

Colony to Nation – Bridging the Gap for EAL Learners

National Gallery
of Victoria &
VicTESOL

Thank you for joining us for this online event. The session will begin at 4.00pm and end at 5.30pm (Australian Eastern Standard time). The presentation will be recorded. However, the small group discussions will not be. A recording will be made available to people who registered for the event.

During the session, please:

- Use the chat function to post questions for the presenters and raise any technical issues
- Remain muted until asked to unmute
- Please email victesol@victesol.vic.edu.au for general inquiries or for assistance during the webinar.

vicTESOL

Supporting English language teaching,
learning and multicultural education

**N G
V**

**The National Gallery of Victoria and VicTESOL
acknowledge the traditional custodians of
Melbourne**

Presenters

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National Gallery of Victoria

vicTESOL

Supporting English language teaching,
learning and multicultural education



Blackburn
English Language School



NGV INTERNATIONAL

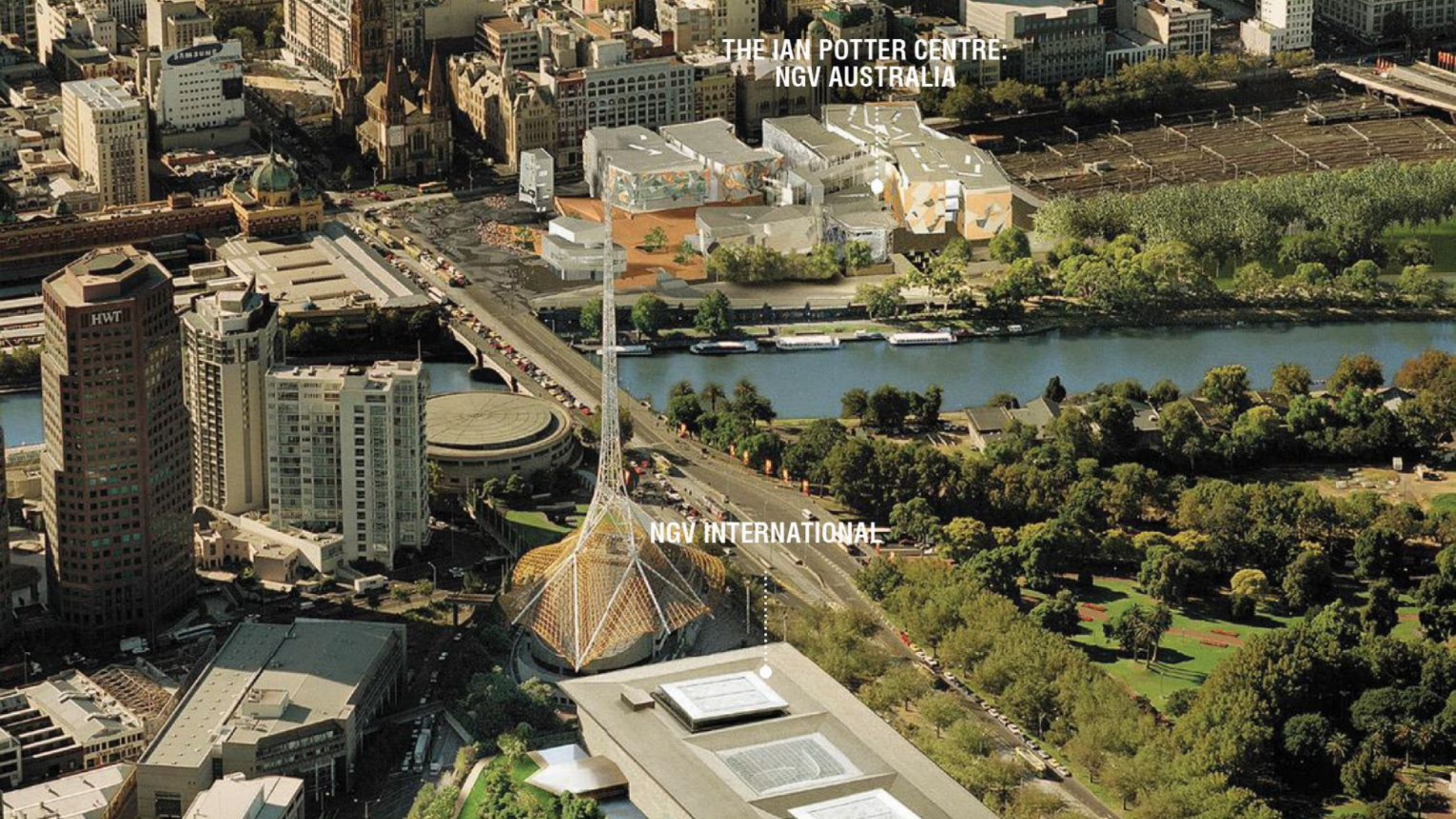


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NGV AUSTRALIA

NGV INTERNATIONAL



We will learn about:

- the key components of the Colony to Nation resources.
- practical EAL teaching strategies to engage students with artworks in the NGV Collection before, during and after visiting the gallery.
- ideas to further adapt the content in the Colony to Nation resources to support the needs of EAL learners.



Today's Agenda:

1. Navigating the Colony to Nation resources on the NGV website (5 mins)
2. Understanding the challenges for EAL Learners and the need for an EAL adaptation (5 mins)
3. Investigating key EAL Strategies used through the EAL adaptation (35 mins)
4. Working in groups to further adapt the Colony to Nation resources to meet the needs of EAL learners. (30 mins)
5. Discussion and question time (10 mins)

LEARNING RESOURCES

COLONY TO NATION

AUSTRALIA COLONIALISM INDIGENOUS PAINTING

Levels 5-6

Explore the history of Australia from first contact to Federation through artworks in the NGV Collection.

THEMES & ACTIVITIES



FIRST CONTACT

Discuss the establishment of British Colonies in Australia and the concept of Terra Nullius and the effect this had on the traditional custodians of the land.



IMMIGRATION

Determine the causes of migration to Australia in the 1800s through the lens of 'push' and 'pull' factors.



CHANGES TO AUSTRALIA'S ENVIRONMENT

Identify the causes and effects of significant environmental changes in Australia during the 19th century.



FEDERATION

Interpret Colonial and Indigenous narratives on the Federation of Australia as expressed in art.



