

Overview of unit	Duration
<p>This is an English unit which integrates elements of Creative Arts, Geography and History. However, the focus is first and foremost on English. Giving priority to English is important because too often English is reduced to the literacy that sits behind other subjects in integrated units.</p> <p>The target audience for this unit is Stage 2 (Years 3 and 4).</p> <p>This unit is based squarely on quality Australian literature. The main text is <i>To the bridge</i>, a picture book by Corinne Fenton and illustrated by Andrew McLean (published in 2020 by Walker Books). Schools considering teaching this unit will need to ensure that students have access to at least one copy for two students, if not one per child. A secondary text is the classic text, <i>My place</i>, by Nadia Wheatley and illustrated by Donna Rawlins (also published by Walker Books). Most schools will already have a set of this title – and if not, they should get one. It is still in print more than 30 years after it was first written. Students are also encouraged to read at least one example of historical fiction of their own choosing.</p> <p>The unit also deals with significant aspects of literacy (especially writing, speaking and listening) and language (especially vocabulary and paragraphing). However, there is an opportunity for teachers to further develop or adapt this unit so that it addresses the particular needs of their students in these areas. Teachers might also choose to add ideas for differentiating the learning to suit the needs of different groups in their classes.</p> <p>This unit is an example of the concept-based approach to English programming. The main concept, or ‘big idea’, embraced by this unit is theme (in particular, the theme of realising one’s dreams by overcoming adversity in <i>To the bridge</i>). We cannot deal with theme without also considering the concept of representation (in particular here, how themes are represented in narratives by the composer’s use of elements such as plot, characters, setting and language). Another secondary concept is genre (and in particular here, the genre of historical fiction). For further information about these concepts and how they could be used in Stage 2, check out the <i>English textual concepts</i> site: http://englishtextualconcepts.nsw.edu.au</p> <p>The unit begins by asking students to consider the current COVID-19 pandemic and makes references to this crisis at different points thereafter. Much care has been taken to ensure this issue has been handled in a way that will not be daunting to young children. The unit is very relevant to the current national context.</p> <p>The unit addresses outcomes in the NSW English K-10 Syllabus. However, because these outcomes contain all the content of the Australian Curriculum: English, the unit will still be relevant and useful to teachers in other states and territories.</p> <p>Many thanks to my colleague, Dr Lorraine (Lorri) Beveridge, for her helpful advice and feedback in the development of this unit.</p>	<p>10 weeks Approximately 2-3 hours each week</p>

Assessment overview	Evaluation
<p>This unit includes a range of assessment opportunities, formal and informal, formative and summative. With its strong focus on improving writing, the unit starts with a pre-test of students' writing skills and the development of a rubric (with the input of students) to assess writing. The main task at the end of the unit is a post-test, assessed by the same rubric, designed to show how much students have improved in their writing throughout the course of the unit. This unit demonstrates the importance of 'assessment as learning', ie students taking an active and mindful role in assessment (and therefore in their own learning).</p>	

Outcomes	Key concepts	Quality literature
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English K–10

EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies

EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts

EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter

EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts

EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning

Creative Arts K–6

CA-VAS2.1 represents the qualities of experiences and things that are interesting or beautiful* by choosing among aspects of subject matter * 'Beautiful' within this outcome does not simply mean 'pretty' but rather something that excites and arouses awe, wonder, fascination and delight.

1. Theme - and how theme is represented

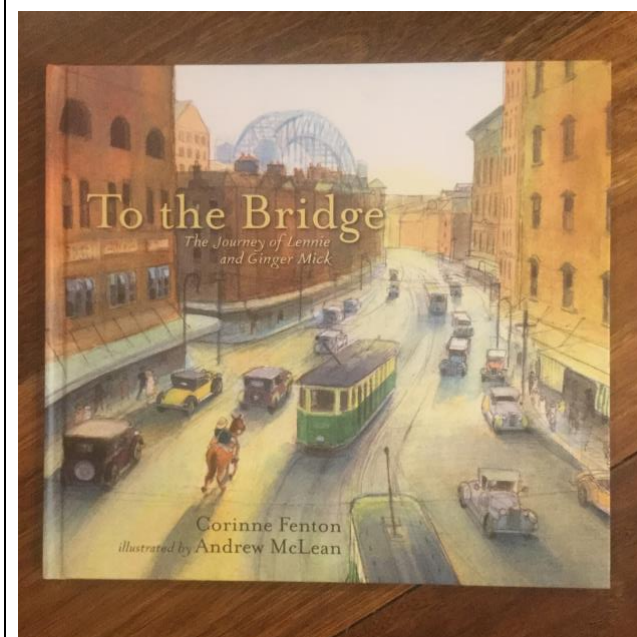
2. Genre - historical fiction

For further information about these concepts and how they could be used in Stage 2, check out the *English textual concepts* site:

<http://englishtextualconcepts.nsw.edu.au>

Key questions:

1. What are themes and how do composers represent particular themes in their texts?
2. How can students represent themes in their own texts?
3. How does the genre of historical fiction allow connections to be made between past and present, including through theme?



