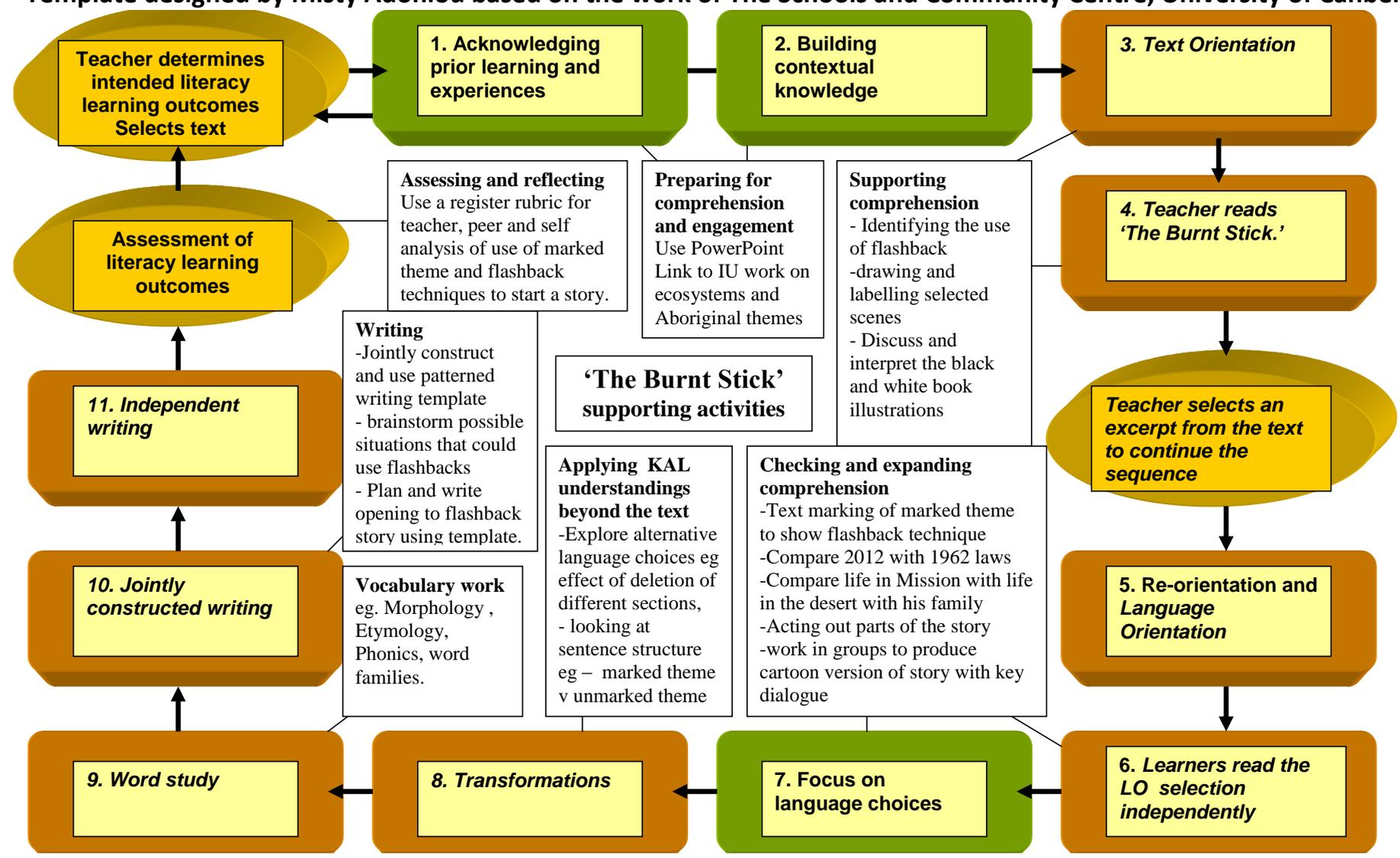


### Diagrammatic Overview of the Teaching Sequence to support EAL/D students to read 'The Burnt Stick' by Anthony Hill Template designed by Misty Adoniou based on the work of The Schools and Community Centre, University of Canberra



