feel about himself? His life? His parents? Their life? What personal characteristics does he have to help him cope with problems? How would he react to violence? Rejection? Disappointment? Trauma? What sort of a friend would he be if you knew him?

Kind? Honest? Thoughtful? Mean? Selfish? Resourceful? Creative? Sentimental? Hot-tempered? etc.



# WANTED

FOR BEING MISERABLE

47A589 POLICE DEPARTMENT  
MUGSHOT

Name:

Age:

Description of miserable features:

Reasons for being miserable:

What might make them happy:



13

# WANTED

FOR BEING MISERABLE

47A589 POLICE DEPARTMENT  
MUGSHOT

Name:

Age:

Description of miserable features:

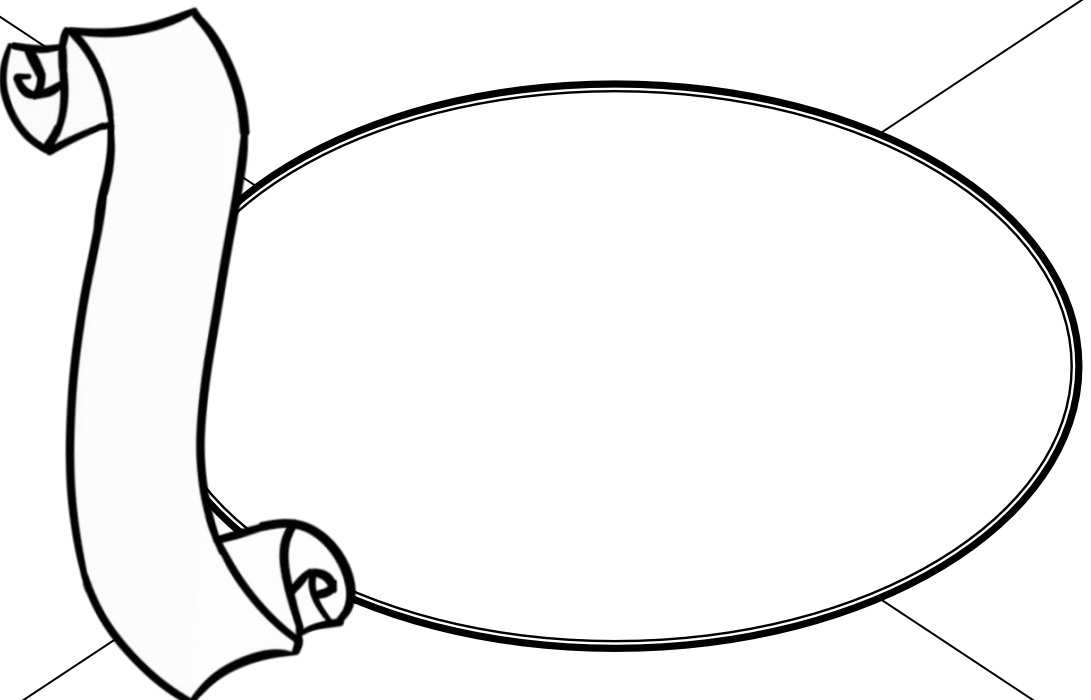
Reasons for being miserable:

What might make them happy:

Create a cute Australian character for a children's book and provide some information about them. /2

Physical Circumstances

Trouble they get into



Friends

Personality Traits

# Post Card

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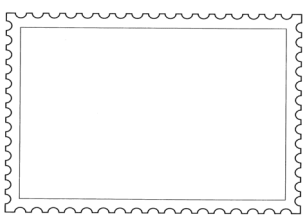
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# Post Card

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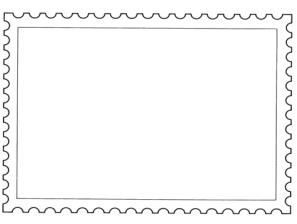
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Name: \_\_\_\_\_

## The Man From Snowy River

Look through the poem and find 3 quotable phrases about the surroundings.  
What does each make you picture when you read it?