Teacher resource

ART ACROSS THE CURRICULUM | HISTORY
FROM COLONY TO NATION:
IMMIGRATION

LEVELS 5–6

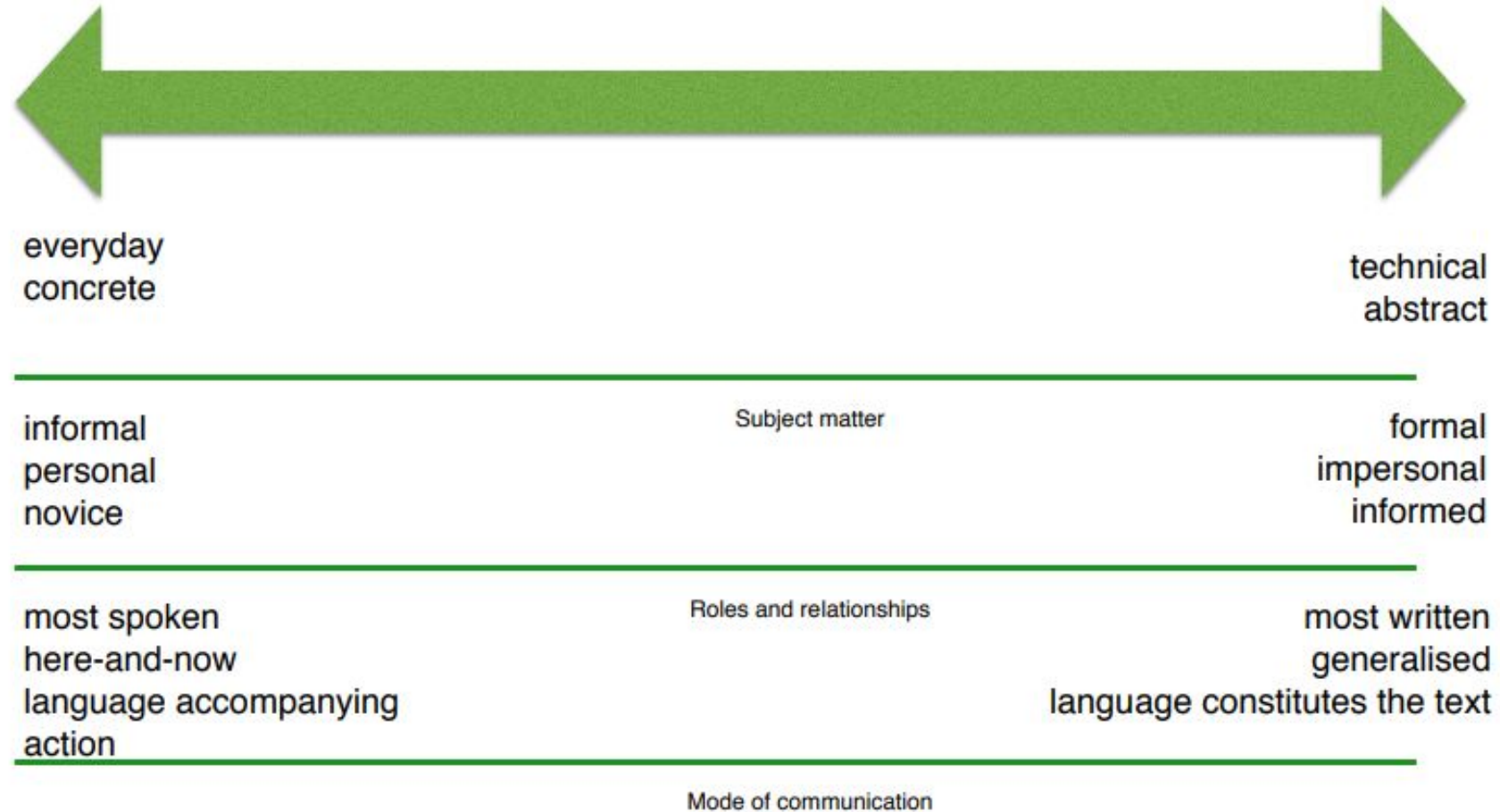


EAL adaptation






ART ACROSS THE CURRICULUM | ART AND HISTORY
COLONY TO NATION:
IMMIGRATION
ADAPTATION FOR EAL

The challenge for EAL learners

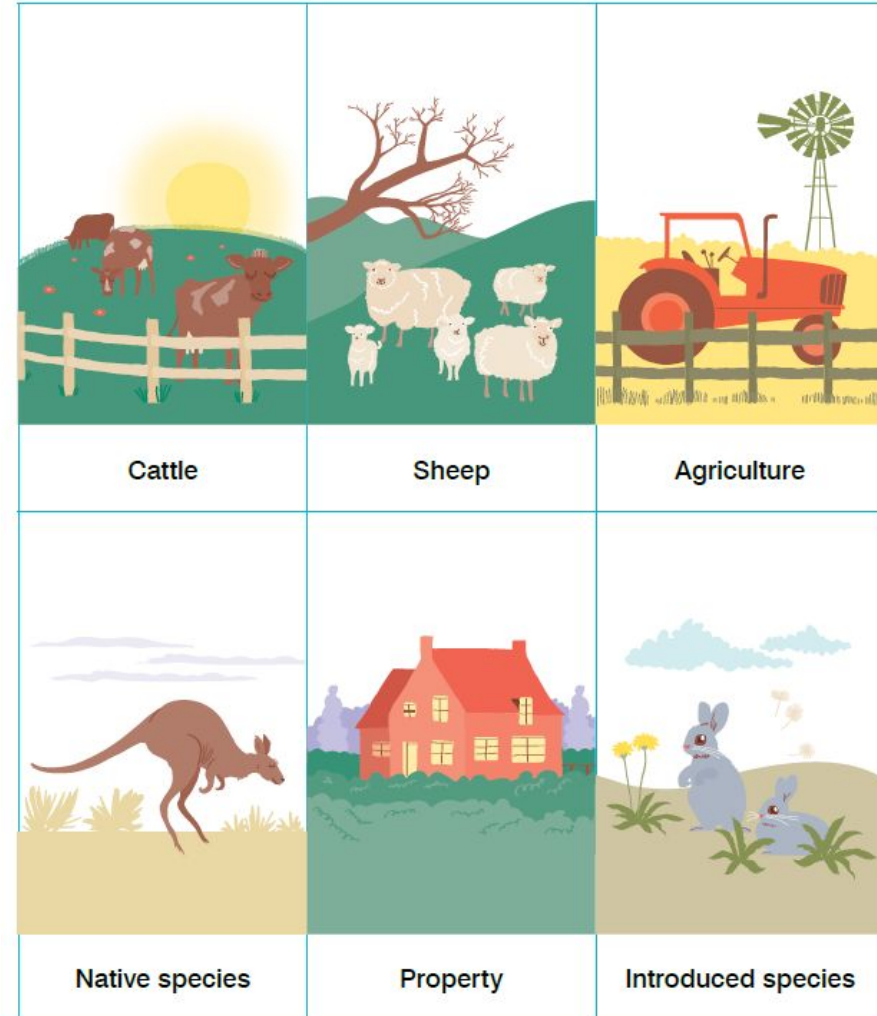
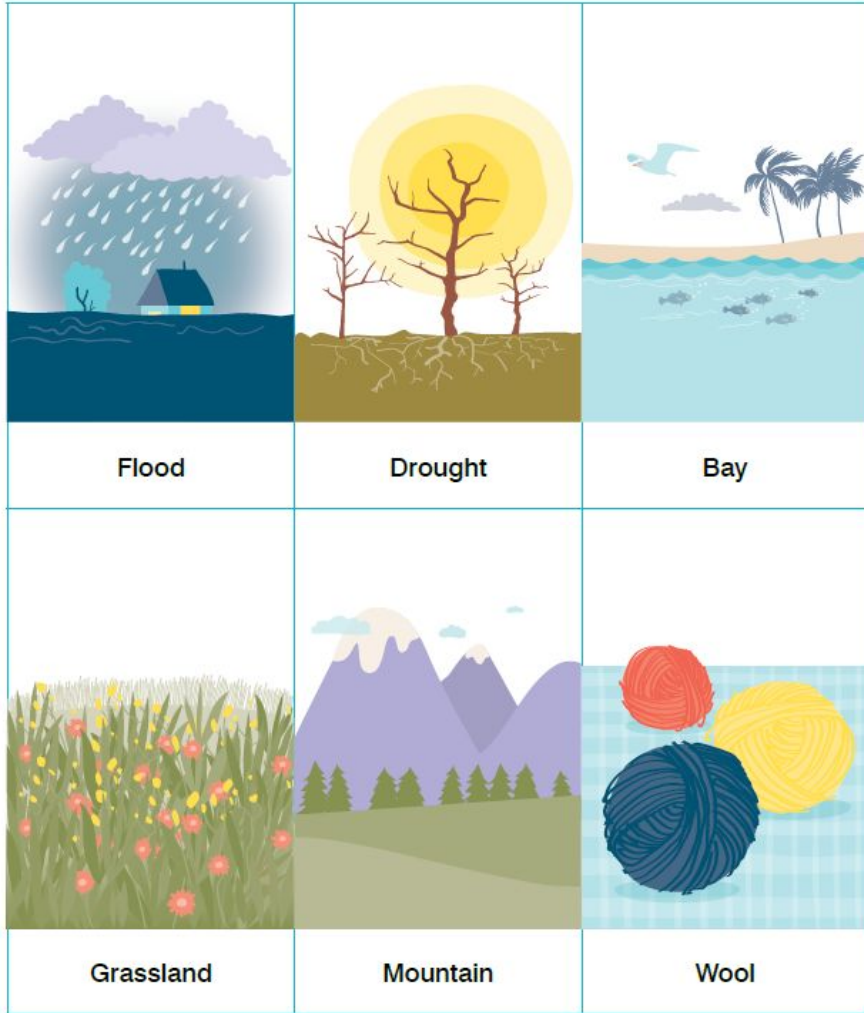
Register Continuum