## 2. Text Selection The narrative text 'The Burnt Stick' by Anthony Hill

Target Group/s	A Year 3 mainstream class including students from a range of cultural backgrounds and with varying levels of English language proficiency (1/3 of the class are EAL/D) and an EAL/D Year 4 Indigenous student	
Outcomes for this cycle	<p>Understand why Sorry Day and NAIDOC Week are commemorated in Australia</p> <p>Identify and use flashbacks and marked themes in writing</p> <p>Write orientations that include descriptions of what places feel like, look like and their significance in the story.</p>	
Australian Curriculum Outcomes for Year 3 (ACARA, 2011)	<p>ACHHK063 Days and weeks commemorated in Australia (inc. NAIDOC week and Sorry day)</p> <p>ACELT1596 Draw connections between personal experiences and the worlds of texts..(Indigenous student).</p> <p>ACELY1682 Plan, draft and publish imaginative... texts demonstrating increasing control over language features ...</p> <p>ACELA1482 Understand that verbs represent different processes (doing, thinking, saying, and relating) and that these processes are anchored in time through tense</p> <p>ACELA1485 Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example 'tion'</p>	
Field	<p>-Themes are relevant to the Indigenous student and to the Year 3 class unit on Sorry Day/NAIDOC week</p> <p>-Important for EAL/D students to learn about Australia, its history, its peoples, its ecosystems</p>	
Tenor	-Authentic novel written for children using the third person – reading demands of the text are within Vygotsky's Zone of Proximal Development (Axford et al, 2009, p.7)	
Mode	-Well written text using literate language. Accompanying CD will support weaker readers and allow EAL/D students to hear correct pronunciation.	
Text level features	<p>- Social purpose- This story is written to teach and emotionally move children.</p> <p>-Clear structure – orientation introducing the settings and characters, complication and a resolution with a short coda at the end. Writer uses flash backs to tell the story.</p> <p>-Writing includes description, character development, dialogue and commentary.</p> <p>-Written in past tense</p> <p>- Illustrations – small, black and white – most of the description is provided by language.</p>	
Sentence Level features	<p>-Complex sentences</p> <p>-Use of marked themes – Growing up by the pearl shining sea, John Jagamarra remembered ....</p> <p>-Adverbial phrase/clauses- Where he had been born, Growing up by the pearl shining sea,</p> <p>- Antithesis/polarity - Favourable descriptions of mission followed by “but it was not like home”</p> <p>-Personification – he could feel the cool desert night embracing him</p>	
Word level	Rich vocabulary used to describe	
Specialised Vocabulary	desert, homestead, cattle station, welfare, drought, charcoal, Ancestors, Fathers, white man, creator, law, mission, scrub, Dryborough Station	
Noun gps	pearl shining sea, red horizons of the inland desert country, The Big Man from Welfare	
Nominalisation	heat, Membership, Dreaming, Grieving, warning, suspicion, Government,	
Similes	was soft light brown like the earth in the early sunrise	
Verbs	<p>Sensing: remember, forget, wonder, believed, knew,</p> <p>Saying: shrieked, screamed, spoke, cried, pleading, exclaimed</p> <p>Action: struggled, wept, clasped, snatched, seize, clinging, danced, found, swallowed, tricked,</p> <p>Relating: belonged,</p> <p>Modal: must, would, can</p>	<p>Reflexive Verb: sunning themselves</p> <p>Phrasal Verb: Growing up</p> <p>Passive voice: The mission had been built, I am told that you have a son</p> <p>Use of infinitives: They taught the Aboriginal children how to, how to, how to etc</p>
Adjectives	low, inland, terrified, frightened, deserted, abandoned, half-satisfied, silent, important,	
Prepositions	in, on, by, near, up,	

## **2. Contextual understanding/ building the field**

### **Outcomes:**

- Students understand about narratives – their purpose and their structure
- Students understand what the exposition of a story does and what a flashback is
- Students have the vocabulary needed to understand the events of the story and to be able to talk about them
- Students are familiar with the following themes
  1. What it means to be Aboriginal . What does Part-Aboriginal mean? Importance of storytelling, Dreamtime, elders, land, family, dance, art to Aboriginal people, Totems and use of Indigenous languages
  2. Australian ecosystems – tropical coast and desert country – link to Integrated Unit.
  3. Cattle station /cattle/Station owner/stockmen /breaking horses/desert/ heat/dust/flies/shelter
  4. Fires, cinders, ashes, charcoal, burnt sticks
  5. Mission – often run by church groups, children looked after by nuns, Fathers (priests), foster parents. Emphasis on children learning about God, speaking English, reading, writing and later on skills training for working as cooks, maids, nannies, farm workers, carpenters. Contact with parents discouraged. Many children never saw their parents again. The mission in the story is in an idyllic place but children were still homesick. Children slept in dormitories.
  6. Role of the Government/Welfare Department – idea of “caring” for the children – The white lawmakers felt the need for them to be brought up as white children. Stress the fact that the practice of forced removals stopped in the 1970s. “Bringing Them Home” report commissioned in 1995 (one year after this book was written). In 2008 Kevin Rudd (Australia’s Prime Minister at the time) made an apology to these children and their families on behalf of all Australians – reasons for Sorry Day and NAIDOC Week.
  7. Animals, birds, Reptiles – appearance, names and characteristics of creatures mentioned in the story.

### **Method:**

- Draw on students’ prior knowledge of the social purpose, structure, elements of narratives. Explain that stories can be written in different ways – this one is in the third person, in the past tense and includes flashbacks.
- Brainstorm to elicit and acknowledge prior cultural knowledge of 1 – 7.
- Use attached Power Point presentation to provide visual images for the key vocabulary for topics 1 – 7 above.
- Discuss the pictures – children should be encouraged to use the new vocabulary.
- Display the pictures with the words underneath and refer to the pictures when telling or reading the story.

### **Key strategies:**

- Encourage Indigenous and EAL/D students to share their knowledge and experience
- Use simple everyday language, gesture and concrete realia and visual images to explicitly explain concepts
- Give explicit explanation eg of the characteristics of an eagle so they will understand the story.
- Aim for maximum and multiple exposure to new vocabulary – both in written and oral forms.

**Assessment Opportunities:** Students work in groups to create labelled pictures for themes 1 – 7 above and present their work to the class. Listen to students talking as they are working, discuss their pictures with them

### **3. Text Orientation.** The Burnt Stick by Anthony Hill

#### **Outcomes:**

- To give an understanding of the settings (Dryborough Station/Pearl Bay Mission)
- Understand life of John Jagamarra as an Aboriginal boy with a white father and what this meant at that time
- To give a literal interpretation of the narrative and its illustrations
- To understand how flashback has been used to tell the story.

#### **Methods:**

- Draw attention to the author and why the book was written
- Draw attention to the fact that it is a narrative and has narrative structure/features - it is not a true story but has a series of events, descriptions of settings and characters as well as dialogue. It is told by a narrator.
- Mention the use of flashbacks and alert the students that they will later be writing some of their own
- The whole story will be outlined – this knowledge of the story will become a navigation tool that can be referred to in later lessons. N.B. it needs to be supplemented by text orientation for the chosen extract prior to Language Orientation.