1		
2		
3		

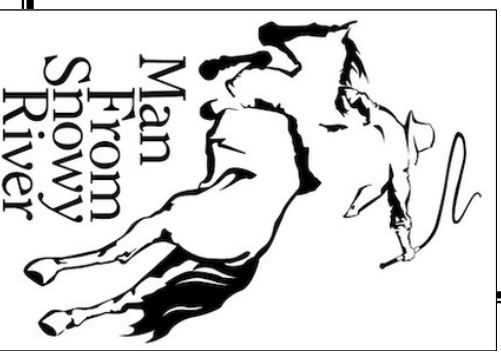
Explain what the following words from the poem mean in their context

station	
pound	
cracks	
pile	
drowing	
mimosa	
scrub	

Describe the rhyming pattern of the poem

List some interesting adjectives and verbs from the poem

Adjectives	Verbs



*Compare and Contrast Keith and His Family's Life in England and Australia*

**ENGLAND**

Features

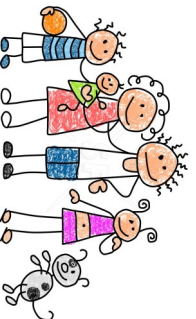
**AUSTRALIA**



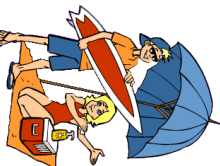
weather



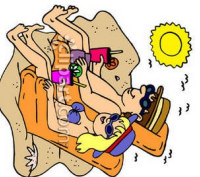
housing



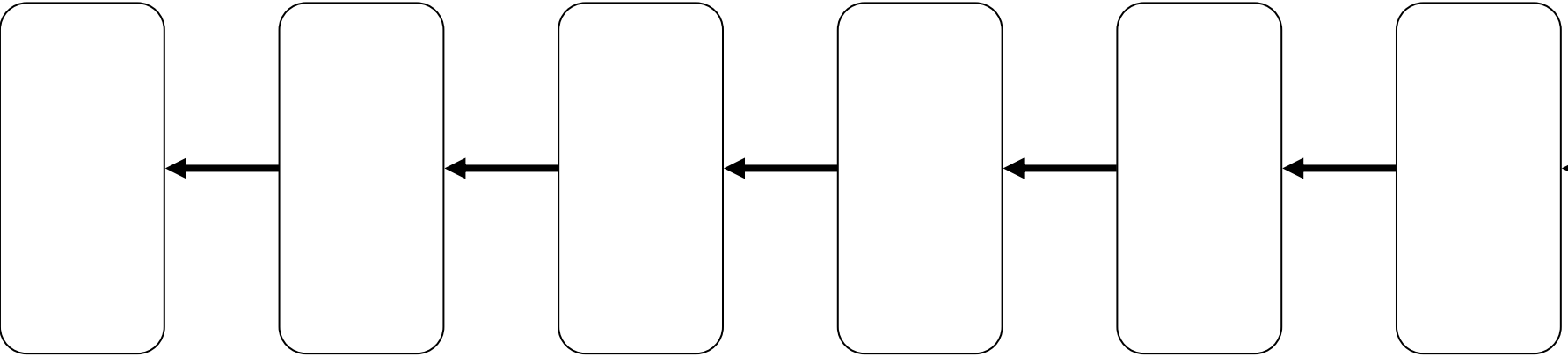
family relationships



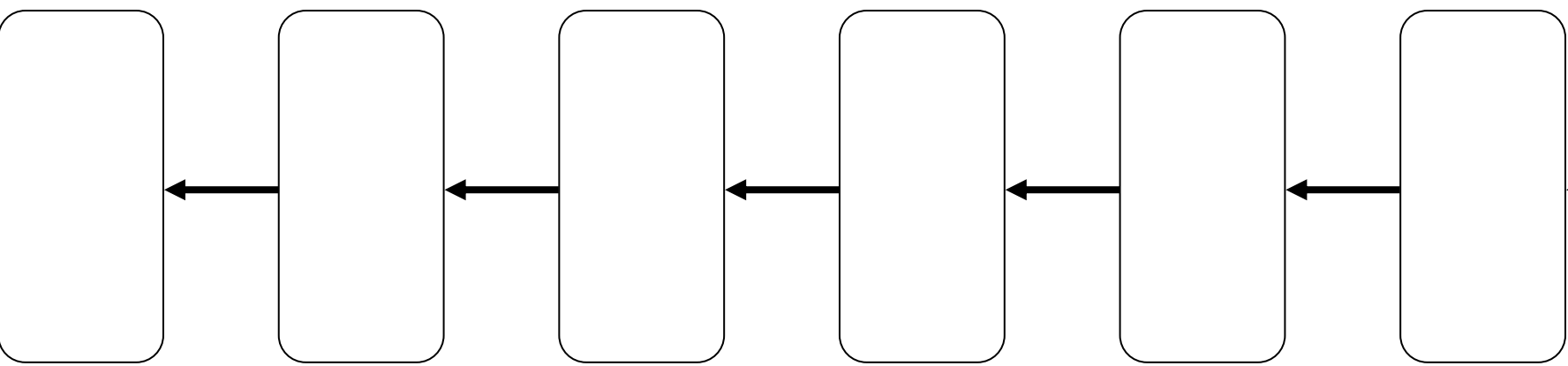
friendships



daily life



*prospects for the future*



*prospects for the future*

## Term 3 Assignment

### Part 1

Find 3 poems from Australian writers that you enjoy, and make a presentation of them. They could be:

- written out by hand and illustrated by you in a you-beaut booklet
- Presented digitally on a PowerPoint or other electronic form where you have found appropriate illustrations to go with them
- Presented as animations you have created
- Presented on a specially made web-site designed by you
- Another way you negotiate with your teacher

### Part 2

Choose 1 of the poems and recite it to the class using appropriate expression, gesticulation etc.

This is an assessment task which is due in Week 8



