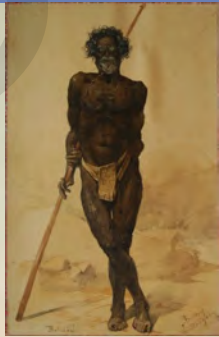


# Australian History-Based Writing Lessons

*in Structure and Style*



*Linda Maher*



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## Scope and Sequence

| Lesson | Structure                                   | Style  | Subject / Topic                |
|--------|---|--|--------------------------------|
| 1      | Unit 1:<br>Note Taking                      |  | The First Australians          |
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| 5      |   | Quality Adjectives<br>Level C: Dual Adjectives                     | The First Fleet                |
| 6      | Unit 3:<br>Summarising<br>Narrative Stories | Adverbial Clausal Starters   | Early Settlers                 |
| 7      |   | Strong Verbs<br>Level C: Dual Verbs<br>Advanced: Triple Verbs      | Crossing the Blue Mountains    |
| 8      |   |  | Burke & Wills                  |
| 9      |   | Sentence Openers, Part 1   | The Eureka Stockade            |
| 10     | Unit 4:<br>Summarising<br>References        | Sentence Openers, Part 2   | Australian Animals             |
| 11     |   | Strengthening Weak Verbs<br>Level C: Stylistic Decorations         | Australian Landmarks           |
| 12     | Unit 5:<br>Writing from<br>Pictures         | “ing”/“ed” openers<br>Punctuating Lists<br>Using Commas with Lists | Ned Kelly                      |
| 13     | Unit 6:<br>Research<br>Reports              | Level C:<br>Adjectival Teeter-totters                              | Mary MacKillop                 |
| 14     |   |  | Cobb & Co.                     |
| 15     |   |  | The Anzacs                     |
| 16     | Unit 7:<br>Creative Writing                 | Introduction & Conclusion  | Simpson and His Donkey         |
| 17     |   | Triple “-ly” Adverbs   | Phar Lap                       |
| 18     |   | Level C: Dialogue  | Steve Irwin                    |
| 19     | Unit 8:<br>Essay<br>Composition             | Difference between a Report<br>and an Essay                        | Landmarks Revisited            |
| 20     |   |  | Australian Activities          |
| 21     |   |  | Monarchy vs. Republic          |
| 22     | Unit 9:<br>Critiques                        | Critique Introductions and<br>Conclusions                          | Burke & Wills Revisited        |
| 23     |   | Triple Clauses   | The Unknown Soldier:<br>Speech |

## ***To the Parent and Teacher...***

This book is intended primarily for use with IEW's *Teaching Writing: Structure and Style* programme. If you are not familiar with that course, you may find this book difficult to use. Along those lines, it is important to understand that this is not a workbook that will teach the student writing. It is a collection of lessons that you, the teacher, can use to teach writing. You are the critical element for success with this book.

You will notice that I have included a variety of source text material. These source texts are designed to introduce your students to the concept of "Freedomship." The term "Freedomship Education" was coined by Andrew Pudewa a few years ago. Here's the definition: "The act or process of imparting, acquiring, or developing the character, knowledge, and skills necessary for being or remaining free." Now, more than ever, it is vital for us to introduce our students to the study of history, for it is only through learning from the past that we are able to make improvements for the future.

Different students require different levels of challenge. This book provides checksheets at three levels: Level A – beginner, Level B – intermediate, and Level C – advanced. Level A students progress through the lessons focusing on the fundamentals of style. Level B students are expected to learn the fundamentals and build upon these skills with more detail. Level C students should already be familiar with (or should quickly learn) the basics of the skills taught, have a firm grasp of grammar, and be able to employ the advanced techniques that are taught in this book. The checksheets for each lesson, however, are suggested. If your students work at a different pace, that's okay. The lessons aren't rigid. You should adjust the checksheet to include or exclude skills as you progress. The flexibility makes this an ideal book for teaching mixed grade groups.

Some of the punctuation or grammar taught in this book may differ slightly from what you have learned before or normally practice in your home or classroom. You are the teacher and it is your prerogative to teach your students what you want them to learn. If, for example, you disagree with the absence of a comma before a particular "who/which" clause, put it in. If you believe firmly in using "because" instead of "since" (or vice versa), teach it. These lessons are not meant to be authoritative about grammar and usage, but to be a source of ideas, models and techniques to broaden composition experience and aptitude.

As you may have noticed, the checksheets throughout the book do not have a section to assign grades. The model checksheet on the next page includes a grading system for those who wish to grade their students' compositions.

## Unit 2: Writing From Notes

### Lesson 3: The Arrival of the Dutch

#### Objective

To carefully limit notes and write a summary from them. Key words have already been underlined for you.