#### **Teaching Strategies:**

- Use everyday language to tell the story using vocal emphasis when appropriate – no questions from teacher or students. Students should not be asked to predict what is going to happen.
- Explicitly explain events, characters and dialogue in the story (eg explain why Mrs Grainger couldn't prevent John being taken even if she wanted to)
- Use key words and phrases from the text in preparation for later work (eg "But it was not like home." "They have been coming for him from that day that he was born." and "But John Jagamarra did not forget.")
- Refer back to the field / context building/ preparatory work
- Use frequent repetition of the new vocabulary in context with
  - reference to visuals
  - elaboration to explain meaning (eg the pool in the creek bed, a creek is a small river and this pool only has water in it when it rains. The water is not very deep which is why the children are allowed to go there without adults
  - gesture and actions (grinding and rubbing in charcoal dust) to explain what words mean
- In a later lesson, look at the black and white pictures in the book (scanned onto the white board) – some may need explanation (eg the picture showing just the legs of the "visitors" and the bible)

#### **Assessment:**

Could they focus throughout the story telling? Did they seem to understand the humour and to respond to significant events in the story?

Can they re-sequence the chronological PowerPoint pictures to follow the order of the book – do they understand flashback?

Did they ask questions and join in discussion after the story telling? Do their comments/questions show they understood? Can they explain why the story is called "The Burnt Stick"?

**Script for the planned delivery of the Text Orientation** (Words and phrases that are being foregrounded) (act out)

Tomorrow, we are going to read a book called 'The Burnt Stick' by Anthony Hill who is a writer that lives in Canberra. I have chosen this book because it tells a very important story about an Aboriginal boy about the same age as you. You remember we looked at pictures and talked about how children who had one Aboriginal parent and one European parent used to be taken away from their families. This stopped in about 1970 but when Anthony Hill wrote this book in 1994, many white people in Australia didn't know what had been happening to Aboriginal children. In 1998 (one year after Anthony Hill wrote this book) the Australian Government commissioned (that means they asked for ) a report called "Bringing Them Home." A team of experts was paid to find out how Australian laws had affected Aboriginal families like the one in the story. Anthony Hill wrote this story so that children could understand what had been happening – it is not a true story, but in the Government report that was published two years later, there were many true stories like it.

'The Burnt Stick' is about a boy called **John Jagamarra** who grew up in a **Mission for Aboriginal children**. Aboriginal means that members of his family were some of the first people to live in Australia. They came here about 40,000 years ago – long before Europeans. The mission for Aboriginal children was like a children's home that was run by the church and the children stayed there all the time. They didn't go home for the holidays.

Very few of the children the Aboriginal Mission had been born in Pearl Bay. They had been brought there by the **Welfare Department** because one of their parents had been Aboriginal and the other parent had been a white person. The government thought they were doing their best to look after these children. They wanted them to learn English and to learn to read and write. Most of the children had come from far away and many would never see their families again. **"No one had asked their mothers if they could be taken and no one asked the children whether they wanted to come."**

At the mission the younger children went to school and learned about God and to read and write in English. The older children were trained to make bricks, do woodwork, to work on farms or were given the skills that they would need to work in the big houses. The mission was trying to get the children to forget that they were Aboriginal and so they weren't allowed to speak their own language and no one told traditional stories or showed them Aboriginal dances or pictures. For John, it **"didn't feel like home!"**

Anthony Hill uses a technique called "flash back" to tell the story which means that characters look back or remember things that have happened before. Next term we are going to be writing our own stories and we will try to use flashbacks too. The story starts while John is at the mission, but he remembers where he came from especially at night time when he was lying trying to sleep in the big **dormitory**. This was when he thought about the **campfires, the people, the dancing, the art and the stories**. He could remember sitting with his mother by the campfire

He remembered how his family used to laugh about Mr and Mrs Grainger who were the white people that lived in the big house. Mr Grainger was the Owner of **Dryborough Cattle Station**. He and his wife had come from another country or a big city and found it difficult to get used to **the dust, the heat and the flies**. The Aboriginal men used to talk about where they had been with the cattle or when they were hunting and then the older people told stories about animals and the world. John felt really at home here and **thought that life would always be the same**.

One night, when they were sitting around the fire, Charlie Warragin, the **head Aboriginal stockman**, gave them bad news. He told John's mother, Liyan, that in the morning, the **'Big Man from Welfare'** would be coming with a big van to take John away. The other children would be safe because both their parents were Aboriginal. His mum was really upset. Charlie explained that once a child was taken, they were gone forever as the whole point was to turn the child into a "white person." Liyan said that she would ask Mr and Mrs Grainger (the white people in the big house) to stop it happening but Charlie said that it wouldn't make any difference. An old man, who everyone respected, called Jabal said **"They have been coming from the day he was born."** This meant that by law, the government had to take John away and there was nothing that anyone could do. John's mum cried and hugged him tight. She said that she would run away with him into the desert to hide but Charlie, the head stockman, said **"There is nowhere safe to run and in the end, they will find you."**

All the women in the camp, including John's grandmother started to moan and cry as if someone had died. **(act out)** They beat the ground and threw dust over themselves. **(act out)** Everyone was really upset and they stayed up very late. In the end, John fell asleep but his mum stayed wide awake trying to think of a way to keep John safe. **"At last she had a good idea."**

Early in the morning she woke John up and took him to where the fire had been. **(act out)** The ashes (or cinders which is what is left when the fire has finished burning) were cold and she found a burnt stick that was covered in charcoal. She used a stone to grind the charcoal into a fine black powder **(act out)** and then she rubbed it onto John's skin **(act out)** . She rubbed it on his feet, up his legs, on his chest and on his back and all over his face. By the time that everyone else had woken up, John was as black as all the other children. Jabu (the wise old man) said **"I wouldn't have thought of that."** Charlie, the head stockman, **wondered whether it would be enough to trick the Big Man from Welfare**. John's grandmother said **it was good enough as even she would not have recognised John unless she had looked really carefully. She said that anyway, all black people look the same to white people.**