Adapting the resources for EAL learners

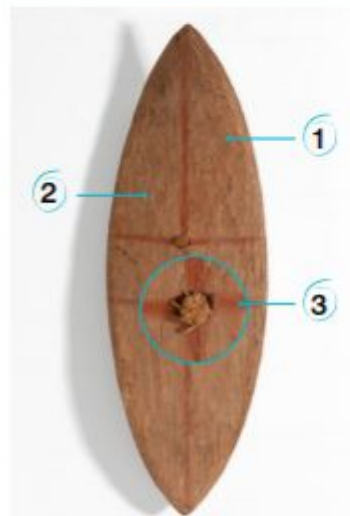
EAL Teaching Strategies	High Impact Teaching Strategies (HITS)
<p>Visuals</p> <ul style="list-style-type: none"> ● Flashcards ● Picture Dictionaries ● Visual Representations 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>3. Explicit Teaching</p> </div> <div style="text-align: center;">  <p>4. Worked Examples</p> </div> <div style="text-align: center;">  <p>6. Multiple Exposures</p> </div> </div>
<p>Building Background Knowledge</p> <ul style="list-style-type: none"> ● Pre-teaching key vocabulary ● Discussion of students' prior knowledge ● Detailed Reading/Post-reading activities ● Plurilingualism (translanguaging) ● Tuning In 	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>7. Questioning</p> </div> <div style="text-align: center;">  <p>10. Differentiated teaching</p> </div> </div>
<p>Explicit language instruction</p> <ul style="list-style-type: none"> ● Modelling / Modelled examples ● Sentence starters / templates ● Colour-coding ● Questioning 	

Visuals

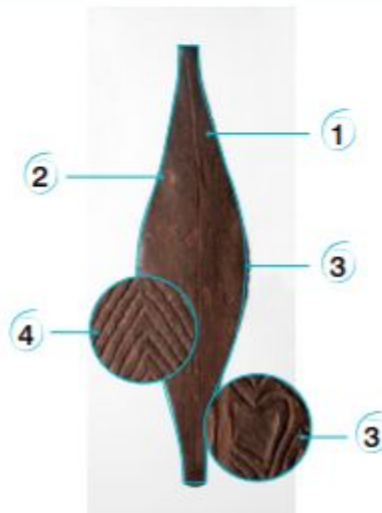


Picture Dictionary

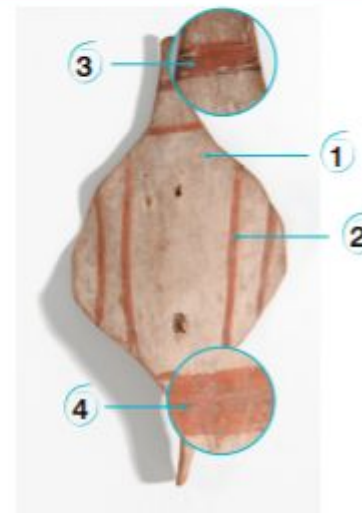
Aboriginal people have lived in Australia for more than 65,000 years. Before British people arrived, Aboriginal people used shields for protection during tribal battles. They also used them for dances and trade. The colours, shapes, patterns and materials on the shields tell different stories about their maker (the people who made them).



- 1 shield (n)
- 2 cane (n)
- 3 crosses (n) / crossed (adj)



- 1 wood (n) / wooden (adj)
- 2 circle (n) / oval (n) / round (adj)
- 3 leaf-shaped (adj)
- 4 zig-zags (n) / zig-zagged (adj)
- 5 engraved (adj) / incised (adj) / carved (adj)



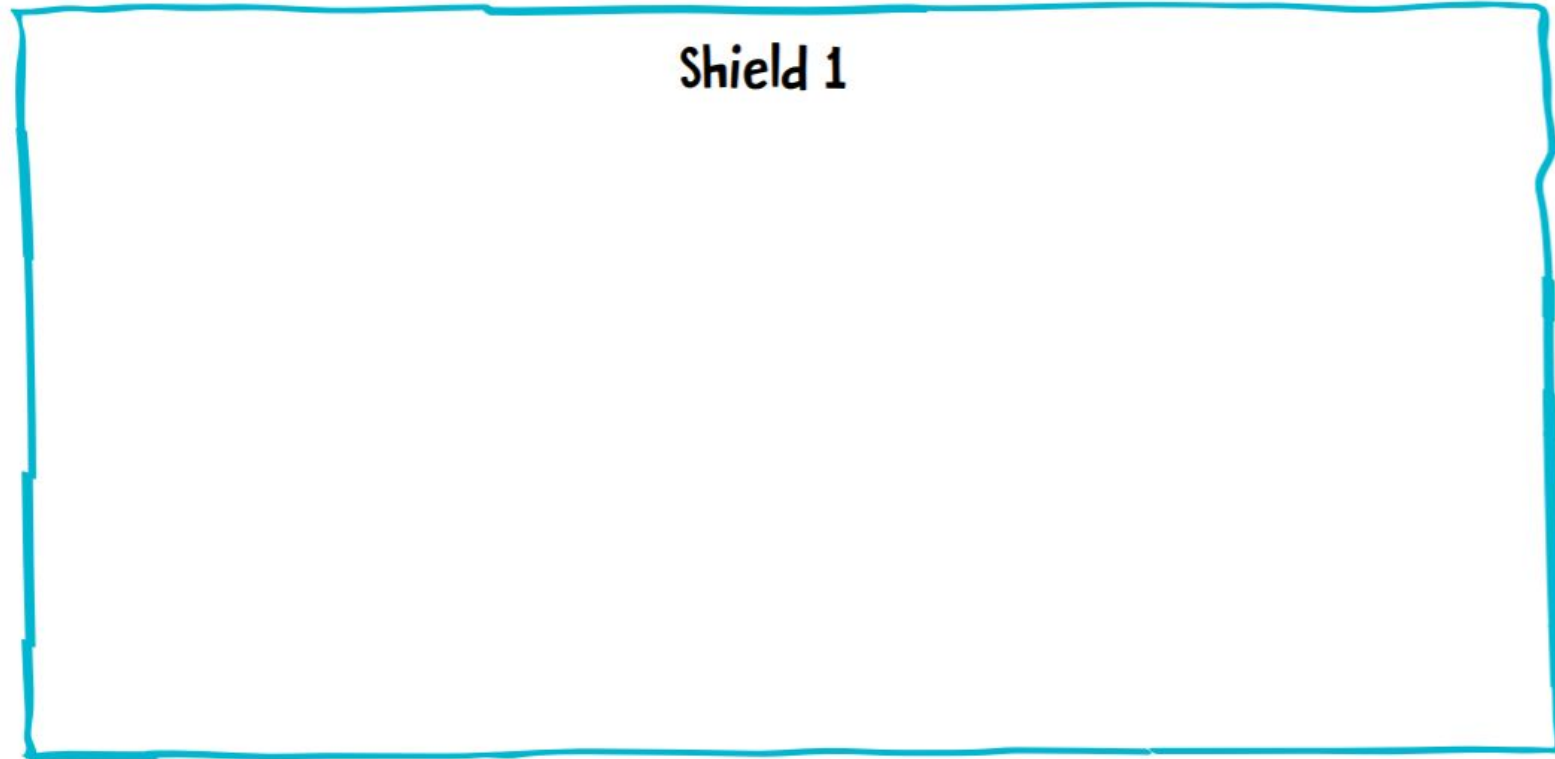
- 1 pipeclay (n)
- 2 lines (n) / lined (adj) / stripes (n) / striped (adj)
- 3 marks (n) / markings (n) / marked (adj)
- 4 earth pigments (n)

Find 2 shields in the Gallery

Talk about what is the same and what is different?