## Term 3 Poetry Assignment Marking Rubric

### Part 1: Presentation of 3 poems from Australian Authors

Chose inappropriate or poems that were too short or too easy—no classic	Chose an appropriate mixed selection of poems including at least 1 classic	Excellent choice of poetry including at least 1 classic poem	/10
Poem not presented well—lacked illustration and/or contained errors	Poems well presented and illustrated and contained no errors	Poems beautifully presented and completely accurate	/10
Little effort apparent in the research and presentation of the poetry	Satisfactory effort	Outstanding effort	/10

### Part 2: Recitation of Australian poem

Poor volume, very difficult to hear	Appropriate volume	Changes in volume appropriate to the poem	/10
Little or no change in pace or tempo to add meaning	Some change in pace or tempo to add meaning	Excellent change in pace or tempo to add meaning	/10
Poor expression and intonation	Good expression and intonation	Excellent expression and intonation	/10
Little eye contact and scanning of the room	Good eye contact	Excellent eye contact and 'worked' the room well	/10
Little use of hands, stance and body language to add entertainment	Some use of hands, stance and body language to add entertainment	Excellent use of hands, stance and body language	/10
Had not sufficiently familiarised themselves with the poem	Good knowledge of poem little reference to notes	Excellent knowledge of poem—did not require notes	/10
Did not capture or entertain audience	Good attempt to entertain and engage audience	Excellent entertainment and audience engagement	/10

If I was doing it again, I would ...

Teacher comment:

Name:

Poem for Recitation:

