



Reading & Comprehension

Group 2 Novel Study:

Tom Appleby Convict Boy by Jackie French



Stage 3

Term 2, 2020

Week 4

Name:

Reading & Comprehension - Week 4

Group:	Monday 18/05/2020	Wednesday 20/05/2020	Thursday 21/05/2020
1.	1. Read or listen to Chapters 16 & 17. 2. Tell someone what has happened in the story so far.	1. Read or listen to Chapter 18. 2. Tell someone what has happened in the story so far.	1. Read or listen to Chapters 19 & 20. 2. In your Novel Study Booklet complete worksheet 4.
2.	1. Read Chapters 16 & 17. 2. In you workbook write a summary of has happened in the story so far.	1. Read Chapter 18. 2. In you workbook write a summary of has happened in the story so far.	1. Read Chapters 19 & 20. 2. In your Novel Study Booklet complete worksheet 4.
3.	1. Read Chapters 17 & 18. 2. Complete the Chapter Study & Worksheet 9 in your Novel Study Booklet.	1. Read Chapters 19 & 20. 2. Complete the Chapter Study & Worksheet 10 in your Novel Study Booklet.	1. Read Chapters 21 & 22.. 2. Complete the Chapter Study & Worksheet 11 in your Novel Study Booklet.
All Groups	Record any unknown words as read in a list in your workbook under the heading <i>Tom Appleby Unknown Words</i> Early Finishers: Independent Reading, Get Epic, Reading Eggs, Study Ladder		



Spelling Booklet

Group: 3



Stage 3

Term 2, 2020

Week 4

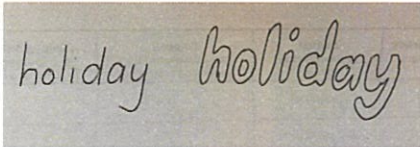

Name:

Learning Intention:

- ❖ We are learning how to spell words.

Success Criteria:

- ❖ We can use the correct graphemes to represent phonemes when spelling words.

Monday 18/05/2020	Wednesday 20/05/2020	Friday 22/05/2020
<p>1. Write the highlighted words on your list in your workbooks.</p> <p>Group 1 - vcc/ccvc/cvcc words Group 2 - o oa o_e ow Group 3 - f ff ph</p> <p>2. Read your words out loud.</p> <p>3. Complete the Fab or Fake/Trick or Treat spelling activity in your spelling booklet.</p> <p>4. Early Finishers - Reading Eggs/Eggspress https://readingeggs.com.au/</p>	<p>1. Write the highlighted words on your list in your workbooks using bubble writing.</p>  <p>2. Write dictionary definitions for the words with a D next to them, in your workbook.</p> <p>3. Complete the word find activity in your spelling booklet.</p> <p>4. Early Finishers - Reading Eggs/Eggspress https://readingeggs.com.au/</p>	<p>1. Write the highlighted words on your list in your workbooks using rainbow writing with at least 3 different colours for each word.</p>  <p>2. Write compound sentences for the words with a S next to them, in your workbook.</p> <p>3. Play hangman with your spelling words with someone from your family. Or another spelling game.</p> <p>4. Early Finishers - Reading Eggs/Eggspress https://readingeggs.com.au/</p>

Sentences

Simple Sentences

A simple sentence is also called an independent clause. It contains a **subject** and a **verb** and expresses a complete thought.

Scott **plays** tennis in the morning.

Compound Sentences

A compound sentence contains two independent clauses joined by a **coordinating conjunction** (and, but, for, nor, or, so, yet).

Scott was **playing** tennis, **so** **Mary** **went** to the beach.

Complex Sentences

A complex sentence combines an independent clause with one or more dependent clauses. A complex sentence always has a **subordinating conjunction** (after, although, because, since, when) or a relative pronoun (that, which, who).

I did not **see** **Scott** today **because** **he** was **playing** tennis.