#### Source Text

In the year 1606 Willemn Jansz, a Dutch sailor, set out to investigate if a *Great South Land* did indeed exist. After sailing along the southern coast of New Guinea, Jansz decided to steer south. Soon he sighted the part of Australia now known as Cape York. A party ventured ashore, but sadly this visit ended in tragedy, when hostile natives slaughtered them all. Jansz returned to Java, unsure if he had discovered a new country or if the land was a part of New Guinea.

Other Dutch sailors followed, including Dirk Hartog in 1616 and William Vlaming eighty years later. But perhaps the most famous Dutch explorer was Abel Tasman. This great sea captain not only explored the southern-most part of the continent, now known as Tasmania, but also in a second voyage, explored the north. However, he found the land barren and worthless. The Dutch, interested in trade, not settlement, therefore made no further explorations of the land, now known as New Holland, for many years.

## Assignment

1. Read the source text. The outline notes are carefully limited since some sentences contain many details.
2. From the key word outline, tell back the two paragraphs to a parent, teacher, or partner.
3. Following the outline, write two paragraphs about the Dutch explorations. Include all of the ideas from the outline in your paragraph, using the “dress-ups” described on page 17. Underline one of each of the dress-ups from your level. When you write your paragraphs from the outline, write approximately one sentence per note. (For this assignment, there are 5 sentences and therefore 5 notes per paragraph, so each of your paragraphs should consist of approximately 5 sentences.)
4. Your first draft should be handwritten, double-spaced, with no erasing. Cross out any errors and write the corrections in the extra space above. Edit your first draft for spelling, punctuation, and grammar as best you can, then have another person (parent, teacher or older sibling) check it as well. When it has been checked and corrected as thoroughly as possible, copy (or type) a final draft. Keep your final draft in this book with each lesson or in a separate folder.
5. Follow the checksheet on page 18. Your teacher may add (or delete) techniques you know (or don't know) to customise the checklist for your level of challenge. You must use at least one of each dress-up technique for each paragraph. (You may, of course, use more than one “-ly” word, etc., but only underline one of each.)

## Note Outline Model: The Arrival of the Dutch

- I. 1606, Willemn Jansz, investigate
  1. sailing, New Guinea, south
  2. sighted, Australia, Cape York
  3. ventured, tragedy, slaughtered
  4. returned, Java, unsure
- II. followed, Dirk Hartog, William Vlaming
  1. famous, Dutch, Abel Tasman
  2. explored, Tasmania, north
  3. found, barren, worthless
  4. trade ~~settlement~~ , **X** explorations, New Holland

### Checksheet for Lesson 3

|  |  |
|--|--|
| <p><b>Levels A, B, &amp; C</b></p> <p><b>Presentation</b><br/>         ___ title centered and underlined<br/>         ___ name, date<br/>         ___ clearly presented</p> <p><b>Mechanics</b><br/>         ___ indent paragraphs<br/>         ___ complete sentences<br/>         ___ capitals (uppercase)<br/>         ___ punctuation</p> <p><b>Style Tools</b><br/>         ___ underline dress-ups (one of each)</p> | <p><b>Level A</b></p> <p><b>Dress-Ups</b><br/>         “-ly” word _____</p>  |
|  | <p><b>Level B</b></p> <p><b>Dress-Ups</b><br/>         “-ly” word _____<br/>         “who/which” clause _____</p>  |
|  | <p><b>Level C</b></p> <p><b>Dress-Ups</b><br/>         dual “-ly” word _____<br/>         “who/which” clause _____<br/>         invisible “who/which” clause _____</p> |

## Unit 4: Summarising References

### Lesson 10: Australia's Amazing Animals

#### Objective

To take notes and create an outline from reference material. As always, the main goal is to rewrite the materials in your own words using only your notes. Note taking from references does not follow the model used in Unit 3. Instead, it is like the system described in Units 1 and 2 with even greater limiting. Also, you will learn to organise facts into paragraphs using the topic/clincher model.

In this lesson, you will take notes to form a 3-paragraph report on some interesting Australian animals. The following source materials are lengthy, meaning you will need to limit the material you use in each of your paragraphs. Take your time and select only the information you find to be the most interesting or the most important.

#### Source Text 1 - The Kangaroo

The early explorers of Australia sighted many new and interesting creatures, including the kangaroo. The sailors reported that the animal looked like a 'huge hopping mouse with a head like a deer.' In fact, a kangaroo is a marsupial, a mammal with a pouch in which the mother carries her young. A strange effect happens when the baby joey sticks its head out, and the early reports back to England left many with doubts as to whether these strange, 'two-headed' creatures truly existed.