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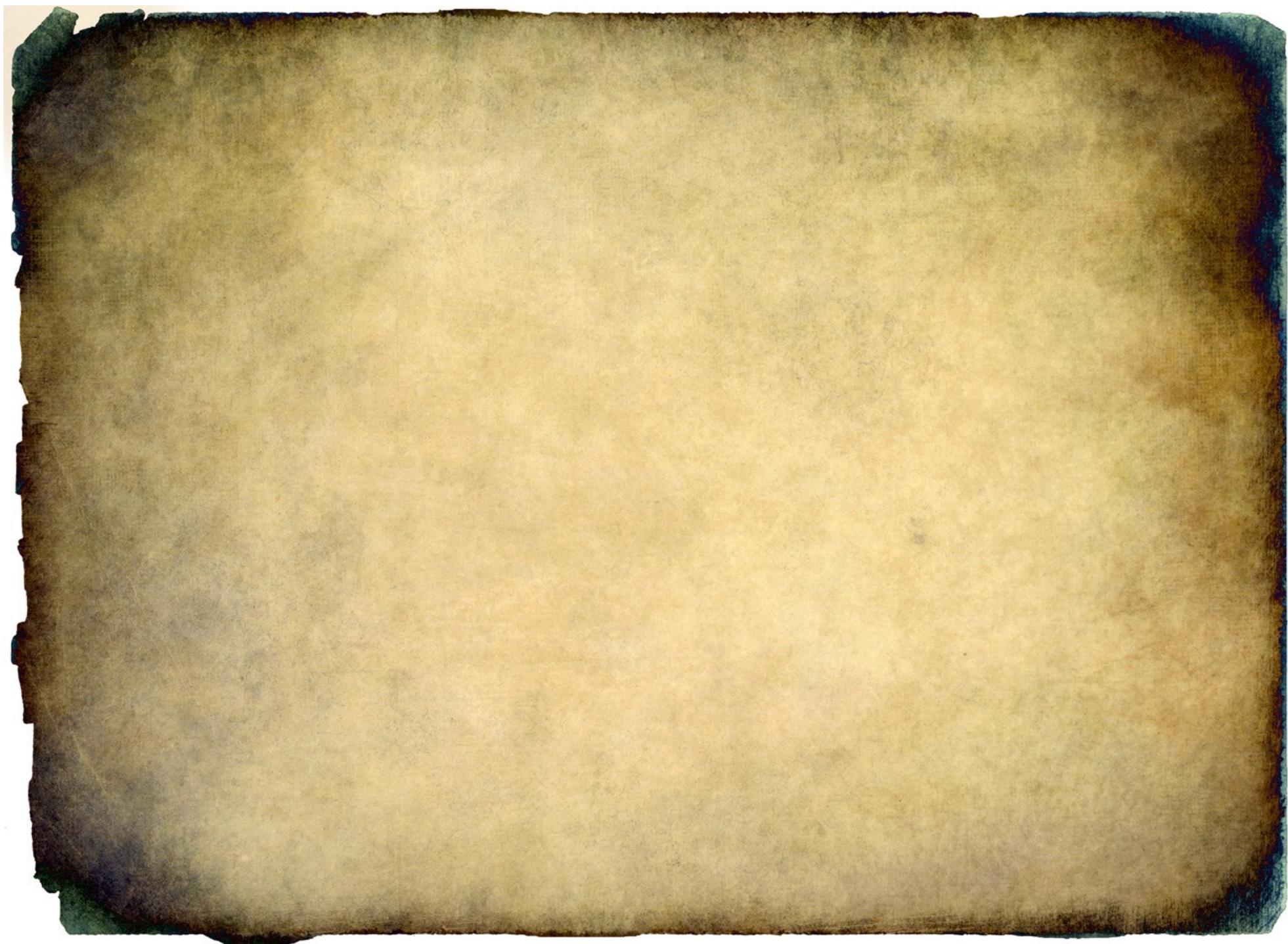
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**If I was doing it again, I would ...**

**Teacher comment:**





# Clancy of the Overflow

written by AB (Banjo) Paterson

*I had written him a letter which I had, for want of better  
Knowledge, sent to where I met him down the Lachlan, years ago,  
He was shearing when I knew him, so I sent the letter to him,  
Just "on spec", addressed as follows: "Clancy, of The Overflow".*

*And an answer came directed in a writing unexpected,  
(And I think the same was written in a thumbnail dipped in tar)  
'Twas his shearing mate who wrote it, and verbatim I will quote it:  
"Clancy's gone to Queensland droving, and we don't know where he are."*

*In my wild erratic fancy visions come to me of Clancy  
Gone a-droving "down the Cooper" where the western drovers go;  
As the stock are slowly stringing, Clancy rides behind them singing,  
For the drover's life has pleasures that the townfolk never know.*

*And the bush hath friends to meet him, and their kindly voices greet him  
In the murmur of the breezes and the river on its bars,  
And he sees the vision splendid of the sunlit plains extended,  
And at night the wondrous glory of the everlasting stars.*

*I am sitting in my dingy little office, where a stingy  
Ray of sunlight struggles feebly down between the houses tall,  
And the foetid air and gritty of the dusty, dirty city  
Through the open window floating, spreads its foulness over all.*

*And in place of lowing cattle, I can hear the fiendish rattle  
Of the tramways and the buses making hurry down the street,  
And the language uninviting of the gutter children fighting,  
Comes fitfully and faintly through the ceaseless tramp of feet.*

*And the hurrying people daunt me, and their pallid faces haunt me  
As they shoulder one another in their rush and nervous haste,  
With their eager eyes and greedy, and their stunted forms and weedy,  
For townfolk have no time to grow, they have no time to waste.*

*And I somehow fancy that I'd like to change with Clancy,  
Like to take a turn at droving where the seasons come and go,  
While he faced the round eternal of the cashbook and the journal -  
But I doubt he'd suit the office, Clancy, of "The Overflow".*