Word Lists

Unit 3 - f ff ph

Target Representations		
ph	f	ff
nephew S	fat	off
dolphin	fad	huff
orphan D	fib	gruff
phone	fit	puff
phantom	fig	buff
phonics	flip	sniff
alphabet	felt	cuff
elephant	from	scoff D
aphid	fish	coffin
typhoon	flag	offend S
phew	fine	stiff
prophet	flit D	bluff
Philip	fool	fluff
symphony	frost	scuff
pharmacy	fill	
physics D	fell	
Philippines	foolish	
sphere	fuss	
microphone	foal	
pamphlet	fizz	
trophy	Friday	
nymph	wife	
lymph	field S	
sphinx		

Extension Representation

ugh	ft
laugh	soften
cough S	often
rough	
tough	

Unit 4 - ow ou

Target Representations			
ow		ou	
cow	meow	out	mount
how	allow	ours	hound
now	scowl	ouch	south
sow	tower	lout	pouch
owl	cower	foul	fountain
bow	drowsy	loud	amount
row	cowboy	tout	bound
wow	flower	shout	boundary
vow	power	cloud	cut-out
pow		bout	flout
jowl		about	grout
prowl		trout	mound
fowl		proud	outside
cowl		clout	counting
crown		scout	thousand
down		found	
frown		mouth	
brown		count	
growl		sprout	
clown		couch	
crowd		crouch	
howl		pound	
town		ground	
gown		sound	
		noun	

Extension Representations

ough
plough
bough
drought





Trick or Treat Word List

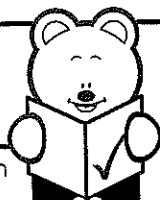


Unit 3

offend	juff	phone	fep
graph	kff	fish	frelf
nephew	alphabet	doffir	field
jarph	elephant	fity	often
affint	kinph	phunf	phantom
femn	jepht	feor	dforb
face	mifin	scoff	phingm
rephil	orphan	phonics	phenifs
puff	coffin	fat	
off	fast	oinff	

Unit 4

mouth	owl	douk	sprout
cow	eowg	loud	noun
crown	oup	ground	mouh
rougk	owg	allow	frown
fow	brown	seoure	koub
diowl	ouch	kinow	lout
cloud	mount	hound	binour
flous	trowp	crowd	weown
howl	ouet	rouwe	
out	gougp	liowd	



Trick or Treat Record Sheet







Unit 3 Word Find

s	w	f	o	ff	e	n	d	n	f
g	r	u	ff	j	qu	d	h	b	i
s	ph	i	n	x	k	a	u	d	n
c	o	ff	i	n	w	l	ff	r	e
c	v	j	m	o	x	ph	a	s	c
u	s	e	l	e	ph	a	n	t	ph
ff	f	oa	l	z	s	b	s	i	f
t	y	ph	oo	n	z	e	j	ff	i
f	e	t	ch	p	i	t	u	t	g

gruff

coffin

stiff

foal

alphabet

huff

fig

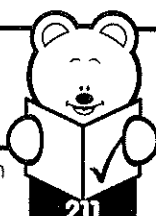
cuff

elephant

fetch

fine

offend





Vocabulary Booklet



Stage 3
Term 2, 2020
Week 4

Name:

Week 4 - Thursday 21/05/2020

Word: **penal colony**

<p>What it is or isn't</p>	<p>Draw it</p>
<p>Use it in a sentence</p>	<p>Morphemic word building (prefixes/suffixes)</p>



BTN, Punctuation & Handwriting



Stage 3
Term 2, 2020
Week 4

Name:

Learning Intention:

- ❖ We are learning to comprehend current news issues
- ❖ We are learning about Grammar and punctuation
- ❖ We are learning correct writing strokes

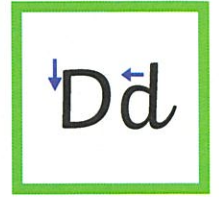
Success Criteria:

- ❖ We can recount and summarise a news article from BTN
- ❖ We can use basic punctuation correctly: Capital letters, full stops, question marks, exclamation marks
- ❖ We can write our letters neatly with correct pencil grip and stroke order