CA-VAS2.4 identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques

Geography K–10

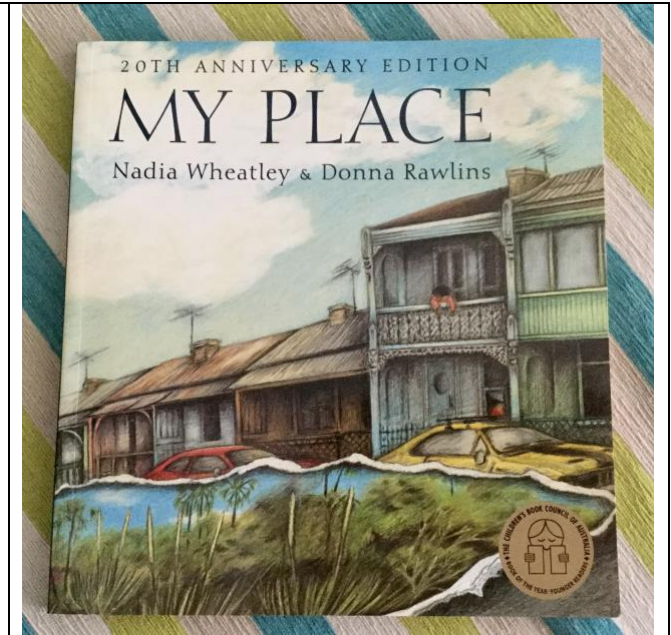
GE2-1 examines features and characteristics of places and environments

GE2-4 acquires and communicates geographical information using geographical tools for inquiry

History K–10

HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time

HT2-5 applies skills of historical inquiry and communication



Content	Teaching, learning and assessment	Resources
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English K–10

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1. Living with COVID-19

- Whole class discussion about COVID-19.
 - What is/was it? Introduce/clarify meaning of 'virus', 'pandemic'. View Behind the News clip, *Coronavirus mental health*. Ss identify the feelings expressed by children in video.
 - How did you feel during this time, eg when you could not go to school? Build up word bank of feelings, eg. list of opposites to encourage different responses: scared/brave, lonely/connected, bored/busy, happy/sad, angry/patient, weird/normal, hopeful/hopeless.
 - During this time, have you heard the slogan: 'We're all in this together'? What does it mean? Is it true? Consider using this as a slogan for the class throughout this unit which involves plenty of opportunities for working together and supporting each other.
- Look at examples of art kids made for the project, *Together in Art Kids*, a joint initiative of the ABC and Art Gallery of NSW, on the theme of 'inner worlds': <https://togetherinart.org/kids/del-kathryn-barton/>
 - In groups, Ss use the 'feelings' word bank to name the feelings that the drawings and paintings show. Groups suggest new words to add to the word bank.
 - Each S decides what art work he/she likes best. Explain to others in group why you like it, identifying at least three features. T provides Ss with a model paragraph and points out the structure and features of a paragraph, eg group of sentences with common topic or aspect of topic, often a topic sentence, punctuation including new line/ indentation. The hamburger or sandwich analogy can be useful here to teach the structure of a basic paragraph - see videos. Each S writes brief paragraph about the art work and why he/she likes it.
- Ss make their own coronavirus-themed art works, then explain to others what they represent.

For advice on how to talk to Ss about the COVID-19 pandemic, Ts should follow guidelines suggested by Red Cross Australia:

<https://www.redcross.org.au/stories/covid-19/talking-to-kids-about-covid-19>

Behind the News clip:
<https://www.youtube.com/watch?v=KsjrS5QnAa4>

Examples of coronavirus-inspired kids' art made for the project, *Together in Art Kids*, a joint initiative of the ABC and Art Gallery of NSW, on the theme of 'inner worlds':

<https://togetherinart.org/kids/del-kathryn-barton/>

For ideas on teaching Ss how to write paragraphs, consider these sites:

<https://theowlteacher.com/ideas-writing-paragraph/>

<https://rockinresources.com/2014/11/how-to-teach-paragraph-writing.html>

For more information on rubrics for writing, Ts might consider the marking criteria used for persuasive writing in NAPLAN (but note these are much more detailed than the rubric being developed here):

https://www.nap.edu.au/_resources/Amended_2013_Persuasive_Writing_Marking_Guide_-_With_cover.pdf