The men went off to work and only the women and children were left at the camp. The 'Big Man from Welfare' arrived in his truck with 2 policemen as well as Mrs Grainger (the boss' wife.) The **truck** had a kind of **cage** on the back ready to lock John in. **None of the visitors looked very happy about what they had to do but they had to follow the law**. The visitors mean the people who have just arrived in the truck – the 'Big Man from Welfare', the two policemen and Mrs Grainger. Even if these people really wanted John to stay at Dryborough Station, he couldn't stay there because it would be against the law so they had to take him. The Big Man from Welfare asked to see John

and when they brought him to him, the big man was very confused (act out) because he thought that John would be lighter skinned than the other children but found that he wasn't. He asked a few questions to make sure he had the right child and then angrily left thinking that he had driven all the way there for nothing.

Everyone was really happy when the Big Man left. John was safe! The children ran down to the waterhole to swim. Only Mrs Grainger, the white boss' wife stayed behind and asked John's mother, Liyan, whether maybe she had made a mistake. Liyan said that she was not worried because if the man came again, she would just do the same thing again. Mrs Grainger knew that Liyan really loved her son John but warned that the same trick might not work next time. Jabu the old wise man was also worried.

A few weeks later, Charlie heard that the 'Big Man from Welfare' was on his way again. Early in the morning, all the women got up early and helped to cover John in charcoal. 'The Big Man from Welfare' was worried when he saw John was dark skinned and said that his papers had never been wrong before. (act out) He even touched John's hair and was surprised when black dust came onto this hand. (act out) Liyan told him that boys were always playing in the dirt and she was not surprised that John was dirty because he had been playing in the ashes that morning. (act out) The 'Big Man from Welfare' was tricked again. As soon as he has gone, the children ran down to the waterhole to swim.

That night after everyone had sung around the campfire, Jabu told a story about how an eagle changes a crow from being a white bird like a cockatoo into a black bird by making it swallow a burnt stick. He warns John's mother that the Big Welfare Man is like the clever eagle which means that he has very good eyesight and always catches his prey. Jabu warns that the "Big Man from Welfare" may well play his own trick on them.

Jabu was right. Early the next morning, before anyone has woken up, the Big Welfare Man came again in his truck. This time he had checked with Mr Grainger, the boss (not Mrs Grainger) and knew that he had been tricked. The 'Big Man from the Welfare' found that John did have lighter skin than his friends. The Big Man told them that John must be taken to the Pearl Bay Mission to learn the white man's ways. He snatched the terrified boy from his mother and pushed him into the truck. (act out) John cried for his mother (act out) but it made no difference. The last thing he saw as he was taken away was her falling into the dust as she tried to chase the truck.

John Jagamarra never forgot his home. He never saw his family again.

Many years later, when he has grown up into a man and has a son of his own, he takes his son to visit Dryborough Cattle Station where he had grown up. They find that the station has been abandoned – there are no animals or people there and the buildings are falling down. He and his son camp the night there and while they are sitting by the campfire, he tells his son about his life. In the morning, before they leave, he takes some ashes and a burnt stick from the fire and rubs the black dust into his skin and his son's skin. (act out) He wants his son to always remember

the story of how he, John Jagamarra, was taken from his family. He promises that he will keep on looking for his family for the rest of his life.

**4. Read the whole text to the students -**

**Then Choose an extract for further study**

## **5. Language Orientation**

### **Excerpt:**

‘Growing up by the pearl shining sea, John Jagamarra remembered the heat and the dust, the low scrub and the red horizons of the inland desert country near Dryborough Station where he had been born. He remembered the pool in the creek bed where he and the others would swim naked after rain, and the flat lizard rock where they would lie afterwards, sunning themselves.’

### **Outcomes:**

**Broad Language Focus:** Writing orientations

### **Specific Language foci:**

1. Flashbacks
2. Marked Theme
3. Significance of names (and capital letters for them)
4. Description of places using nouns, adjectives and prepositions.
5. Foreshadowing future events by mentioning important information – John’s birth

### **Method:**

- The language orientation lesson starts with a brief text orientation to place the excerpt in context
- The excerpt is displayed on the overhead projector and students each have their own copy of the excerpt. The excerpt is read twice at a natural reading speed.
- Students are prepared for each section of text – the answer is always in the text
- Students then find the relevant words on their own copy and underline them etc
- The teacher elaborates on the meaning making sure that students understand the role of the particular words.
- The extract could be used over two lessons – one sentence per lesson

### **Key Strategies:**

- Answer is always in the text
- Students are prepared, led to identify and then their correct selection of words is reinforced/elaborated.
- Emphasis is on how language is used to convey meaning.
- Tense of the preparation questions must be the same as the tense in the text.

### **Script for brief text orientation of the extract.**

So far, we have looked at pictures which explained life on the Cattle station in the desert, life as a young boy in an Aboriginal Community, Laws that were around at that time, life in the mission station near a tropical beach. Today we are going to look closely at just one section of the story – it comes near the beginning of the book – it is part of the orientation. The writer, Anthony Hill, tells us that while John Jagamarra is growing up at the Pearl Bay Mission, he still remembers what it was like at the Dryborough Cattle Station where he used to live with his Aboriginal family.

Do you remember, we looked at a map to show where the Mission was and how far it was from where he used to live? We also looked at photos which showed us that Pearl Bay looked very different and felt very different from the desert where he was born. Everything at the beach was tropical and green, while everything in desert was hot, red, dry and dusty. The sentence we are going to look at tells us about both places, it introduces John Jagamarra and tells us two really important pieces of information about him – he always remembers where he came from and the exact place where he was born.