Tuesday 19/05/2020	Friday 22/05/2020
<p><u>BTN</u></p> <p>Watch the latest BTN episode on ABCme (Tuesdays 11.45am). Choose a news story and write or type a summary of the article in this space.</p>	<p><u>Punctuation</u></p> <p>Complete pages 10 & 11 in your punctuation booklet.</p>
	<p><u>Handwriting</u></p> <p>Complete pages 7, 8 & 9 in your handwriting booklet.</p> <p>D d</p>

Notes to remember:

- We are adding ligatures to all appropriate letters.
- We can join letters together by extending the ligatures.
- We are sloping our letters.
- We are making our letters smaller now.
- Capital letters have no ligature.



Warm-up: practise your slope, size and shape.

c c c

d d d

ddd

Practise joining 'd' with vowels. Remember to link the 'd' from the base.

da

de

di

do

du

Now copy this sentence.

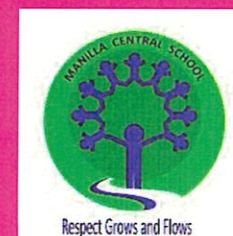
The dreamy duke dropped the
dirty double damask dinner
napkin.

Self assessment			Self reflection
Even slope	<div><div></div><div></div><div></div></div>	I am pleased with:	
Correct ligatures	<div><div></div><div></div><div></div></div>		
Even size	<div><div></div><div></div><div></div></div>	Next time I will work on:	
Even spaces	<div><div></div><div></div><div></div></div>		





Writing



Stage 3
Term 2, 2020
Week 4

Name:

Learning Intention:

- ❖ We are learning about informative writing - historical recounts

Success Criteria:

- ❖ We can identify the purpose for historical recounts
- ❖ We can identify the structure of historical recounts
- ❖ We can identify language features used in historical recounts
- ❖ We can plan ideas before writing a historical recount
- ❖ **We can write a draft historical recount using the correct structure**

Monday

1. Revise the structure of a historical recount.
2. Read the recount "Captain Cook's Landing at Botany Bay Indigenous Perspective".
(Click the speaker to listen as you read).
How does this recount compare to the recount you wrote last week?
3. Using a highlighter or coloured pencil, highlight any information in the recount that you also had in yours.
Think/discuss how you could have made your recount even better?
4. Answer the questions in the table on the next sheet to see how well you think you went. What things will you need to make sure you include in your next recount?



Monday

Did you have a title?	Yes	No
Did you have an introduction?	Yes	No
Did you use paragraphs?	Yes	No
Did you have a conclusion?	Yes	No
Was your writing in chronological order?	Yes	No
Did you use any time connectives?	Yes	No
Did you use correct punctuation?	Yes	No

Early Finishers Writing Activities:

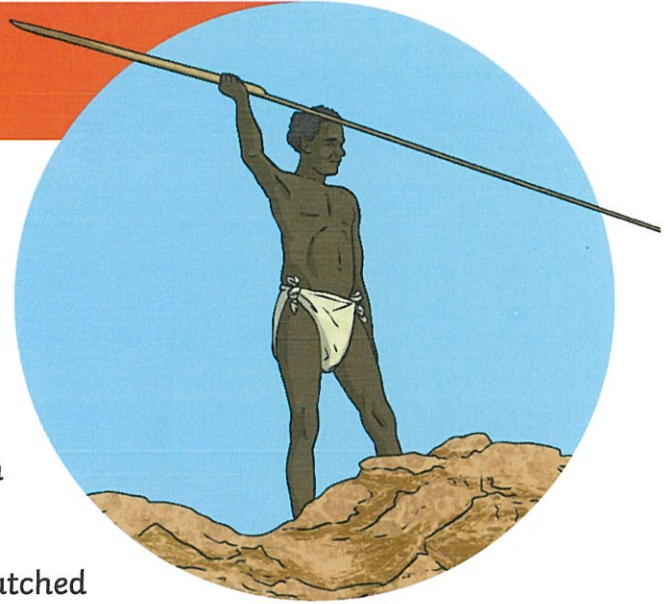
- Choose a writing topic from the May Writing Prompts Calendar and write it in your workbook.
- Use a picture prompt from Pobble365 to write a story. <https://www.pobble365.com/>