Content	Teaching, learning and assessment	Resources
	<p>Writing pre-test: Working in groups, ask Ss to think about and discuss what it was like living with COVID-19. Do a PMI (plus, minus, interesting). Groups share ideas, building a class PMI. Ss use ideas to write 3 paragraphs (one for each of P, M and I) under the heading: <i>My experience - living with COVID-19</i>. T develops rubric simple criteria for assessment with Ss, eg follows the PMI plan, writes 3 clear paragraphs, writes good sentences, expresses interesting ideas. Ss self and/or peer assess using rubric. Ss use these processes to make improvements to writing. T assesses provides feedback via rubric.</p>	

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<p>English K–10</p> <p>EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p> <p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p> <p>EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts</p> <p>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>	<p>2. Study of book cover of <i>To the bridge</i></p> <ul style="list-style-type: none"> ▪ Throughout the activities below, T should draw students' attention to the visual features of the book cover and encourage Ss to use technical language to describe these features - see <i>Visual grammar guide</i>. ▪ T shows Ss screenshot of front cover. <ul style="list-style-type: none"> ▪ T asks Ss to identify the title, author and illustrator. ▪ T writes 'Who?' on board. <i>Who</i> is this story about? Note the subtitle, <i>The journey of Lennie and Ginger Mick</i>. Can you find Lennie and Ginger Mick in the picture? ▪ T writes 'Where?' on board. <i>Where</i> is the story set? Is it happening near where we live? How do you know? Record guesses. ▪ T writes 'When?' on board. <i>When</i> is the story set? Is it happening now? How do you know? Record guesses. ▪ T writes 'Why?' on board. <i>Why</i> are Lennie and Ginger Mick going on a journey? How do you know? Record guesses. ▪ Note T should encourage guessing but ask Ss to provide evidence for their answers. Do not tell Ss correct answers. ▪ T shows Ss screenshot of back cover. <ul style="list-style-type: none"> ▪ Read blurb and look at picture. Were our guesses correct? ▪ What new information do we learn? ▪ Ss, working in pairs, identify the words in the blurb that tell us <i>who</i>, <i>where</i>, <i>when</i> and <i>why</i>. ▪ Class discussion: After studying the book cover, what do you expect the story will be about? 	<p>Fenton, Corinne & McLean, Andrew (2020). <i>To the bridge: The journey of Lennie and Ginger Mick</i>. Newtown (Sydney), Australia: Walker Books</p> <p><i>Visual grammar guide</i>: https://libraryowl.edublogs.org/2019/06/06/visual-grammar-guide/</p> <p>Some definitions of technical terms related to visual literacy can be found in the syllabus glossary: https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/english-year-10/english-k-10/glossary</p>

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3. First readings of *To the bridge*

- T reads story aloud for enjoyment and basic understanding, using a big-print version or screenshots of pages projected on a screen. Avoid pauses for explanation or discussion. Class discussion: did the story match your expectations after studying the book cover?
- T distributes copies of *To the bridge*, ideally one per student or at least one between two. Ss read quietly, T working with a small group as required.
- Class discussion: what did you find enjoyable about the story? Record some ideas on board.
- T demonstrates how to write a response using 'because', eg *I liked the way Lennie did jobs around the farm because it showed his dad he could do the work of a man*. Ss write own sentences starting 'I liked...' and using 'because'. Pair check and read aloud to class.
- T gives Ss ten sentences summarising the storyline, each on a slip of paper, but out of order as below. Ss work in pairs to put sentences in correct order, guessing at first and then going back to book to check. Each pair checks order of sentences with another pair.
 - *Lennie and Ginger Mick cross the Snowy Mountains.*
 - *Lennie's dad injures his leg.*
 - *Lennie sees the Sydney Harbour Bridge.*
 - *Lennie plans the journey.*
 - *Lennie does jobs on the farm.*
 - *Lennie reads the news about a great bridge in Sydney.*
 - *Lennie rides Ginger Mick into Sydney.*
 - *Lennie and Ginger Mick nearly get caught in a bushfire.*
 - *Lennie asks his dad for permission to ride Ginger Mick to Sydney.*

Fenton, Corinne & McLean, Andrew (2020). *To the bridge: The journey of Lennie and Ginger Mick*. Newtown (Sydney), Australia: Walker Books

Content	Teaching, learning and assessment	Resources
	<ul style="list-style-type: none"> ▪ <i>The Prime Minister meets Lennie in Canberra.</i> 	

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4. Investigating vocabulary in *To the bridge*

- Ss read the paragraphs describing the bridge on the first double page and when Lennie first sees the bridge near the end. Ask Ss to do a simple line drawing of the bridge and label the following features:
 - *arches*
 - *pylons*
 - *trucks*
 - *trains*
 - *harbour*
- Ss read the two pages that describe Lennie's farming jobs. Discuss: have you ever done any of these activities? Ask Ss to use the pictures to explain these jobs.
 - *fed the chickens*
 - *chopped firewood*
 - *milked the cows*
 - *harnessed the horses*
 - *ploughed the soil*
- Ss use text and pictures to guess the meaning of the following words, then check using dictionaries if required. Ask Ss to explain the feelings suggested by these words.
 - *bone-weary*
 - *proud*
 - *trust*
 - *worn-out*
 - *happiest*
- Note that on some pages there are no words that describe the feelings, but we can guess how characters feel by looking at the pictures and reading 'between the lines'. T leads Ss in analysing the page where we learn that Lennie's dad has broken his leg, drawing on the concepts and terminology of the