### Script for Language Orientation

**Preparation:** Anthony Hill uses a marked theme to start the sentence. A marked theme means that the writer doesn't put the name of the person doing the action at the beginning of the sentence – so he doesn't put John Jagamarra's name at the beginning of the sentence, he starts with information about what was happening and the place where it was happening. Can you see the first 7 words ([point](#), [read](#))

**Identification:** “[Growing up by the pearl shining sea,](#)”

**Elaboration:** This isn't a sentence – you couldn't just write “Growing up by the pearl, shining sea” by itself – it's called a dependent adverbial clause. Authors start like this to set the scene in their orientation. It is called a marked theme – we will be using marked themes later on to write our own stories.

**Preparation:** Let's look at the first two words

**Identification:** “[Growing up](#)” ([point](#), [read](#), [underline](#)) These two words show that John spent a long time at the mission - he was brought here when he was only 4 years old and he stays there until he is an adult so he “grows up there.” The –ing on the end of the verb shows that he was growing up over a period of years. The “up” is a preposition – when you write “up” after “growing” it changes the meaning of “growing” – he doesn't just get bigger, he changes from being a child to being an adult. “Growing up” is a phrasal verb - it has both a verb and a preposition which work together – like waking up, or falling over. Growing does not mean exactly the same as growing up.

**Preparation:** The next 5 words tell us where John was growing up

**Identification:** “[by the pearl shining sea,](#)” ([point](#), [read](#), [underline](#))

**Elaboration:** The word “by” is a preposition which tells you “where.” Anthony Hill has used the noun group “pearl shining sea” to show that the water is clear and sparkles in the sun like the pearls that are found in the area – this is why the place is called Pearl Bay Mission.

**Preparation:** The next two words tell us who the story is about,

**Identification:** “[John Jagamarra.](#)” ([point](#), [read](#), [underline](#))

**Elaboration:** His first name is John, and his family name is Jagamarra. Can you see both words have capital letters at the beginning. Usually, authors would only use both names, John and Jagamarra, when the character is introduced – the first time he comes in the story - and then just say John after that but Anthony Hill uses both names all through

the book. This shows that although John is living at the mission, he still identifies with or feels that he belongs to his Aboriginal family – the Jagamarra.

**Preparation:** The next word tells us what John Jagamarra did

**Identification:** he “remembered” (point, read, draw box round)

**Elaboration:** This means that he has not forgotten where he came from. The Australian Government who decided that children should be taken to the missions, thought that little children would not remember where they had come from – but all the time John Jagamarra was growing up, he thought about his family and the place where he used to live. Remembered is a “thinking verb” – it tells us what was going on in his head.

**Preparation:** So the first part of the sentence reads -

**Identification:** “Growing up by the pearl shining sea, John Jagamarra remembered”

**Elaboration:** The first 7 words, “Growing up by the pearl shining sea,” is a marked theme which tells us that Growing up at the Pearl Bay Mission is really important. Then it tells us who, John Jagamarra and then what he did – he remembered.

**Preparation:** The second part of the sentence tells us what John remembered – it tells us about where he used to live before he came to the mission. First of all, John remembered what it felt like to live in the desert -

**Identification:** “the heat and dust, (point, read, underline)

**Elaboration:** Do you remember that we looked at pictures of the desert in Western Australia? There was very little rain – the weather was often very hot. Anthony Hill has used two nouns to describe what it felt like – “heat and dust.” Heat is what we call an abstract noun – you can’t draw “heat.” Heat is a word like danger or fear – it is what you feel but you can’t draw a “heat.”

Because everything was so dry, if there was any wind, the soil blew around – this was the dust which was mentioned later in the story when Mrs Grainger was complaining that there was always dust in the big house. As John had lived in the desert he would have remembered what it felt like to have the dust blowing in your face and to have dust covering all your things.

**Preparation:** Next, John remembered what the desert looked like -

**Identification:** the low scrub and the red horizons of the inland desert country”(point, read, underline)

**Elaboration:** Because the desert was so hot and dry, nothing much grew there except for some small bushes (this is what they call low scrub). Low means close to the ground –(get students to crouch down low.) Scrub means a bush – (remind them of the pictures that we looked at.) This meant that there were no big trees to block the view and there were no plants to cover up the red rock or soil so you could see for a long way. The horizon is the place in the distance where the land meets the sky. (look out of the classroom window). In cities like Canberra, you can’t really

see the horizon because of all the trees and the houses around our school. If you were in the desert, you could see red soil and rocks and a clear line where they met the blue sky.

**Preparation:** When we looked at the map of Western Australia, we saw that Pearl Bay Mission was by the sea but the desert was inland – can you see the word inland –

**Identification:** “inland” (point, read, underline)

**Elaboration:** it is really means – “in the land.”

**Preparation:** What about the next two words

**Identification:** “desert country”

**Elaboration:** Desert means a place where there is very little rain. When they use the word “country”, they are still talking about Australia – it is not a foreign country – they just mean a different type of ecosystem like we were learning about in the Inquiry Unit – so deserts and tropical beaches are different types of land or country.

**Summary of second part of the sentence** – So John Jagamarra remembered lots of things about his home. Anthony Hill uses nouns (the names of things) like dust, scrub, horizons and country as well as adjectives (describing words) like low, red, inland and desert to tell us about where the desert was, what it looked like and what it felt like to live there.

**Preparation:** Next Anthony Hill gives us more exact information about where in the desert country we are

**Identification:** “near Dryborough Station” (point, read, underline)

**Elaboration:** We saw pictures of the cattle station, the big house, the stockmen who rode horses and the long horned cattle. The station was usually owned by a big company and was far from town. Whole families lived on the station and never left it because it was too far to travel. Can you see that Dryborough and Station both start with capital letters? Station is a word like school – it doesn’t usually need a capital letter but if it is the name of a particular station it does. So we have Forrest Primary School is a school. Dryborough Station is a cattle station.