Captain Cook's Landing at Botany Bay

Indigenous Perspective

Recount of Young Gweagal Man
Sunday 29th April 1770

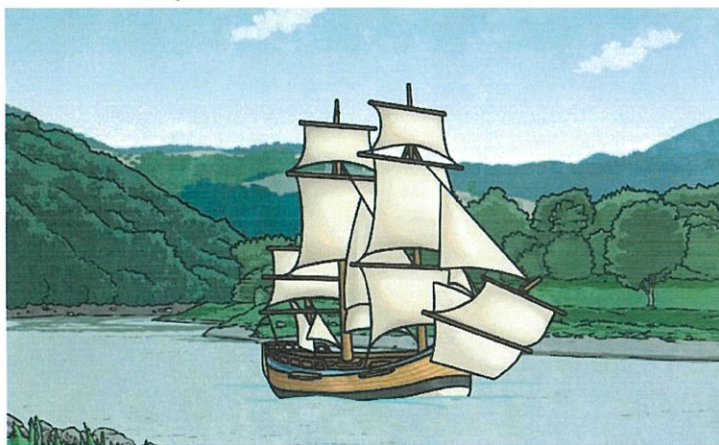
I was out fishing for stingrays in the bay with the other young men of the Gweagal tribe when the ship appeared. At first, we didn't know what it was; we had never seen anything so big floating on the water in our lives. It was made of wood and had big white sails that filled with wind and pushed it along without any need to paddle. Today, we know so much more about the white man but then we had no idea.



We returned to the shore with our meagre catch and watched the ship come to a stop then drop something heavy into the water. It stayed where it was for the rest of the morning, just off the headland.

The whole tribe gathered at the huts to discuss what to do. No one had ever seen anything like it before, not even the oldest members of the elders. Some people said that they saw people with white skin moving around on the ship and argued that they were the ghosts of our ancestors. I wasn't so sure. If they were our ancestors, why didn't they come to say hello?

We watched and waited. The elders sent a couple of warriors armed with spears to the headland to keep a close eye on the strangers. A little after lunch, they pulled the heavy object from the water and the ship began to move into the bay. Before long, they dropped the heavy thing into the water again with a big splash. I could see the stingrays scatter away. Perhaps they had never seen anything else like this either.



A short time later, we could see them lower a smaller boat into the water, and some people climbed down into it. Most of them sat and pulled on oars a bit like our canoe paddles. However, one man stood; he must have been the stranger's elder. Our elders told everyone to go and hide but ordered my father and me to wait by the shore. They said we should keep our spears with us, just in case.

Captain Cook's Landing at Botany Bay Indigenous Perspective

The boat came closer and closer. For the first time, I got a good look at the white men. They covered their bodies in what I would later learn were clothes. Most of them didn't have beards so at first, we thought they were women. Up close, however, we could tell they were men from the shapes of their faces and the deepness of their voices. They carried long sticks which we would soon learn were very dangerous weapons, much more dangerous than our spears.

A short way from the shore, the standing elder told one of his men to jump into the water and pull the boat to shore. Not long after, the rest of them leapt out and walked up onto the beach. They looked at us, but they did not say anything. Instead, they set about putting a long stick into the ground. To the stick, they tied a piece of fabric with a strange design of red, white and blue stripes. Only much later would I learn the terrible consequences this simple act would bring.

My father and I approached the group of men. There were maybe ten in all – I don't remember exactly. We tried to say that they must not stay but they could not understand us. They said something back to us, but they spoke a language we had never heard before. I don't remember precisely what happened next, but suddenly one of the men held up his stick and made fire erupt from the end of it. My father shouted and held his leg. We both threw our spears at them then we ran for our lives. I don't think we hit them. I helped my father up the beach. Blood ran down his leg from the wound. I pressed my hand on top of his, and the bleeding stopped.