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Visual grammar guide:

<https://libraryowl.edublogs.org/2019/06/06/visual-grammar-guide/>

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	<p><i>Visual grammar guide.</i> Ss work in groups to identify how Lennie feels when:</p> <ul style="list-style-type: none"> ▪ he reads the news of Australia's biggest bridge ▪ his father agrees to let him ride his horse to Sydney ▪ he nearly gets caught in the bushfire ▪ he arrives in Sydney ▪ he sees the bridge <p>▪ T revises adjectives: eg describing words, tell us more about nouns or noun groups. Ss match these adjectives to the nouns or noun groups that they describe, then explain how the adjective helps to get a better 'picture' of the thing being described.</p> <ul style="list-style-type: none"> ▪ Adjectives: <i>winding, chocolate, posh, rugged, giant, roaring, winding, important, falling</i> ▪ Nouns/noun groups: <i>hotels, road, rush of fire, soil, Snowy Mountains, decision, ash, arches</i> <p>▪ T asks Ss the meaning of the word 'strong' (most likely they will suggest the idea of 'big muscles', as in a person). Then asks Ss to brainstorm things that can be described as strong, eg person, tree, elephant, building, wind, light, sounds, taste, feeling, argument, etc. Next Ss brainstorm synonyms of 'strong', checking the thesaurus to add to the list. Ss work in pairs to identify what is described as 'strong' in the book, then class discusses the sense in which these things are strong. In particular, focus on these two sentences:</p> <ul style="list-style-type: none"> ▪ <i>And how it [the Sydney Harbour Bridge] would stand strong into the future.</i> ▪ <i>Some days were long and hard, but always Lennie's dream was stronger than the challenge, as strong as Ginger's heart.</i> <p>▪ Throughout these activities, Ss are encouraged by T to develop a personal vocab list including new and unfamiliar words, their meanings and sentences (from the book or students' own) that illustrate</p>	

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	meanings. Note that spelling activities in this unit should also focus on this new vocabulary.	

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Geography K–10

GE2-1 examines features and characteristics of places and environments

GE2-4 acquires and communicates geographical information using geographical tools for inquiry

5. Journeys - linking the text to personal experience

- Class discussion: What is a journey? T solicits students' ideas to work towards a definition, eg a trip between two places, some distance apart. How far was the trip that Lennie and Ginger Mick took? How long did it take them? Consider synonyms of 'journey' and how their meanings vary slightly, eg trip, voyage, tour, expedition, quest. Which of these words apply to Lennie's experience? NB: A journey is usually long and often challenging.
- T provides Ss with an outline map of Australia. Ss use an atlas, or Google Maps, to identify locations, then mark on the map:
 - the borders of Victoria and NSW
 - Leongatha (where Lennie starts his journey)
 - Sydney (where Lennie arrives at his destination)
 - Kilmany, Snowy Mountains and Canberra (places along the journey)
 - the route of the journey (use a dotted line)
 - the city or town where Ss live
- Ss view a bush scene, a rural scene and a city scene from the book, labelling the features of each landscape, then use these labels to talk about the differences between them.
- Ss use Google Maps to find out how they would get from their school to the Sydney Harbour Bridge. How far would the journey be? How long would it take? What kinds of landscapes would they see along the way?
- T asks Ss about journeys they have taken with their families. For a homework task, parents/caregivers could help S mark this journey on the same map, indicating places along the journey. With the help of parents, S prepares notes about journey, eg
 - *who* travelled
 - *when* they took the journey
 - *where* they travelled

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Free, printable maps of Australia available at: <https://www.pinterest.com.au/pin/212513676142886663/>

Google Maps: <https://www.google.com.au/maps>

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	<ul style="list-style-type: none"> ▪ <i>how</i> they travelled ▪ <i>why</i> they took the journey. ▪ Ss use these notes to present a brief recount of their journey to the rest of the class. T could ask each S: In what ways was your journey similar/different to Lennie's journey? 	