“near” is a preposition which tells us that John Jagamarra and his family had lived close to the big house on the station in the desert. (demonstrate what near means).

**Preparation:** Finally, in the last part of the sentence, Anthony Hill, gives us important information which helps us to understand things that happen later in the story.

**Identification:** “where he had been born.” (point, read, underline)

**Elaboration:** This tells us that John Jagamarra had been born near the station. His mother was Liyan, an Aboriginal woman, and his father was thought to have been a “white” stockman who had been visiting the station. John has never met him and doesn’t know his name. He feels that he is part of his Aboriginal family. Land and belonging to a place are very important in Aboriginal culture.

“had been born” is a group of words that tells us what happened before Anthony Hill started to tell the story. It is an example of the pluperfect – this shows that something happened before the story that is being told now. It is important to know about his birth – that he does not have two Aboriginal parents which is why his skin is lighter and why the Welfare Man comes to take him away to the mission. This used to happen up until the 1970s but it doesn’t happen now.

#### So we have looked at the whole of the first sentence

‘Growing up by the pearl shining sea, John Jagamarra remembered the heat and the dust, the low scrub and the red horizons of the inland desert country near Dryborough Station where he had been born.’

#### Now we will look at more of what he remembered

“He remembered the pool in the creek bed where he and the others would swim naked after rain, and the flat lizard rock where they would lie afterwards, sunning themselves.

**Preparation:** In the second sentence, John Jagamarra remembers the other children and where and how they used to spend time together.

**Identification:** He (point, read, underline)

**Elaboration:** that’s John Jagamarra (draw a line to link He to John Jagamarra. This time Anthony Hill doesn’t use a marked theme – he starts with He, the person doing the remembering. It is good to use a variety of sentence types because it makes it interesting for the person reading the story.

**Preparation:** What did he do?

**Identification:** remembered (point, read, draw box round)

**Elaboration:** The verb remembered has been repeated. Do you remember that we had the thinking word, “remember” in the last sentence? Here it is again. This shows that he remembers lots of information and he even gives specific examples of places and activities.

**Preparation:** One place he remembers is

**Identification:** the pool in the creek bed.

**Elaboration:** This is a noun group – the main thing is the pool but the “in the creek bed” tells us more about the pool. In the desert there are places where small rivers (or creeks as they are called in this story) run when there is rain. When they are empty they are called creek beds. Sometimes, small pools of water are left behind when the river dries up – this would be a “pool in the river bed.” The pool was probably not very deep so in the story the children seemed to be allowed to swim there without grownups.

**Preparation:** And he tells us more about this pool

**Identification:** where he and the others would swim naked after rain, (point, read, underline)

**Elaboration:** John Jagamarra would have happy memories of playing in the pool with the other Aboriginal children. Do you remember that after he had played the tricks on the Big Man from the Welfare he went both times to wash off the charcoal in the pool in the creek bed with his friends?

The modal verb “would” shows that they swam there often – they didn’t just do it once.

**Preparation:** They didn’t worry about wearing clothes – the describing word or adjective

**Identification:** “naked” (point, read, underline)

**Elaboration:** tells us that they used to swim with no clothes on.

**Preparation:** There are two words in that section that tells you when they would swim.

**Identification:** “After rain” (point, read, underline)

**Elaboration:** tells us that the pool only had water in it when there had been rain.

**Preparation:** then it tells us about where they went and what they did after swimming.

**Identification:** and the flat lizard rock where they would lie afterwards, sunning themselves. (point, read, underline)

**Preparation:** Can you see the word that join up all this information?

**Identification:** “and” (point, read, underline)

**Elaboration:** is a conjunction or joining word that joins the two pieces of information – where they would swim and how they would dry themselves.

**Preparation:** there is a word that tells us when

**Identification:** “afterwards” (point, read, underline)

**Elaboration:** Afterwards means after they had finished swimming – so it tells us when.

**Preparation:** They didn’t have towels so they used to just lie on flat rocks in the sun - the heat from the sun would dry them – this is what the action verb

**Identification:** “sunning themselves” means. (point, read, underline)

**Elaboration:** It is what we call a reflexive verb – they are doing something to themselves – they are “drying themselves”. Again, Anthony Hill uses the modal verb “would” showing that “sunning themselves” was something that the children did more than once.

**Preparation:** There is another word which tells us about the place.

**Identification:** “where” (point, read, underline)

**Elaboration:** is a preposition which tells us the place they lay.

**Preparation:** Another word tells us what the top of the rock was like.

**Identification:** “Flat” (point, read, underline)

**Elaboration:** is a describing word or adjective, meaning that the top of the rock was like this (Show them a desk top) –it was flat, so it was comfortable to lie on.

**Preparation:** Can you see any words that give you a clue about what shape the rock near the pool in the creek bed was?

**Identification:** Yes, lizard. (point, read, underline)

**Elaboration:** A lizard looks like a very small crocodile. People often use animals and shapes to describe places – there are camel rocks and lion heads.

## 6. Learners read the Language Orientation selection independently

### Language Work requiring further exploration and consolidation for EAL/D Learners

- Following reference in text – (John Jagamarra, he) (he and the others, they)
- The past tense how to identify the difference between continuous (Growing up) and simple past (remembered) and the pluperfect (had been born) and know which one to use in a particular context.
- Prepositions like near, in, on, and their correct use of these needs to be modelled in everyday situations.
- Vocabulary work - Using a wide range of nouns, adjectives and verbs to describe places – this vocabulary work will be reinforced by study of Australian tropical and desert regions in Unit of Inquiry.
- Understanding noun groups (the red horizons of the inland desert country)
- Understanding abstract nouns like heat.
- Use of modal verbs – ‘where they would swim’

## 7. Focus on language choices

Possible supporting activities to check and expand comprehension could include:

- -Text marking of marked theme to show flashback technique
- -Compare life for children like John Jagamarra in Australia in 2012 compared with 1962
- -Compare life in Mission with life in the desert with his family
- -Acting out parts of the story
- -work in groups to produce cartoon version of story with key dialogue.