Use the picture dictionary to help you **draw** and **label** the shields

- **Colours** – e.g. brown, black, grey, tan, beige, white
- **Shapes** – e.g. circle, round, oval, leaf-shaped
- **Patterns** – e.g. lines, marks, zig-zags, crosses
- **Materials** – e.g. wood, pipeclay, cane, earth pigments



VISUAL REPRESENTATION

“Everything on this new land was unfamiliar and exciting.”

What do you think were some of the unfamiliar and exciting things for the new settlers?

Draw a picture to illustrate your ideas.



Building background knowledge



E. Phillips FOX

*Landing of Captain Cook at
Botany Bay, 1770* 1902

oil on canvas

192.2 x 265.4 cm

National Gallery of Victoria,
Melbourne

Gilbee Bequest, 1902

PRE-VISIT WARM UP



IN SCHOOL

1. INTRODUCTION TO FIRST CONTACT

In 1770, Lieutenant James Cook sailed to the east coast of Australia and named it New South Wales. He claimed possession of the region for the British Empire under the doctrine of Terra Nullius.¹ Terra Nullius is Latin for land belonging to no one. It was used to describe Australia, a land that was legally deemed to be unoccupied or uninhabited. He then sailed the whole coastline of Australia and declared to the British government that it would make a good place for a settlement.

A decade later, Britain had lost its colonies in America as a result of the American War of Independence (1775–1783). The British saw colonisation of Australia as an opportunity to expand their territory and trade in the South Pacific, and a solution to growing social and political problems such as unemployment, crime rates and incarceration. They founded a penal settlement in New South Wales and shipped their convicts to Australia.

European settlement began when the First Fleet sailed into Botany Bay in January 1788. Their arrival was watched by the Aboriginal owners of the land, the Gweagal and Kamaygal people. The 11 ships which made up the First Fleet carried more than 1300 Europeans, comprising officers, marines and 780 convicts. To the new arrivals, this new land and everything within it was unfamiliar and excited intense curiosity.²

WORKSHEET A.

INTRODUCTION TO FIRST CONTACT

Detailed reading

In 1770, Lieutenant James Cook sailed on a boat and landed on the east coast of Australia. He named it New South Wales and claimed it for Britain. Aboriginal people had already been living in Australia for over 65,000 years, but the British described it as Terra Nullius which means "land belonging to no one". This could also mean unoccupied or uninhabited by law. James Cook told the British government that it would be a good place for people from Britain to settle.

Ten years later, Britain lost colonies in America during the American War of Independence (1775-1783). Therefore, Britain saw Australia as an opportunity to get more land and territory. They could also trade with other countries in the South Pacific. This would give people work, reduce crime and provide a place for criminals. So, New South Wales became the first penal settlement for convicts from Britain.

Settlement from Britain began when 11 ships sailed into Botany Bay in New South Wales in 1788. The ships carried more than 1300 Europeans, including officers, marines and 780 convicts. Everything on this new land was unfamiliar and exciting.

The Aboriginal owners of this particular Country, the Gweagal and Kamaygal people, watched the British people arrive. This was the beginning of a conflict between the Aboriginal and non-Aboriginal people.



This painting is called Landing of Captain Cook at Botany Bay, 1770 by Australian artist E. Phillips Fox. It shows Lieutenant James Cook arriving in New South Wales.

Can you see the Gweagal people in the background?

E. Phillips FOX
Landing of Captain Cook at Botany Bay, 1770 1902
oil on canvas
192.2 x 265.4 cm
National Gallery of Victoria, Melbourne
Gibbee Bequest, 1902

The British saw colonisation of Australia as an opportunity to expand their territory and trade in the South Pacific, and a solution to growing social and political problems such as unemployment, crime rates and incarceration.

Therefore, Britain saw Australia as an opportunity to get more land and territory. They could also trade with other countries in the South Pacific. This would give people work, reduce crime and provide a place for criminals.

WORKSHEET A. INTRODUCTION TO FIRST CONTACT

Provide EAL learners with an image of the E. Phillips Fox's artwork *Landing of Captain Cook at Botany Bay* for contextual support. Additional images of the first settlers arriving in Botany Bay may be needed to support understanding. Have an initial discussion about the artwork to elicit what language students know.

Possible steps for explicitly teaching detailed reading² of 'Introduction to First Contact' include:

- Pre-teach any key vocabulary, providing visuals where possible.
- Read the text aloud with the students listening and following along.
- Model reading the text again, highlighting key, unfamiliar or new words for students.
- Students can then highlight their own key, unfamiliar or new words following teacher model.
- Ask prompt questions to extend students' understanding of the key vocabulary and ideas in the text (e.g. How did Lieutenant James Cook come to Australia? He sailed on a boat. What did James Cook tell the British government? That it would be a good place for people from Britain to settle).
- Engage students in pair, group and independent reading of the text to further develop their comprehension.
- Develop word walls and vocabulary lists of new and unfamiliar words from the text (including any bilingual translations to support understanding).
- Complete post-reading activities to consolidate understanding (cloze activities, synonyms, visual representation and reading comprehension).

Post-reading activities

Cloze activity

Read the words in the Word Bank and use a bilingual dictionary to find the meanings of words you don't know. Fill in the missing words in the text using the words.

In 1770, Lieutenant James Cook sailed on a boat and landed on the east _____

of _____.

He named it _____ and claimed it for Britain. Aboriginal people had already been living

in Australia for over 65,000 years, but the British described it as Terra Nullius which means "land belonging

to _____". This could mean unoccupied or uninhabited by law. James Cook told the

British _____ that it would be a good place for people from Britain to settle.

WORD STUDY: SYNONYMS

Find a word from the text that has a similar or same meaning to these words:

- | | |
|---------------------------|-------------------|
| 1. arrived: landed | 5. live: _____ |
| 2. empty: _____ | 6. strange: _____ |
| 3. owned: _____ | 7. fight: _____ |
| 4. criminals: _____ | |

Reading comprehension

Read the questions and write your answers in full sentences.

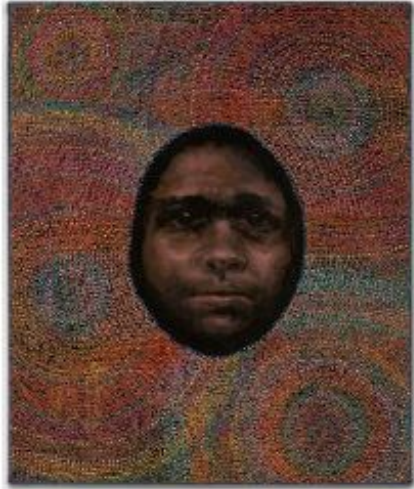
- Who sailed on a boat to Australia in 1770? **Lieutenant James Cook sailed on a boat to Australia in 1770.**
- Where did James Cook first arrive in Australia? _____
- What does Terra Nullius mean? _____
- Who watched the British people arrive in Australia? _____



- Imagine you're a young British arriving at Botany Bay in 1770. What might you see, think and feel? Create a list of descriptive words including adjectives and nouns.
- Imagine now that you are the child of a Gweagal elder watching Cook and his crew arrive. What might you see, think and feel at this moment? Create another list of words, including adjectives and nouns.
- Compare your two lists of words: one from the perspective of a new arrival, the other from a traditional custodian of the land. What similarities or differences can you find between your two lists?
- As a class reflect on your thoughts and ideas.