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6. Close reading of *To the bridge* - for deep understanding

- Ss work in groups but write their own answers to the following questions, one sentence for each answer. T provides assistance to groups as required showing where in the story Ss might find answers, but not telling them answers.
 - What was Lennie's dream?
 - How did he prove he was able to achieve this dream?
 - How did Lennie prepare for the journey?
 - What difficulties did he face on the journey?
 - Who helped and encouraged Lennie along the way?
 - How did Lennie feel when he achieved his dream? How do you know?
- T works through the six questions with Ss, allowing them to make any changes or additions to correct their answers.
- Ss combine the six corrected sentences to the questions above to make a long paragraph. Note that some connectors might need to be added to ensure a flow of ideas in the paragraph. If Ss had difficulties with paragraphing in the pre-test, T might revise the structure and features of a paragraph, perhaps jointly constructing one with Ss to guide them in this writing.
- T explains the difference between *plot* (the storyline, what happens in the story) and *theme* (the big idea *behind* the story, the main thing we learn through the story). The plot of *To the bridge* is Lennie's journey to see the Sydney Harbour Bridge. But what is the main idea, or theme, behind the story? T discusses possibilities with Ss: fulfilling your dreams? overcoming difficulty? beating the odds? something else? T writes ideas on board. Ss draft, peer edit and publish a sentence that sums up the main theme for them.

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History K–10

HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time

HT2-5 applies skills of historical inquiry and communication

7. Study of genre - historical fiction

- The blurb on the back cover says that the story of the 'remarkable journey' of Lennie and Ginger Mick is 'true'. Draw upon other books that Ss have read to discuss how some books are fiction ('made up' or imagined) and others are non-fiction (true, or at least based on real people and events).
- Ss read the last page in the book which tells us the facts about Lennie Gwyther and his journey. T provides Ss with an incomplete summary of these facts - Ss fill the blanks to complete. Discuss how the story has been built on these facts, but also how the writer and illustrator have used their imaginations to fill in any details and make the story complete and satisfying.
- Discuss how the pictures on this page are different to the illustrations throughout the story (photographs, black and white because colour photography was rare in 1932).
- T introduces the term 'historical fiction'. T and Ss build up a list of the features of historical fiction using *To the bridge* as an example:
 - tells us about a particular time in the past
 - based on facts, eg real people, real events
 - composer uses imagination to fill in the gaps (ie the bits of the story we don't know about from history)
 - like all good fiction, historical fiction needs to be engaging and fun to read
 - readers compare then and now, thinking about how things have or haven't changed
- T provides Ss with information text on the Great Depression. T uses this text to talk about paragraphing. Ss link labels to paragraphs. In pairs, Ss investigate how much of the history of the Great Depression is reflected in *To the bridge*.
- T and Teacher Librarian introduce Ss to a range of texts in the historical fiction genre. Each S chooses a text and reads. (Note that as much as possible, Ss

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Notes for Ts:

- Like nonfiction, **historical fiction** describes people who actually lived. and events that actually happened. However, **historical fiction** also includes fictional people and details imagined by the writer.
- In this genre, fact and fiction are 'loosely coupled' - the book is fiction but is based loosely on the author's interpretation of historical fact.

Information text on the Great Depression (adapted for Stage 2 Ss by M. Murray):

The Great Depression

(adapted from *Kids' Britannica* and *Wikipedia*)

During the 1930s, most parts of the world faced a difficult situation. Many people were out of work, hungry and homeless. This period is called the Great Depression. It began in the United State of America, but it quickly spread to other countries.

Before this time, many people bought shares in companies, called stocks. For a few years the value of stocks rose rapidly. In October 1929, however, stock prices crashed. This meant that people's shares were now worth almost nothing. Many people lost all the money they had. Factories and businesses closed because people were not able to buy the things they made or sold.

The situation in the United States affected countries all over the world. There was a sharp drop in world trade. By 1932, about 30 million people worldwide had lost their jobs. The Great Depression did not end until the Second World War started in 1939.

Australia suffered badly during this time. We could not sell our goods, such as wheat and wool, to other countries. In the worst of the Great

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	<p>should be encouraged to choose a 'chapter book'). T provides Ss with a pro forma for writing a review of the chosen text, with paragraphs focusing on:</p> <ul style="list-style-type: none"> ▪ Introduction: title, author, illustrator, publisher ▪ Setting: where and when the story occurs ▪ Character: who the story is about ▪ Plot: what happens ▪ Theme: the main idea behind the story ▪ History: what we learn about history from this story ▪ Response: what S liked or disliked about the story ▪ Conclusion: recommendation or rating <p>Publish reviews around the classroom. T encourages Ss to read other titles that interest them.</p>	<p>Depression, 30% of the population was out of work. Even if people were lucky enough to have jobs, their wages often fell. Some people, called swaggies, wandered about the countryside looking for somewhere to live and work.</p> <p>Conditions in Australia improved slightly after 1932. There was a shift from farms to factories as the biggest employers. Also, the government started special building projects, like the Sydney Harbour Bridge, which created jobs. Soup kitchens and charities helped families with food and clothing. Later the government gave those who were struggling small amounts of money, called susso, to help them get by.</p> <p>People did the best they could to keep up their spirits. They listened to the radio or watched movies at the cinema. They also took an interest in sports, such as boxing and cricket. It was during this period that the great Australian racehorse, Phar Lap, won many races, including the Melbourne Cup in 1930. Most importantly, families and neighbours looked after each other. Things were beginning to look up.</p> <p>Just as life was improving for Australians, we then found ourselves stuck in a world war. This was another setback to overcome, but eventually we arrived in a period of peace and growth in the 1950s. Australia was a young nation, but we had survived this great test of our spirit.</p>