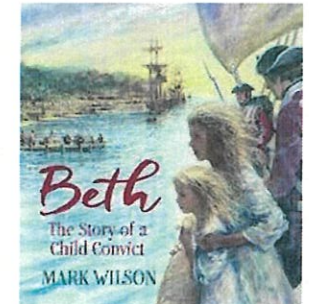


From the safety of the trees, we saw the men approach the huts. Many of the children had stayed inside, and we were worried about their safety. I am sorry to say that we were too scared to go and help them. Fortunately, a couple of minutes later, we saw the white men emerge from the huts, return to their boat and row back to the ship with the white sails. The children told us later that the white men tried to talk to them but grew frustrated and eventually left. They gave the children some coloured beads, an offering of some sort maybe?

Dusk came; my father was in great pain from his injury. My aunties were looking after him though so I knew he would be fine. I sat on the beach as the last rays of the sun hovered over the bay. It had been a long, terrifying day. The strange red, white and blue fabric fluttered in the evening breeze. The sound of the white men talking drifted across the water. Tears slowly rolled down my cheeks – I wanted them to go away and leave us in peace.

Tuesday

1. Read or listen to “Beth the Story of a convict child” by Mark Wilson. The book is in Mrs Hawley’s classroom if you are at school, or you can listen online.
(click the book cover).



2. The story of Beth was based on the life of Elizabeth Hayward, the youngest female convict of the First Fleet. Research more information about Elizabeth and other child convicts and what their life was like. Here are some links to get you started...

<https://www.geni.com/people/Elizabeth-Haywood-Nicholls-Collins-Lowe-Convict-Lady-Penrhyn-1788/6000000000641218409>

<https://education.abc.net.au/home#!/digibook/3103485/child-convicts-of-australia>

There are also some library books in Mrs Hawley’s classroom to look at on days that you are at school.

Tuesday

2. PLAN a historical recount about Beth (Elizabeth Hayward). Use your work book or the template on the following page.

Early Finishers Writing Activities:

- Choose a writing topic from the May Writing Prompts Calendar and write it in your workbook.
- Use a picture prompt from Pobble365 to write a story. <https://www.pobble365.com/>

Historical Recount Structure

Name _____

Date _____

Title	
Orientation (what, when, who)	
Series of Events (chronological order)	
Conclusion (significance of event)	



WRITING

Wednesday & Thursday

1. Write a DRAFT historical recount about Beth (Elizabeth Hayward). Write in your home learning workbook. Remember to follow the correct structure and write in full sentences.

Early Finishers Writing Activities:

- Choose a writing topic from the May Writing Prompts Calendar and write it in your workbook.
- Use a picture prompt from Pobble365 to write a story. <https://www.pobble365.com/>

May

Mother's Day | Memorial Day | International Day of Families (15th May)

<p>It is National Reconciliation Week! What does reconciliation mean?</p> 	<p>It is Mother's Day! Write a letter to your Mum or Grandmother telling her how you feel about her.</p> 	<p>It is International Day of Families! What do you think makes a happy family?</p> 	<p>Families are important because...</p> 
<p>Describe a happy memory for your family.</p> 	<p>It is National Volunteer Week! If you could volunteer to help anywhere, where would you volunteer and why?</p> 	<p>Make a list of words that describe you. Pick three of these words and write why you chose them to describe yourself.</p>	<p>Free choice</p>
<p>Who is the person from history that you would most like to meet and why? What would you ask them?</p>	<p>The robot was out of control...</p>	<p>Write about an incident that happened to you, but exaggerate all of the details.</p>	<p>What is a characteristic about yourself that you like? What is something that you would like to improve on?</p>
<p>Free choice</p>	<p>I wish I could forget the time I... because...</p>	<p>What would happen if there was no television? Would that be a good or a bad thing?</p>	<p>The massive bolder raced down the hill, directly toward...</p>
<p>If you could take three people on a trip around the world, who would you take and why?</p>	<p>It was midnight and I was...</p>	<p>Free choice</p>	<p>Make a list of the pros and cons of wearing a uniform to school.</p>



Maths Warm Ups

Group: 3

Stage 3

Term 2, 2020

Weeks 4



Name:

Learning Intention:

- ❖ We are learning to solve a variety of mathematic questions.