	Word Bank	Home language transation	Noun (things) or adjective (describers)
I see...	a beach		
	water		
	sand		
	boats		
	a flag		
	land		
	trees		
	the sky		
	Aboriginal people		
	First settlers		
I feel...	excited		
	nervous		
	homesick		
	scared		
	worried		
	amazed		
	courageous		
	angry		
	relieved		
	anxious		

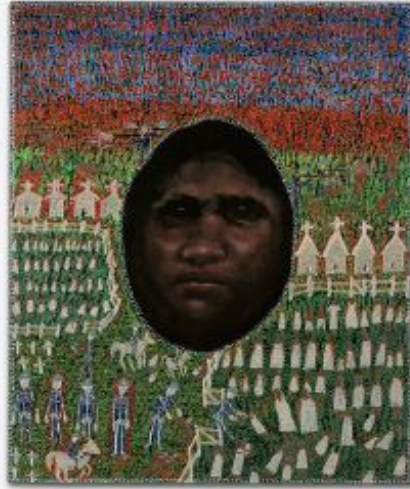
Melbin



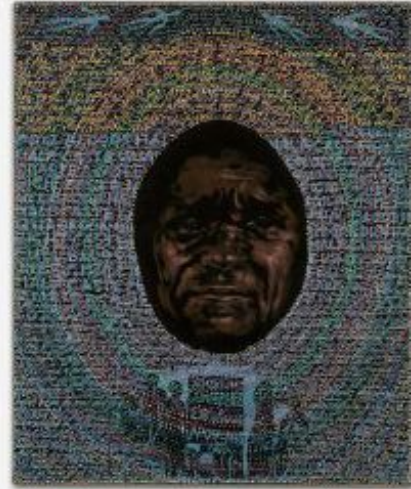
Uncle Sam



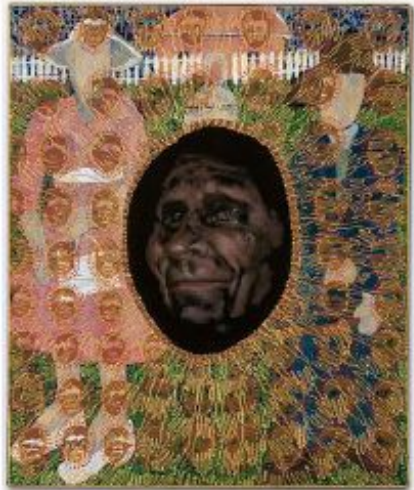
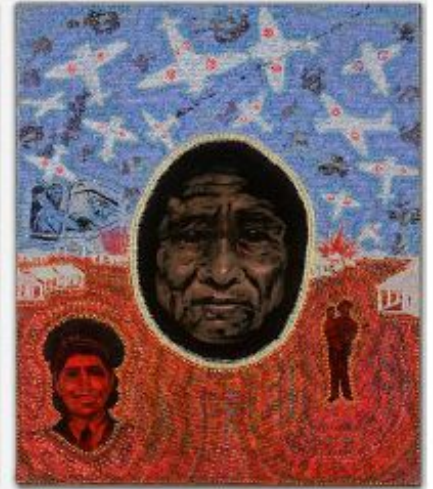
Auntie Dot



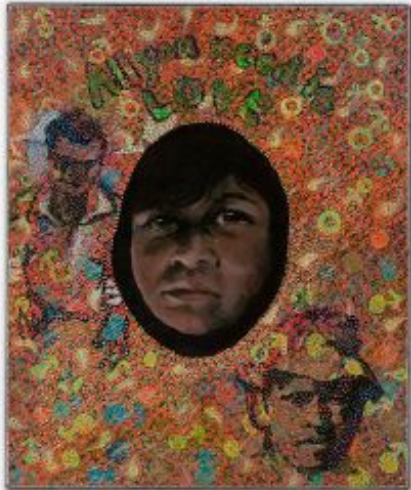
Ruby



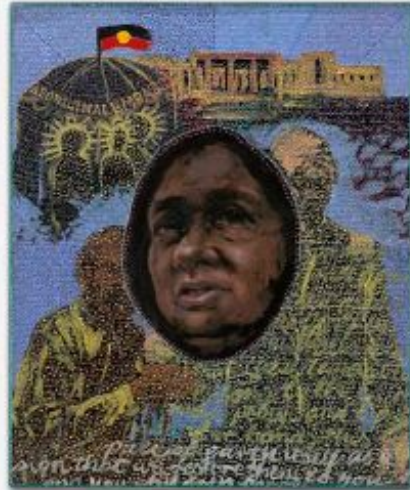
Mollie



George



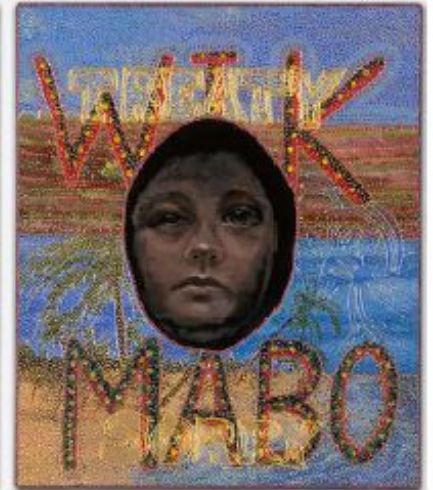
Nan



Ronnie



Carol



Julie

Explicit Language Instruction

Links to the Victorian Curriculum F-10 EAL Curriculum:

Level B1

- Construct short utterances that use common adjectives to describe or add emphasis (VCEALL252)
- Use a small range of simple descriptive phrases (VCEALL312)

Level B2

- Use simple extended descriptive phrases (VCEALL392)



SEE, THINK, FEEL: NOUN GROUPS (LEVEL B1)

Use this table to help you create noun groups to describe what you would **see** from the perspective of a young British soldier or a child of a Gweagal Elder.

I see...

Pointer (Which one?)	Numerative (How many?)	Describer (adjectives) (What is it like?)	Thing (noun) (What is it?)
a	-	red, white and blue	flag
-	three	old, brown	boats

SEE, THINK, FEEL: NOUN GROUPS (LEVEL B2)

Use this table to help you create noun groups to describe what you would see from the perspective of a young British soldier or a child of a Gweagal Elder.

I see...

Pointer (Which one?)	Numerative (How many?)	Describer (adjectives) (What is it like?)
a	-	red, white and blue
-	three	old, brown
-	two	
Classifier (What kind is it?)	Thing (noun) (What is it?)	Qualifier (Tell me more...)
British	flag	<u>which</u> the soldier is waving
wooden	boats	<u>in</u> the water
Aboriginal	people	<u>holding</u> spears

Activity: Noun Groups

Pointer (Which one?)	Numerative (How many?)	Describer (What's it like?)	Classifier (What kind is it?)	Thing/Noun (What is it?)	Qualifier (Tell me more)
a	-	red, white and blue	British	flag	-
-	three	old, brown	wooden	boats	in the water



Activity: Noun Groups



John GLOVER

Moulting Lagoon and Great Oyster Bay, from Pine Hill (c. 1838)

oil on canvas on canvas

75.6 × 113.0 cm irreg. (image) 77.4 × 114.8 cm (canvas)

National Gallery of Victoria,
Melbourne Purchased with
assistance of an anonymous donor
and the M. G. Chapman Bequest,
2011

Activity: Noun Groups

Below are the responses from the group activity during the presentation.

Pointer (Which one?)	Numerative (How many?)	Describer (What's it like?)	Classifier (What kind is it?)	Thing/Noun (What is it?)	Qualifier (Tell me more)
-	One	big, orange		dog	looking up at the man.
-	Many	fluffy , white	European	sheep	eating grass/ standing in the field/ sleeping
-	-	pink and blue		sky	setting
A	-		white	man	wearing winter clothes
A	-	tall	European	shepherd	with a red shirt, staff and brimmed hat
-	Many	fluffy	early morning	clouds	floating across the sky
A	-	brown		dog	sitting next to the man.
-	A herd of	grazing	white	sheep	in the field.
-	Numerous	windswept	cirrus	clouds	across the sky.

Now put these noun groups into sentences below and read them aloud.

e.g. I see **a red, white and blue British flag which the soldier is waving.**

e.g. I see **three old, brown boats.**

I see _____

6. MIGRATION BOARD GAME

Design a game for six players that involves the entire journey of people migrating to Australia in the 1800s. You could create this using a board-game website, or construct one using art materials. Think about the structure of the board game, it could be based on existing ones like *Snakes and Ladders*, or the *Game of Life*.