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<p>English K–10</p> <p>EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p> <p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p> <p>EN2-8B identifies and compares different kinds of texts when reading and viewing and shows an understanding of purpose, audience and subject matter</p> <p>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p> <p>EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own</p>	<p>8. Study of another example of historical fiction: <i>My place</i></p> <ul style="list-style-type: none"> ▪ T explains that this text is an award-winning Australian children's classic, first published in 1987. T talks about the concept of the book with reference to the timeline at the start. T reads the first part, 1988, explaining that it was about <i>now</i> when the book was first written but over 30 years later it's about <i>then</i>, a time in history before Ss (and maybe T) were born. ▪ Skip to 1938. T reads and discusses with Ss. Talk about illustrations. Why is this part of <i>My place</i> of special interest to us? (About the same time as the time setting of <i>To the bridge</i>). Was the Depression still happening in 1938? (Yes - check text <i>The Great Depression</i>). What aspects of history are reflected in this fictional text? What similarities and differences can you see between Col and Lennie? ▪ Ss put into pairs and allocated other parts of <i>My place</i>. Each pair reads its part and writes notes to these three questions: <ul style="list-style-type: none"> ▪ Who is this part about? ▪ What happens in this part? ▪ What does this part tell us about living in this time in history? ▪ Class discussion: In what ways are <i>My place</i> and <i>To the bridge</i> similar and different? Does <i>My place</i> present a theme of fulfilling your dreams or beating the odds as in <i>To the bridge</i>, or something different? Which text did you prefer, and why? 	<p>Wheatley, Nadia & Rawlins, Donna (1987). <i>My place</i>. Newtown (Sydney), Australia: Walker Books.</p>

English K–10

EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies

EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning

History K–10

HT2-2 describes and explains how significant individuals, groups and events contributed to changes in the local community over time

HT2-5 applies skills of historical inquiry and communication

9. Then and now: comparing the past and the present

- T asks Ss to look at two photographs: George Street and the Sydney Harbour Bridge. Do you know where these photographs were taken? How do we know they were taken recently? Do they remind you of something? Look at pictures of George Street and the Sydney Harbour Bridge in *To the bridge*. Compare with photos: what has changed and what has stayed the same?
- Working in groups of 3-4, Ss browse through *To the bridge* and make lists of things that have changed and things that have stayed the same. Groups contribute to a class summary of similarities and differences between then (1932) and now.
- Working in pairs, Ss search images of Australia in the Great Depression, selecting three photographs that tell the story of Australians living at this time. Ss share their three photographs with another pair, explaining why they chose these particular images and what they show about life in Australia during the Great Depression. Class discussion: In what ways is life in Australia during the COVID-19 crisis similar or different to life in Australia during the Depression? Ss might find rereading the information text, *The Great Depression*, helpful here.
- Class discussion: Ask Ss to suggest what they might do if they are faced with a difficult situation: eg. make a plan to fix the problem, ask for help, take some time out to have fun and then think about the problem, etc. If they don't suggest this strategy, T might suggest you could think about times in the past when you have faced problems and managed to deal with them. Read again the last paragraph of the information text, *The Great Depression*. What does this suggest about the COVID-19 problem? (That Australia will succeed in dealing with COVID-19, as we have dealt with big problems in the past). Ss suggest some of the actions being taken (or might be taken) to help solve the COVID-19 problem. Discuss the notion of *resilience* and why it is important for both countries and individuals.
- Ss identify older people in their family or neighbourhood they could talk to about the past -

Fenton, Corinne & McLean, Andrew (2020). *To the bridge: The journey of Lennie and Ginger Mick*. Newtown (Sydney), Australia: Walker Books