## 8. Transformations

### Outcomes:

- Students will be able to identify units of meaning
- Students will understand the effect of substitutions and deletions and change of word order in sentences
- Students will be able to identify marked theme

### Method:

- With students copy the text of the first sentence onto strips or card and put onto the transformation board
- Get students to read it afterwards to check that it is correct
- Prepare students to identify particular units of meaning and get them to come and make the cuts (start with whole phrases, move onto individual words)
- Provide elaboration to reinforce why the cut came there and what those words do.
- Invite students to change order of sentence, omit sections etc and discuss what effect this has on the text.

### Strategies:

- Encourage students to do the cutting and the moving around
- Show them that moving things or omitting them can change the whole meaning of the text – the new text makes sense but its meaning is different. Show them that as a writer, they can make these sorts of choices.

### Script for Transformation Lesson

Growing up by the pearl shining sea, /1/ John Jagamarra remembered /2/ the heat and the dust, the low scrub and the red horizons of the inland desert country /3/ near Dryborough Station /4/ where he had been born.

**Preparation:** Can you find the words that tell us where John Jagamarra was growing up?

**Identification:** “Growing up by the pearl shining sea,” Good, can you cut that part off? **Cut 1.**

**Elaboration:** Yes, you can cut it after the comma. Those words, “Growing up by the pearl shining sea,” show us that John Jagamarra was growing up at the Pearl Bay Mission by the pearl, shining sea.

**Preparation:** The next three words tell us the name of the main character and what he was doing. They show us that he has not forgotten that he came from an Aboriginal family?

**Identify:** Yes, that’s right “John Jagamarra remembered” Can you come and cut that part? **Cut 2 .**

**Elaboration:** All through the book the author uses both his names – his first name John and his Aboriginal family name, Jagamarra. I think that means that he still feels that he is part of his Aboriginal family. The Welfare people all thought that small children would forget their families – but John always remembered them.

**Preparation:** He also remembered his home. Anthony Hill uses lots of words in this sentence to tell us what the desert looked like and felt like. Can you find these words?

**Identification:** Yes, “the heat and the dust, the low scrub and the red horizons of the inland desert country” Cut 3

**Elaboration:** Yes that gives us lots of information. We will look in more detail in a moment.

**Preparation:** But before that, there are still two more important pieces of information in this sentence that we haven’t read yet. Can you find the name of the Cattle Station?

**Identification:** Yes, it is Dryborough Station. Cut 4

**Elaboration:** That’s a good name for a cattle station that is in a very dry place or desert.

**Preparation:** That leaves us with one more section. What does this tell us about John Jagamarra?

**Identification:** Yes, it tells us that he had been born on the Dryborough Cattle Station - “where he had been born.”

**Elaboration:** His mother was an Aboriginal woman called Liyan. His father had been a visiting white stockman and this meant that by law the Welfare people had to take him from his Aboriginal family. So, his birth is a really important part of the story. That is why Anthony Hill has included this information.

Now we are going to take away each of the clauses or phrases one at a time. You can see that the Author, Anthony Hill, has put important information that needs to be there.

Growing up /5/ by the pearl, shining sea, // John Jagamarra remembered // the heat and the dust, /6/ the low scrub/7/ and the red horizons/8/ of the inland /9/ desert country/10/ near Dryborough Station // where he had been born.

**Preparation:** Can you see the two words at the beginning which show you that John Jagamarra was living at the Mission all the time from when he was a little boy until he was a grown up?

**Identification:** Yes that’s right, “Growing up.” Cut 5

**Elaboration:** Without these two words we wouldn’t realise that over the years John Jagamarra was changing from a little boy into a man.

**Preparation:** So when John Jagamarra remembered his home, what did he remember? Can you find some words that tell us what the desert felt like?

**Identification:** Yes. “He remembered the heat (that means it was very hot) and the dust.” Can you cut those words – you can cut the comma off too. Cut 6

**Elaboration:** the desert is hot and dry so that the sandy soil blows around like dust.

**Preparation:** Do you think that there are tall trees in the desert? What words tell us about the plants there?

**Identification:** Yes, low scrub Can you cut those three words “the low scrub.” Cut 7

**Elaboration:** nothing grows very well in a place without much water.

**Preparation:** Because there are no tall trees or buildings in the desert, you can often see for a long way. The place where the land meets the sky has a special name – can you find that word?

**Identification:** yes horizons. In the desert, the soil is often red. So maybe we'll cut two words together this time, what colour were the horizons? Yes, "red horizons". **Cut 8.**

**Elaboration:** Red horizons are what you can see in the distance when you are in the desert.

**Preparation:** Pearl Bay Mission was by the sea, but the cattle station was not. Can you find the word that tells us that the station was not by the sea?

**Identification:** Yes "inland". Can you cut that word out? **Cut 9**

**Elaboration:** do you remember we said that word is really two words joined together – in and land?

**Preparation:** Can you find the words that tell us that the cattle station is in a very large, dry area?

**Identification:** Yes, "desert country." Can you cut out those words? **Cut 10**

**Elaboration:** The desert is a big region or ecosystem so they call it desert country – it is still in Australia! We have been told lots about the area around the cattle station – it is hot, dusty, is inland, you can see red soil and rocks far away into the distance and it is in desert country.