Draw on the primary and secondary sources from this resource to inform your chosen board-game character. You can also do your own research to enhance your storyline. Consider who your character might be; someone fleeing the potato famine? A person wanting to make their fortune on the goldfields? It's entirely up to you!

Brainstorm a list of possible things your migrant might encounter along the way, identify them as positive (advantages in the game) or negative (disadvantages in the game) and then sequence them from departure to settlement. Use the following sequence of events as a guide or add your own ideas.

LEAVING HOME



- Why is your character emigrating?
 - What belongings would they pack?
 - Saying goodbye and leaving your home – what would this involve?
- E.g. You are the last person to gain a place on the ship *Pinafore* sailing to Port Phillip Bay, skip the next person's turn.

THE SEA JOURNEY



- Describe daily life on board for 4 months
 - Discuss the dangers of travelling on a ship
 - Who else does your character encounter on the boat? Are they a friend or foe?
 - How could they pass the time?
 - How did you know you were close to land?
- E.g. A huge storm comes and blows your boat off course, delaying your journey by three days. Move back three spaces.

THE NEW LAND



- Comment on arrival at Port Phillip
 - What are their first impressions of arrival in Australia? How is it different from life back home?
 - Where does your character live?
 - What did they do once arriving in Australia?
- E.g. Once landing at Port Phillip Bay, you meet an elderly woman in need of a lady's maid and are hired on the spot. Congratulations, roll the dice again.



Tom ROBERTS

Coming South, 1886

oil on canvas

63.5 x 52.2 cm

National Gallery of Victoria,
Melbourne

Gift of Colonel Aubrey H.L Gibson
(Rtd) in memory of John and
Anne Gibson, settlers (1887),
1967



Thomas ROBERTSON

Hobson's Bay (1860)

oil on canvas

105.5 × 184.0 cm

National Gallery of Victoria,
Melbourne The Joseph Brown
Collection. Presented through the
NGV Foundation by Dr Joseph
Brown AO OBE, Honorary Life
Benefactor, 2004

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THE SEA JOURNEY



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THE NEW LAND



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MAKE YOUR OWN MIGRATION BOARD GAME

Use the question to write sentences about some of the things that might happen to a migrant in their journey to Australia.

Write your sentences using the participant 'You' and the verb form in present tense (e.g. **You want to start** a new life).

Create a board game with your sentences and add a direction for the people playing the game (e.g. Oh no, miss a turn!
Congratulations, roll the dice again!).

	Positive (advantages)	Negative (disadvantages)
<p>Leaving home</p> <p><i>Why are you moving to Australia?</i></p> <p><i>What do you bring with you?</i></p> <p><i>Who do you say goodbye to?</i></p>	<p>You want to start a new life.</p> <p>You remember to bring your</p> <p>_____.</p> <p>You say goodbye to</p> <p>_____.</p>	<p>You forget to bring your favourite book.</p>

The sea journey

What do you do on the ship?

What are some dangers on the ship?

Who do you meet on the ship?

Are they a friend?

You make friends with the captain of the ship.

You feel seasick.

The new land

How do you feel when you arrive in your new country?

What is different about Australia?

Where do you live?

What do you do when you arrive in Australia?

You get a new job.

You miss your family in your home country.

Activity: Colour-coding

You want to start a better life.

You board the ship with your family.

You get seasick.

You land in an unknown country.

You find a new job.

You don't speak the language.

Colour-coding Key	
Process words / Verbs <ul style="list-style-type: none"> • doing/action words • sensing words • relating words • saying words 	What is happening?
Participants / Noun Groups	Who? What?
Circumstances (commonly prepositions/adverbs) <ul style="list-style-type: none"> • of place • of time • of manner • of accompaniment 	Where? When? How? With whom?

Board game directions

Roll the dice again.

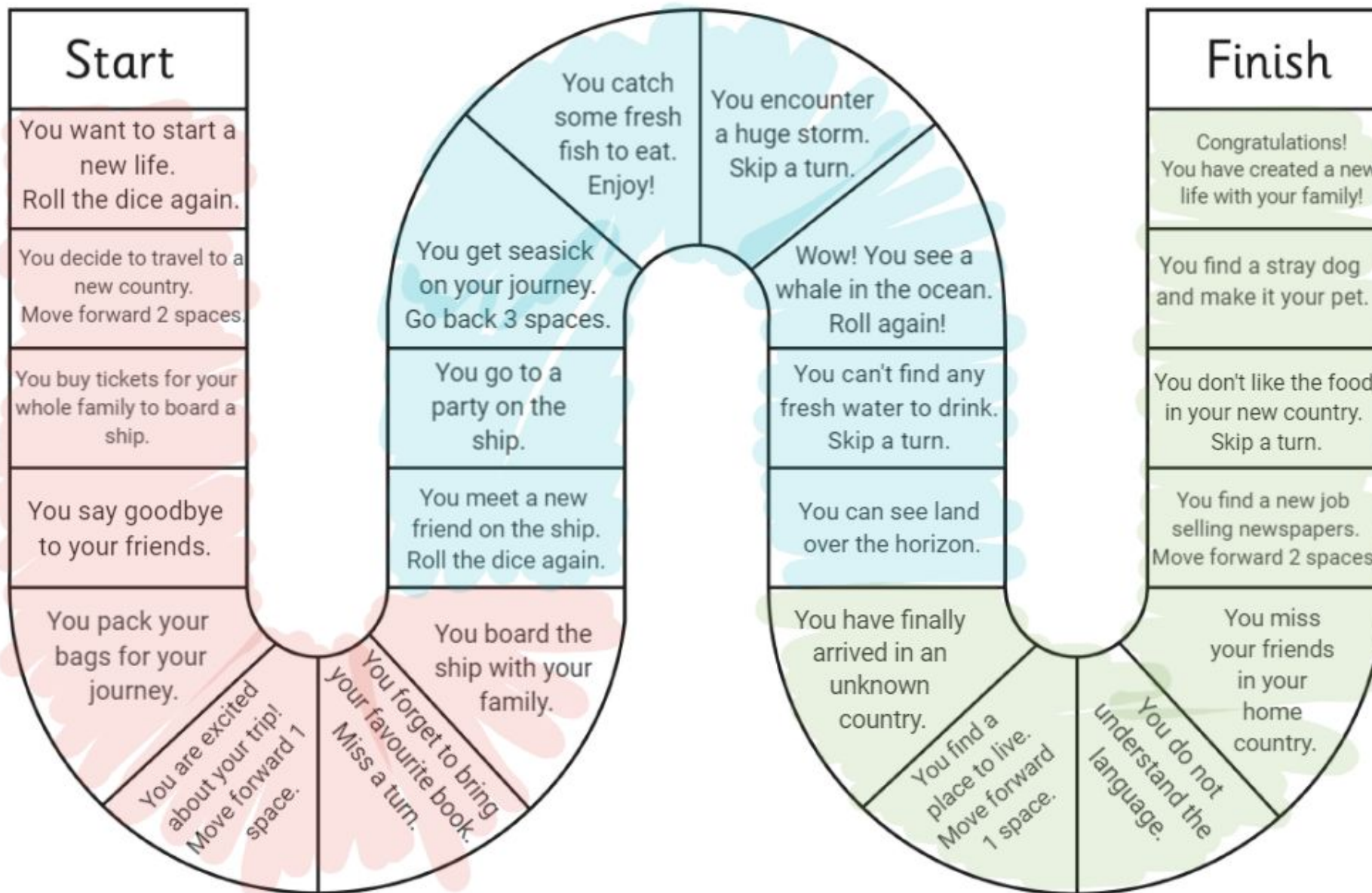
Move forward _____ spaces.

Congratulations!
Well done!
Great news!

Skip a turn.

Move back _____ spaces.

Oh no!
Bad luck.
Better luck next time.



Activity: Adapting the teacher resource



Frederick MCCUBBIN

The pioneer, 1904

Oil on canvas

225.0 × 295.7 cm

National Gallery of Victoria

Activity: Adapting the teacher resource

1. Do students require prior knowledge in order to complete this activity? If so, what supports or background information would you need to develop or provide for this activity?
 - a. Think about what visuals you can provide, how to teach background information or include home language use (plurilingualism) to support understanding.