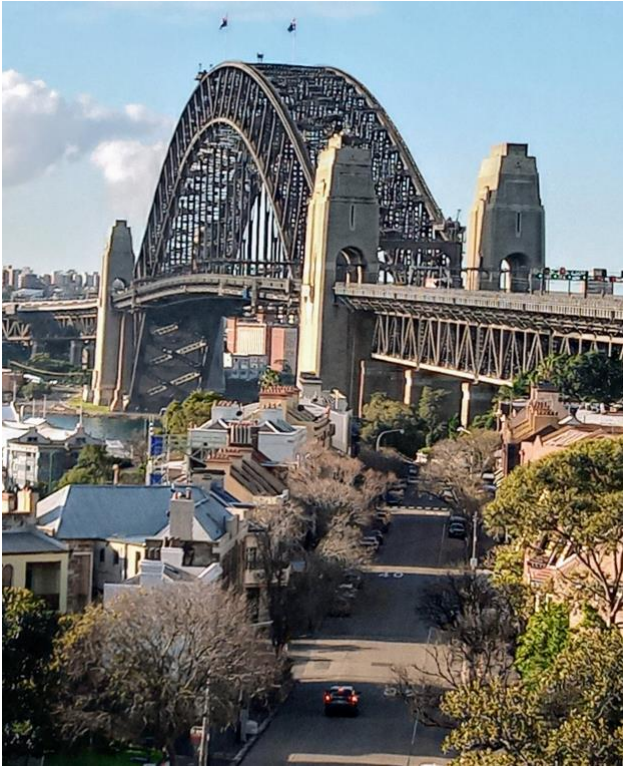
Photo of George Street, Sydney (M. Murray):



For information about what the government and individuals are doing to deal with the COVID-19 problem, Ts might check this site:

<https://www.health.gov.au/news/health-alerts/novel-coronavirus-2019-ncov-health-alert/government-response-to-the-covid-19-outbreak>

Content	Teaching, learning and assessment	Resources
	<p>supervised by a parent or caretaker if appropriate. In groups, Ss draft questions that they could ask in these interviews. Record the interview with the permission of this older person. Ss give a brief report of their interviews to the rest of the class, commenting on what they learned about this person and what they learned about the past. After each presentation, T could ask S to compare <i>then</i> and <i>now</i> re some aspect of the presentation.</p>	

Content	Teaching, learning and assessment	Resources
<p>English K–10</p> <p>EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts</p> <p>EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language</p> <p>EN2-4A uses an increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies</p> <p>EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts</p>	<p>10. Symbols</p> <ul style="list-style-type: none"> ▪ T introduces Ss to the concept of symbols. A symbol is something that represents something else. Ask Ss to suggest examples of symbols they might use if making a card for these occasions: <ul style="list-style-type: none"> ▪ birthday ▪ a particular religious or cultural festival, such as Christmas, Hanukkah, Diwali, Eid, etc (include all groups in the class) ▪ Ss brainstorm other examples of symbols in groups, eg symbols used in texting and traffic signs. T shows Ss map symbols – can they guess what they mean? ▪ Working in pairs, Ss do a 10-minute tour of the school, making note of any symbols they can find. Ss draw these discovered symbols on the board; other Ss write what they think the symbols mean. ▪ Research: Do Aboriginal people use symbols in their art? Find examples and suggest what they might mean. ▪ Ss look at the picture inside the back cover of <i>To the bridge</i>. What symbol is used in this drawing? What does it mean? ▪ The Sydney Harbour Bridge (show modern photo) is also a symbol used in <i>To the bridge</i>. What does it represent for Lennie? For Australians in general? You can get some ideas by looking at the pictures of the bridge and considering the language used to describe it (note use of superlatives): <ul style="list-style-type: none"> ▪ <i>giant arches</i> ▪ <i>Australia's biggest bridge</i> ▪ <i>it would stand strong into the future</i> ▪ <i>the incredible bridge</i> ▪ <i>Australia's most important and iconic structure</i> 	<p>Fenton, Corinne & McLean, Andrew (2020). <i>To the bridge: The journey of Lennie and Ginger Mick</i>. Newtown (Sydney), Australia: Walker Books</p> <p>Photo of Sydney Harbour Bridge (M. Murray):</p>  <p>Examples of map symbols: https://en.wikipedia.org/wiki/Map_symbol</p>

11. Thinking about how themes are represented in texts

- T draws on suggestions from Ss to construct a table comparing the information text *The Great Depression* and the *To the bridge*.

	<i>The Great Depression</i>	<i>To the Bridge</i>
Topic	The Great Depression and how it affected Australia	An event that occurred in Australia in the Great Depression
Themes	Australia is affected by world events Overcoming adversity (or beating the odds)	Fulfilling your dreams Overcoming adversity (or beating the odds)
Purpose	To present information about past events clearly	To entertain and present ideas through a story about past events
Type of text	Information text	Narrative
Content	Facts, eg dates, events, figures	Based on facts, but turned into a story
Language	Brief Factual, eg uses noun groups, literal meanings Does not express point of view or feelings	Long(er) Imaginative, eg uses adjectives, symbols Shows Lennie's point of view, expressing feelings

Note how both texts present similar themes but represent those themes in very different ways.

Fenton, Corinne & McLean, Andrew (2020). *To the bridge: The journey of Lennie and Ginger Mick*. Newtown (Sydney), Australia: Walker Books

Information text, *The Great Depression* – see above.