These marsupials are the largest in Australia, and with their huge hind legs, large feet, and powerful tail, they can travel up to 65 kilometres per hour. This means they are able to cover long distances quickly, essential for the survival in the vast Australian outback. The tail is amazingly strong and is thumped against the ground to help propel the creature through the air. When stationary, the tail is used for balance. Because of its large feet and tail, the kangaroo is unable to walk in a normal manner, but when grazing or moving at slow speeds, it uses its front paws, tail and hind legs to creep along in a type of 'crawling' motion.

Kangaroos pose quite a threat to motorists in Australia, especially when travelling on country roads. Often the bright lights of a vehicle can dazzle a kangaroo, and they are known to spring out onto the road, directly into the path of an oncoming car or truck. The impact can kill the animal and can cause great damage to the automobile. Some impacts have even caused large accidents, where the occupants have afterwards slammed into a tree or caused the car to roll. If the windscreen is the point of impact, the occupants can be in grave danger, as the kangaroo will most likely begin to kick with its huge hind legs in order to break free. These powerful kicks alone are enough to kill, and the most a person can hope to do in this situation would be to leave the vehicle—quickly.

Mostly, though, kangaroos are gentle creatures, who will quickly depart when they lay sight of anything they consider a threat, including humans. In the wild, they are expected to live only around 4–6 years but can live beyond 20 years in captivity. Some are kept as pets and in wildlife parks, and people are able to walk safely around them, even patting and feeding them. The kangaroo is important to Australia’s culture and image and appears on logos, currency notes, and even the coat of arms. It is known throughout the world as a fascinating creature, and ever since the days of early exploration, it has been considered a national symbol of Australia.

### **Assignment**

1. Read the source text. Following the note outline model provided on the next page, create a note outline for one paragraph on the kangaroo. Choose the most important or interesting (to you) portions from the source texts.
2. From your outline, write one paragraph. Your paragraph should follow the topic/clincher rule; the first sentence (topic) and the last sentence (clincher) should repeat or reflect two to three key words. Indicate by using a highlighter or making bold the key words which are repeated or reflected in the topic and clincher sentences.
3. When you have completed your paragraph, repeat the above steps with the 2<sup>nd</sup> and 3<sup>rd</sup> source materials – the koala and the platypus. On completion, you will have a 3-paragraph report on some interesting Australian animals. I would recommend that you add a picture of each animal to your report as well.

### **Note Outline and Paragraph Models**

The paragraph model provided on the next page shows what your first draft might look like after you edit it for structure and style. It contains the six dress-ups and all of the sentence openers. Note that key words in bold in the last (clincher) sentence repeat key words from the first (topic) sentence. This makes the paragraphs more unified and provides the reader with a sense of completion.

## Australia's Amazing Animals: the Kangaroo

|   |   |
|---|---|
| <p>I. kangaroo, marsupial, Australia</p> <ol style="list-style-type: none"><li>1. carries, young, pouch</li><li>2. legs, travel, 65 km/h</li><li>3. tail, propel, balance</li><li>4. danger, vehicles, travelling</li><li>5. known, Australian, icon</li></ol> <p>Clincher: Repeat (or reflect) 2–3 key words from the topic.</p> | <p>❶ The <b>kangaroo</b>, <u>one of Australia's most loved animals</u>, is classed as a marsupial <u>because</u> the young are carried the mother's pouch. ❷ When grown, the kangaroo's <u>powerful</u> legs, feet, and tail allow it to hop at speeds of up to 65 kilometres per hour. ❸ Interestingly, the tail is also used for balance. ❹ Because of its size and speed, the kangaroo can be a source of danger to motorists <u>when</u> travelling on country roads. ❺ Damaging impacts can <u>suddenly</u> occur, leaving cars smashed and the kangaroo severely injured. ❻ It can even die. Ⓐ Despite the dangers, the <b>kangaroo</b> is <u>adored</u> by Australians and is one of the best-known <b>Australian</b> icons.</p> |
|---|---|

### Note Outline: Australia's Amazing Animals

Once you have completed your paragraph on the kangaroo and finished the exercises on the following pages, write your note outline for summarising the rest of the source material, and compose one paragraph for each animal.

Remember, the passages are quite long. You will need to limit the amount of information you use in your report. Limiting can be difficult; please ask your parent or teacher for help if it is needed.



## Lesson 17: Phar Lap: The Wonder Horse

### Objective

To write a 5-paragraph creative composition including an introduction and a conclusion.