1. Identify the key language and grammar concepts that students will be required to use for this activity.
 - b. Is the language required speaking and listening, reading and viewing or writing?

1. How will you break down the activity to support an EAL student to participate?
 - b. Think about structured supports such as sentence starters, use of questioning similar to the noun groups activities, and/or colour-coding similar to the board game activity.

Activity: Adapting the teacher resource (Panel one)



4.1 INTERPRETING THE NARRATIVE OF FRED MCCUBBIN'S *THE PIONEER*

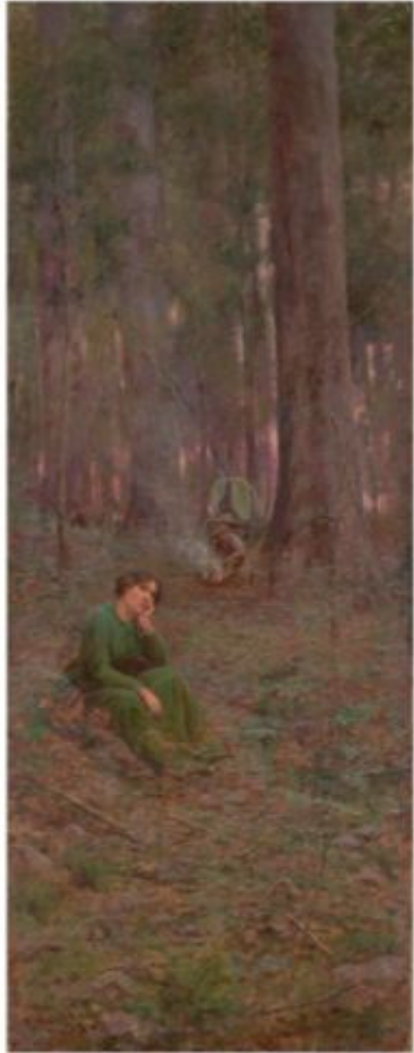
Look carefully at the painting and take note of as many details as possible in each panel, considering how each panel might be connected.

Discuss what is happening in each panel:

Panel one (left)

- Let's look at the first part of the painting; what's happening?
- Who are these people? Where are they? What are they doing here? What are they going to do next? How can you tell?
- How might they be feeling now? What makes you say that?

Activity: Adapting the teacher resource (Panel one)



4.1 INTERPRETING THE NARRATIVE OF FRED MCCUBBIN'S *THE PIONEER*

Look carefully at the painting and take note of as many details as possible in each panel, considering how each panel might be connected.

Discuss what is happening in each panel:

Panel one (left)

- Let's look at the first part of the painting; what's happening?
- Who are these people? Where are they? What are they doing here? What are they going to do next? How can you tell?
- How might they be feeling now? What makes you say that?

What background knowledge do students need to know?

- The artist, Fred McCubbin
- Who is a pioneer?
- Life in the harsh Australian bush
- Settlement in Australia following Federation (1900s)

Activity: Adapting the teacher resource (Panel one)



4.1 INTERPRETING THE NARRATIVE OF FRED MCCUBBIN'S *THE PIONEER*

Look carefully at the painting and take note of as many details as possible in each panel, considering how each panel might be connected.

Discuss what is happening in each panel:

Panel one (left)

- Let's look at the first part of the painting; what's happening?
- Who are these people? Where are they? What are they doing here? What are they going to do next? How can you tell?
- How might they be feeling now? What makes you say that?

What language is required?

- Topic vocabulary, e.g. federation, pioneer, settlers, bush, environment
- Present continuous verbs to describe what they are doing, e.g. lighting a fire, sitting and thinking alone
- Modal adverbs to express possible future plans, e.g. might, possibly, will
- Language of reasoning, e.g. conjunctions (because, so, therefore)
- Positive and/or negative adjectives to describe feelings, e.g. hungry, alone, optimistic

Activity: Adapting the teacher resource (Panel one)



4.1 INTERPRETING THE NARRATIVE OF FRED MCCUBBIN'S *THE PIONEER*

Look carefully at the painting and take note of as many details as possible in each panel, considering how each panel might be connected.

Discuss what is happening in each panel:

Panel one (left)

- Let's look at the first part of the painting; what's happening?
- Who are these people? Where are they? What are they doing here? What are they going to do next? How can you tell?
- How might they be feeling now? What makes you say that?

How will you adapt this activity?

- Provide visuals such as flashcards on topic vocabulary.
- Allow students to translate topic vocabulary into their home language.
- Provide a template where students can fill in their responses about the picture.
- Have a class discussion about students' personal experiences of migrating to Australia and make a word wall of different feelings.

Activity: Adapting the teacher resource (Panel two)



Panel two (middle)

- Now let's look at the second panel. What's happening in this painting?
- What has changed? What remains the same?
- Is there a connection to the first panel? What makes you think that?
- How much time has passed since chapter one? How can you tell?

Activity: Adapting the teacher resource (Panel two)

Below are the responses from the group activity during the presentation.

What background knowledge do students need?	What language is required?	How will you adapt this activity?
<ul style="list-style-type: none"> ● Early colonisers - History timeline ● Stories of early colonisers ● Need an enormous amount of Australian history - European settlement 	<p>Vocabulary relating experiences living in the bush</p> <ul style="list-style-type: none"> ● clearing ● chopping ● axe ● mother ● baby ● husband ● settlement ● bush ● Isolation ● hardship ● fear 	<ul style="list-style-type: none"> ● Timeline activity, drawing of their transition to this country. Compare how it is different ● Graphic organiser- who are the characters? ● visual images to elicit the vocabulary, concepts, feelings ● Noticing and discussing ● Sentence frame practice

Activity: Adapting the teacher resource (Panel three)



Panel three (right)

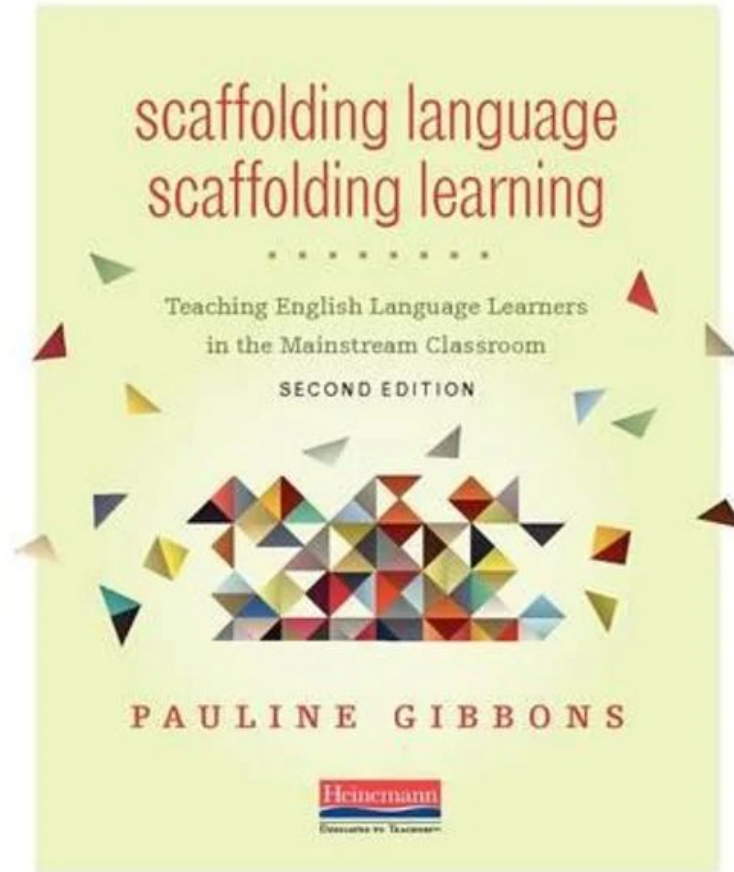
- So, now what's happening in panel three?
- Where is this place? Is it the same place, or somewhere different? How can you tell?
- Who is here? What might he be doing?
- Is there a connection to panel one and/or two? What makes you think that?
- How much time has passed since the scene in panel two? How can you tell?