Now that we have made 10 cuts, we could try taking away one phrase or word at a time and see why Anthony Hill chose to use these particular words or phrases.

Growing up by the pearl shining sea	Without this, you lose the fact that he is at the Pearl Bay Mission near the sea
The heat and the dust, the low scrub and the red horizons of the inland desert country	Without this, you lose the fact that Dryborough Station is inland and in the desert and what it looks like
near Dryborough Station	Without this, you lose the fact that he grew up on a cattle station
where he had been born.	His birth into an Aboriginal family is important to the story.
Jagamarra,	The author uses both names everytime he mentions John in the story – emphasises that he identifies with his Aboriginal family – the mission is not home.
the heat and the dust	the desert is hot and dry so that the sandy soil blows around. It is mentioned in the story that Mrs Grainger can't get used to the dust that gets into her house on the cattle station.
the low scrub	Nothing much grows on the cattle station because there is not much rain – some small bushes (low scrub) are the only plants that survive in

	the desert
and red horizons	Because there are no big buildings or trees, you can see for a long way in the desert. Where the land meets the sky, is the horizon. The land looks red because of the sandy red soil and rocks.
inland	The cattle station is far from the sea and so far from Pearl Bay Mission – this is why he is not visited by his family.
desert country	The desert is a big region or ecosystem so they call it desert country – it is still in Australia.

You can see that each word or phrase in this one sentence have been chosen to tell us about places and events in John Jagamarra's life.

## 9. Word Study

**Outcomes:** ACELA1485 Understand how to use sound–letter relationships and knowledge of spelling rules, compound words, prefixes, suffixes, morphemes and less common letter combinations, for example ‘tion’ (ACARA, 2011)

### Method:

Select up to five words from your transformation sentence and indicate the different ways in which those words could be studied with the children

### Key strategies:

- Teach words in context.
- Focus on meaning (often linked to etymology) and
- morphemes –ed, re- , - ing
- Where appropriate build phonic knowledge and explicitly teach spelling rules.
- Look at word families.

Pearl	Meaning – check students know that pearls come from oysters and are found in warm tropical waters.	Look at origin of word - Word came from pear because of the shape of the pearl – compare the two words <b>pear</b> and <b>pearl</b>
Remembered -	Break into parts (ed does not sound like a syllable ) re-mem-ber-ed – look at morphemes re- and -ed.	Re – again mem – memory ber – er sound (like in number) ed – past tense – add -ed
Growing/Low	Both have ow making the same sound (NB. ow sometimes makes an ou sound as in out eg cow. Later work could cover both sounds– for now just concentrate on ow as in grow)	Look at the family of Grow words <ul style="list-style-type: none"> <li>• Growing up/grown up</li> <li>• Ingrowing toenail</li> <li>• Fully grown/overgrown</li> </ul>
Station/ Mission	Station means a place with a special purpose – like a polling station for voting, or a cattle station, or a bus station.  Mission is also a place – it means that someone has been sent there to do a special job – like ‘Mission Impossible’. The priests and nuns had been sent to Pearl Bay to set up a place to look after the Aboriginal children.	- tion common ending for nouns – sounds like shun - <b>sta-</b> has a long a sound (sounds like stay)  Mission also has - ion on the end - -doesn’t need the t as it would say “miston” - at the <b>mission</b> , the children <b>miss</b> their families.
shining	shine – shining (consonant then e)	Words ending with a consonant then e, drop the e, add ing.

## **10. Patterned Writing**

### **Outcomes:**

- Students work with teacher to use The Burnt Stick extract to create a patterned writing template
- Students work with teacher using the patterned writing template to jointly construct sentences which could be used at the beginning of a story that include flashback, marked theme, foreshadowing of events and rich description.
- Students use The Burnt Stick extract as a model to write their own opening to a story using flashback, marked theme, foreshadowing of events and rich descriptive language.

### **Method:**

- Talk about the four important elements of the Language Orientation text that we have been looking at. (Flashbacks, marked theme, rich language and foreshadowing or inclusion of important information for later in the story.)
- Work with students using the Smart Board to construct a writing plan (write in the black text )
- Brainstorm some themes that could work for flashback/marked themes (eg coming in from the cold into a warm place, moving from one school to another, moving from one country to another, a diver surfacing etc).
- Give each student a copy of the patterned writing plan. NB. would suggest photocopying onto A3 paper so that students have lots of space to write.
- Work with students to jointly construct sentences using the patterned writing plan.
- Encourage students to create their own sentences.
- Share their successes!

### **Key strategies:**

- Link to work done in transformations to decide the units of meaning
- Ask the question – what does this part do?
- Give students the metalanguage to describe the words (eg noun, Proper noun)

Anthony Hill writes						
The Burnt Stick	Growing up by the pearl shining sea,	John Jagamarra remembered	The heat and the dust,	the low scrub and the red horizons of the inland desert country	near Dryborough Station	where he had been born.
What the language does						
What does this part do?	Adverbial clause describing place / situation 1 ,	Who? Did what? (past tense)	What place/situation 2 felt like	What place/situation 2 looked like.	Where exactly place/situation 2 was	Why this place/situation is important to the story?
Your turn!						

**Assessment of Literacy Outcomes:**

- Use a register rubric with the students to self assess their own work.
- Identify areas that need further work.
- If appropriate, return to the Language Orientation in the process and choose other language features for focus
  - eg. use of marked theme of time as a connective device in story writing so that the students could continue on from the work on orientation writing
  - or understanding of the characters in the story to look at how characters can be built up by what they say and by the narrator's commentary on their actions and thoughts.)

There is a wealth of language work in this book and the work that has gone into building the field knowledge of the students will be rewarded not only in literacy activities but also in EAL/D student's ability to understand future history and geography work.

- Choose a new text and start again.