Other texts about Australia and the Great Depression, fictional and non-fictional, suitable for Stage 2 Ss (note some titles may be out of print, but might still be in bookrooms or libraries):

- *Somewhere around the corner* by Jackie French (published by Harper Collins, 1994)
- *River Murray Mary* by Colin Thiele (published by Hachette Australia, 1979)
- *The long walk* by Kerry Greenwood (published by Hodder, 2004)
- *Our Don Bradman: The diary of Victor McDonald* by Peter Allen (published by Scholastic, 2005)
- *Australians all* by Nadia Wheatley (published by Allen and Unwin, 2013) – one section only
- *Our Australian girl* (series published by Penguin, 2014-2016), including:
 - *Meet Ruby (1930)* by Penny Matthews
 - *Meet Daisy (1930)* by Michelle Hamer
- *My Australian story* (series published by Scholastic, 2014), including
 - *The Phar Lap mystery* by Sophie Mason

Content	Teaching, learning and assessment	Resources
	<p>Discuss why composers make different choices about how to represent ideas.</p> <ul style="list-style-type: none"> • Ss brainstorm other ways in which composers could represent a topic like the Great Depression and a theme like overcoming adversity, eg <ul style="list-style-type: none"> ▪ Poem ▪ Song ▪ Film ▪ Musical ▪ Play ▪ Television show or series ▪ Radio (eg interview) ▪ Novel ▪ Website ▪ Photographic exhibition ▪ Painting ▪ History textbook • Extension: With the help of T and Teacher Librarian, Ss locate copies of other texts about the Great Depression – see Resources for suggestions. Ss read the texts, individually or in groups. Ss talk about how the composer represents the Great Depression in a particular way in the text, comparing with <i>To the bridge</i> and <i>The Great Depression</i>. 	<ul style="list-style-type: none"> • <i>Do you dare?</i> (series published by Penguin, 2014-2015), including: <ul style="list-style-type: none"> ▪ <i>1931: Tough times</i> by S. Mitchell • <i>Lennie the legend: Solo to Sydney by pony</i> by Stephanie Owen Reeder (published by NLA, 2015)

English K–10

EN2-1A communicates in a range of informal and formal contexts by adopting a range of roles in group, classroom, school and community contexts

EN2-2A plans, composes and reviews a range of texts that are more demanding in terms of topic, audience and language

EN2-7B identifies and uses language forms and features in their own writing appropriate to a range of purposes, audiences and contexts

EN2-9B uses effective and accurate sentence structure, grammatical features, punctuation conventions and vocabulary relevant to the type of text when responding to and composing texts

EN2-10C thinks imaginatively, creatively and interpretively about information, ideas and texts when responding to and composing texts

EN2-11D responds to and composes a range of texts that express viewpoints of the world similar to and different from their own

EN2-12E recognises and uses an increasing range of strategies to reflect on their own and others' learning

12. *My dream*. main assessment task

- Ss work in groups discussing the following questions:
 - What is *your* dream?
 - What will you need to do to make your dream come true?
 - What are some challenges you might face in making your dream come true?
 - Who might help to make your dream come true? How could they help?
 - How will you feel when you achieve your dream?
- After groups share their ideas with the whole class, Ss write their own answers to the questions above. T emphasises the need to be original, to have your *own* dream.
- T asks Ss to imagine that they are in the future, older than they are now, and their dreams have come true! Asking Ss to close their eyes and giving them some guiding questions may help them to better imagine this future. Also, Ss can prepare for writing by telling their story orally to other members of their group.
- Ss write the story of how their dream came true, using this plan:
 - *My dream*: where did it come from? why was it important to you?
 - *Opportunity*: how did you get started? how did you feel at this point?
 - *Setback*: what problem did you face and how did you overcome it?
 - *Help*: who supported you to achieve your dream and how did they help?
 - *Success*: how did you finally achieve your dream? how did you feel?
 - *Looking back*: what did you learn from your journey to achieve your dream?
- The aim is for Ss to write their stories in six paragraphs. Ss could use the headings for each paragraph to help them to do this in their first draft,

Content	Teaching, learning and assessment	Resources
	<p>perhaps using a pro forma provided by T. Ss should reflect one or all of the following themes in their writing:</p> <ul style="list-style-type: none"> ▪ fulfilling your dreams ▪ overcoming difficulty ▪ beating the odds <ul style="list-style-type: none"> ▪ The same rubric developed for the pre-test could be used for self and peer assessment - Ss make improvements based on feedback and delete paragraph headings (no longer needed). Ss add a title and an illustration that incorporates an appropriate symbol. Ss publish final copy. ▪ T assesses using the rubric and provides Ss with feedback on their writing. ▪ Ss compare their performance in the writing pre-test and the main assessment task (post-test), noting: <ul style="list-style-type: none"> ▪ How much their writing has improved ▪ What they can do to further improve their writing 	