Activity: Adapting the teacher resource (Panel three)

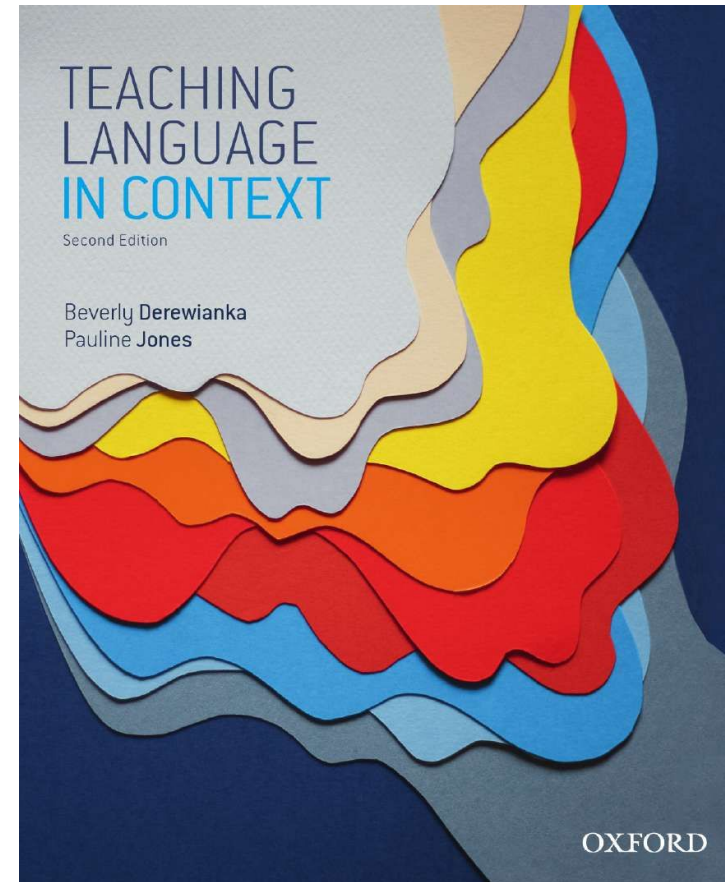
Below are the responses from the group activity during the presentation.

What background knowledge do students need?	What language is required?	How will you adapt this activity?
<ul style="list-style-type: none"> ● Christian burial rituals ● Cultural knowledge, e.g. a cross = grave ● Urban/architectural development in Australia at the time of the painting ● Land clearing/changes to the environment (for agriculture) ● Progress and the passage of time ● Harsh conditions living as a pioneer on the land ● Lack of doctors (childbirth) 	<ul style="list-style-type: none"> ● Nouns for urbanisation/development ● Comparative language <ul style="list-style-type: none"> ○ More trees (have been cleared) ○ Later, older ○ Same, similar, different ● Prepositions of place (in the foreground, in the background) ● Time markers/connectives (before, after) ● Topic vocabulary <ul style="list-style-type: none"> ○ Pioneer ○ Tree felling/new growth ○ Child birth ○ Bush? ○ Death ○ Grief / grieving ● Modal verbs <ul style="list-style-type: none"> ○ might, could etc. 	<ul style="list-style-type: none"> ● Visuals placed in order of chronology/progression <ul style="list-style-type: none"> ○ (Eg: horse/cart, house, city - baby, child, adult) ● Matching text and vocab to the three panels (key details and “narrative”) ● Discussion: create a narrative, telling the story of who died and how?

Some resources for teaching EAL learners

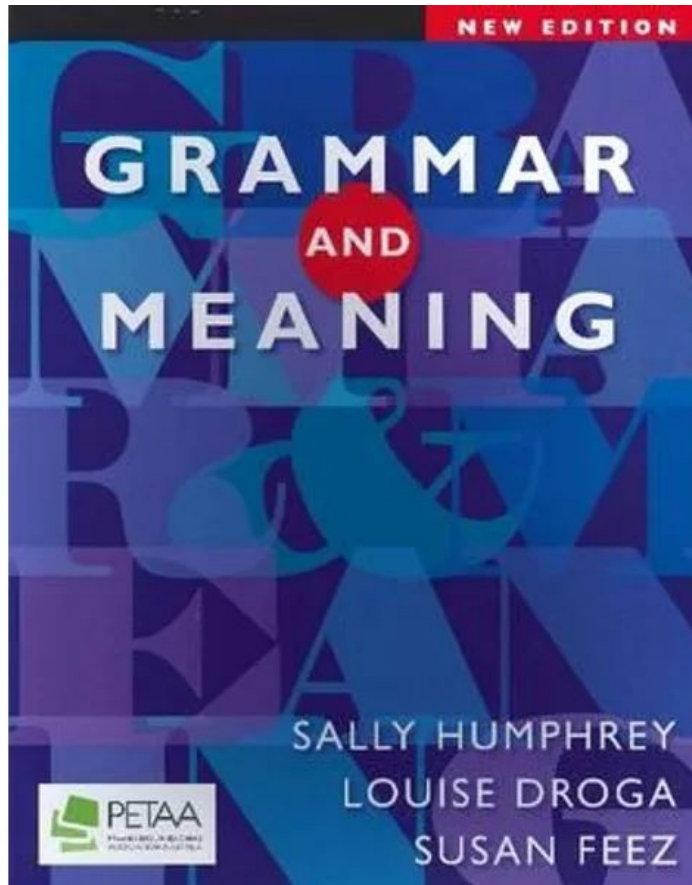


Pauline Gibbons, *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom (2nd ed)*, Heinemann, 2015.

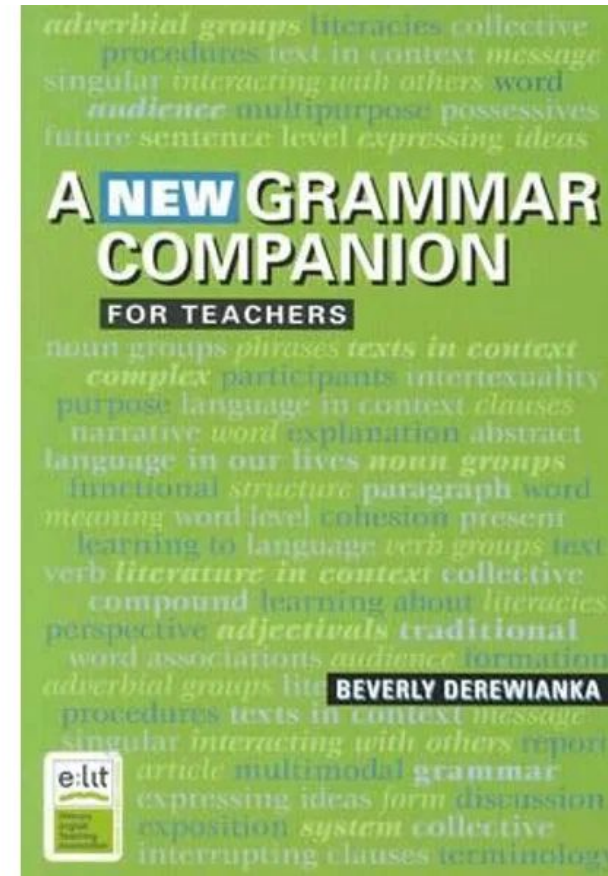


Beverly Derewianka & Pauline Jones, *Teaching Language in Context (2nd ed)*, Oxford University Press, 2016.

Some resources for teaching Systemic Functional Grammar



Sally Humphrey, Louise Droga & Susan Feez, *Grammar and Meaning*, Primary English Teaching Association Australia (PETAA), 2012.



Beverly Derewianka, *A New Grammar Companion for Teachers (2nd ed)*, Primary English Teaching Association Australia (PETAA), 2020.

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