### Source Text

The Great War finally came to an end. The people rejoiced, glad that life could now return to normal. But for some, the situation became desperate. Over 60,000 Australians had died during the war, leaving behind families who now needed to fend for themselves. In the 1930s, this and other factors led to the Great Depression, a time of global distress which hit Australia most brutally. Times were tough, and people suffered much. The nation needed a hero. Eventually, one appeared—not in the form of a great leader but surprisingly, in the form of a racehorse. Phar Lap, the wonder horse, became a legend and a hero to the nation. Winning 31 out of 52 races and delighting all who had the privilege to witness him race, he gave the struggling country a glimmer of hope.

Foaled in New Zealand, the young colt arrived in Australia in 1928, purchased for the small sum of 160 guineas. Harry Telfer, a horse trainer, had convinced David J. Davis, an American businessman, to bid on the horse. Telfer believed in his blood line. However, his arrival proved to be rather a drama. The colt, covered in facial warts, walked with an awkward gait. Davis was furious and he refused to pay for the horse's training. But Telfer stood his ground and offered to train the horse for free, provided that he could claim a two-third share of any winnings. Davis agreed, feeling that the deal would be an easy one. For a time, this proved to be true. Phar Lap lost his first race in style, finishing the race in last place. Telfer became a laughing-stock, but still he persisted. The horse could run, he assured himself. He continued the training, unwavering in his belief that their purchase would soon prove fruitful.

Finally, in April 1929 Telfer managed some success; Phar Lap won his first race. Later that year, he raced several times, taking second place in the Chelmsford Stakes and performing well in other races. Phar Lap quickly moved up in class, and the racing community started to take notice. However, Phar Lap also had enemies. On the morning of 1<sup>st</sup> November 1930, a gunman fired a shot at the racehorse, with intent to kill. Fortunately, the bullet missed, and that very same day, Par Lap went on to win the Melbourne Stakes. In fact, during that particular round of the Flemington Spring Carnival, Phar Lap won a race on each of the four days, including the esteemed Melbourne Cup. To handicap the great horse, weights were added to slow him down. The following year, he took eighth place in the Melbourne Cup, despite carrying a total of 68 kilograms. In the last three years of his life, Phar Lap succeeded in winning 32 out of 35 races.

By this time, Telfer and Davis owned equal shares in the horse and were thrilled with the success, so much so, that Davis decided to send Phar Lap to race in

America. Telfer, disagreeing with his decision, refused to go. But Davis had made up his mind. Shipping the horse abroad, young Tommy Woodcock, Phar Lap's strapper, would accompany him on the voyage. They arrived in Mexico in 1932, where Phar Lap ran and won the Agua Caliente Handicap, in which they won the largest winnings ever offered in North America. He had won the race in track-record time and became the talk of the town. The team then moved north to California, resting Phar Lap at a local ranch. Preparations began for special race appearances of the marvellous horse. Davis was delighted and most pleased with his ever-fattening purse.

All went to plan until the fateful day of 5<sup>th</sup> April 1932. On that day, Tommy went to check on his equestrian mate, only to find him in severe pain and with a soaring temperature. The next few hours became a frantic struggle, where the team fought desperately to save their dying friend. But their attempts proved futile. Phar Lap, the fastest horse Australia had ever known, passed away. At once, speculations began that he had been poisoned. However, the proof of this did not surface until new research, conducted in 2007–2008, confirmed what many already knew: that hours before his death, Phar Lap ingested large amounts of arsenic. However, as this poison was readily available in 1932, the culprit would never be identified. Davis and Telfer had certainly proved their critics wrong, but they had paid the ultimate price, and a nation, already suffering so much, mourned their loss.

### **Assignment**

1. Read the source text to get a feeling of the time and characters surrounding the great Australian racehorse.
2. Read at least one book or article about Phar Lap. You can also use the Internet to research if you like. Decide what specific topics are most interesting to you. Focus your imagination on those topics—imagine yourself being there. Imagine yourself as either a spectator or someone close to Phar Lap, such as Harry Telfer or young Tommy.
3. Write a 5-paragraph composition including an introduction and a conclusion on what you imagine it was like. Follow the Structural Tools and Suggestions below. Be sure to include the style and structural elements for your level. Use the creative writing checksheet on page 107. Make an outline on a separate sheet of paper (following the model chart on page 101), and then write the rough draft. Edit and type a final copy as always. This is creative writing; have fun!

### **Structural Tools and Suggestions**

1. Review the Creative Writing Procedure Chart on page 101. It is usually best to write the three body paragraphs first, and then write the introduction and conclusion based on what you have already written.
2. Be sure to include topic/clincher sentences in the body paragraphs, and to highlight (or bold) the topic key words in the introduction and conclusion as well.