



ENGLISH

LANGUAGE

Understand that the pronunciation, spelling and meanings of words have histories and change over time. [ACELA 1500]

Understand how to move beyond making bare assertions and take account of differing perspectives and points of view. [ACELA 1502]

Understand how texts vary in purpose, structure and topic as well as the degree of formality. [ACELA 1504]

LITERATURE

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts [ACELT 1608]

Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others [ACELT 1609]

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses [ACELT 1610]

Create literary texts using realistic and fantasy settings and characters that draw on the worlds represented in texts students have experienced [ACELT 1612]

LITERACY

Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context [ACELY 1698]

Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view. [ACELY 1699]

Use interaction skills, for example paraphrasing, questioning and interpreting non-verbal cues and choose vocabulary and vocal effects appropriate for different audiences and purposes. [ACELY 1796]

Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience. [ACELY 1704]

HISTORY

HISTORICAL KNOWLEDGE AND UNDERSTANDING

Reasons (economic, political and social) for the establishment of the British colonies in Australia after 1800. [ACHHK093]

HISTORICAL SKILLS

Sequence historical people and events. [ACHHS098]

Use historical terms and concepts. [ACHHS099]

Identify points of view in the past and present. [ACHHS104]

Develop historical texts, particularly narratives and descriptions, which incorporate source material. [ACHHS105]

Use a range of communication forms (oral, graphic, written) and digital technologies. [ACHHS106]

Look at the cover of the book. Project an image of the cover onto the whiteboard. Pose the following questions:

- What do you think the story might be about?
- Where do you think the story might be set? Does it remind you of somewhere that you have been or have seen before?
- Look closely at the person on the horse. What type of person do you think he might be? Explain your answer.

Allow this students to discuss these questions in groups and to record their answers. Have one person from each group report the responses back to the class.

Ask the students to write down any questions that they still have about the book as a group. A different student reports these back. Write them on an anchor chart for future reference.

Begin the book. Read up until just before Joe is arrested for stealing the horse.

Pose the question: Do you think that Joe is guilty of stealing the horse? Complete a values line. Ask two students from each side to give reasons why they believe that he is guilty or not guilty. Encourage them to try to persuade the people on the opposite side to change their mind. Once the students have offered their reasons, ask if anyone would like to change sides...did somebody's arguments persuade them to change their mind?

Have the students write an individual paragraph explaining whether they believe Joe is guilty or not guilty. Encourage them to try to persuade you as if you were a judge who had to decide whether or not to send Joe to prison for this crime. **

** It can be helpful to nominate a teacher as a 'judge' that will decide Joe's guilt based on the paragraphs that the students write. This gives the students a target audience that they can keep in mind while they write.

Re-read the book from the beginning. Stop reading just after it describes Joe's second escape-the sentence ends 'lock up your homes'.

Discuss the purpose of a wanted poster. Pose the questions:

- This story is set back in the 1800's. What type of language may they have used on wanted posters back then, that we do not use today?
- What sort of reward might they have offered for Joe's capture?
- How might they describe Joe and his personality? What words might they use?

Have the students create a wanted poster for Moondyne Joe.

Read on to discover how the settlers felt about Joe. Discuss findings. Create a poster calling for Joe to be pardoned.

Discuss newspaper articles, including the way they are set out, the purpose of each of the features and the type of language used in them. (You may need to look at a few in order to cement the concepts). Discuss the difference between objective and subject language. Provide the students with some examples.

Have the students write a newspaper article about one of Moondyne Joe's escapes. Publish using a word processing program. The image for the report could be an illustration, a copy and paste or (and this is the one that I would recommend) a photograph of one of the students dressed up as Moondyne Joe. **

** Our Year 5 teachers discovered that they had to do a LOT of explicit teaching before the students were able to do this one.

Finish reading the book. Brainstorm and discuss the key events in Joe's life. Arrange these in chronological order. Show the students an example of a time line <http://www.aushistorytimeline.com/> this one is amazing and images, as well as information.

Refer back to the events that shaped Joe's life and discuss the best way to create a time line. (it should include illustrations of the events and information about them....you can include anything else that you wish). **

Complete the elements, assemble the time line and display it.

** The Year 5 teachers realised that the book did not include enough detailed time references for the students to create a time line, so they had to do some extra research in order to complete this activity.

Some of the inspiration for these activities came from: http://www.markgreenwood.com.au/images/notes/moondyne_joe_ideas.pdf

LANGUAGE [ACELAI502]

LITERACY [ACELTI609]



LANGUAGE [ACELAI502]

LITERATURE [ACELTI608] [ACELTI609] [ACELTI610]

LITERACY [ACELY1698] [ACELY1699]

HISTORY [ACHHS093] [ACHHS104]



LANGUAGE [ACELAI500]

LITERACY [ACELY1698] [ACELY1699] [ACELY1796]

HISTORY [ACHHS099] [ACHHS104] [ACHHS105] [ACHHS106]



LANGUAGE [ACELAI504]

LITERATURE [ACELTI608] [ACELTI610] [ACELTI612]

LITERACY [ACELY1698]

HISTORY [ACHHS104] [ACHHS105] [ACHHS106]



LANGUAGE [ACELAI504]

LITERACY [ACELY1796]

HISTORY [ACHHS098] [ACHHS099] [ACHHS105] [ACHHS106]