Success Criteria:

- ❖ We can work out the questions quickly.
- ❖ We will use our prior knowledge to answer questions.
- ❖ We can build on our mathematical knowledge to solve unknown questions.

Mathematics Group 3 - Week 4

Monday 18/05/2020	Tuesday 19/05/2020	Wednesday 20/05/2020	Thursday 21/05/2020	Friday 22/05/2020
<p>Maths Mentals</p> <ol style="list-style-type: none"> 1. Set a timer for 15 minutes. 2. Complete <u>Week 4 - Monday's Maths Mentals</u>. 3. Make sure you use scrap paper to do your working out. 4. Write the time it took you to complete your mentals next to the day at the top of the page when completed. 		<p>Maths Warm Up</p> <ol style="list-style-type: none"> 1. Set a timer for 15 minutes. 2. Complete <u>Week 4 Maths Warm Up</u> page of Addition, Subtraction and Multiplication questions. 3. Try to do some from each column. 4. Have Fun! 	<p>Maths Mentals</p> <ol style="list-style-type: none"> 1. Set a timer for 15 minutes. 2. Complete <u>Week 4 - Thursday's Maths Mentals</u>. 3. Make sure you use scrap paper to do your working out. 4. Write the time it took you to complete your mentals next to the day at the top of the page when completed. 	

Monday

1. $47 + 32 =$ _____
2. $14 - 13 =$ _____
3. $90 \div 9 =$ _____
4. $4 \times 12 =$ _____
5. $44 \div 11 =$ _____
6. Round 48936 to the nearest thousand. _____
7. Write these numbers in descending order: 69129, 84240, 45701, 48696, 1609, 44976. _____
8. Complete this counting pattern:
56, 65, 74, 83, _____, _____, _____
9. Complete this counting pattern:
73, 78, 83, 88, _____, _____, _____
10. If there were 98 fans at a American football game, 25 were wearing purple and the rest were wearing blue, how many were wearing blue? _____
11. Divide 60 by 6. _____
12. What is the price after taking 50% off \$19? _____
13. What is $\frac{1}{10}$ of 80? _____
14. What is $\frac{1}{2}$ of 648? _____
15. Write these decimals in descending order: 0.54, 0.88, 0.60, 0.33 _____
16. Write these decimals in ascending order: 0.38, 0.99, 0.27, 0.82 _____
17. 180 minutes = _____ hours
18. The length of a rectangle's sides are 61cm and 70cm. What is its perimeter? _____
19. What type of angle is this? _____



20. Imagine these stars are in a bag. What is probability of pulling out a black star?

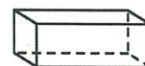


100% MATHS MENTAL



Thursday

1. $58 + 36 =$ _____
2. $83 - 14 =$ _____
3. $7 \div 7 =$ _____
4. $9 \times 2 =$ _____
5. $580 \div 10 =$ _____
6. Round 53751 to the nearest thousand. _____
7. Round 73599 to the nearest thousand. _____
8. Complete this counting pattern:
45, 53, 61, 69, _____, _____, _____
9. Complete this counting pattern:
80, 83, 86, 89, _____, _____, _____
10. What is the sum of 97 and 54? _____
11. What is the average of 3, 0 and 6? _____
12. 10 cents + 20 cents + \$1.00 = _____
13. What is $\frac{1}{10}$ of 100? _____
14. What is $\frac{1}{7}$ of 14? _____
15. Write these decimals in ascending order: 0.29, 0.84, 0.30, 0.51 _____
16. Write these decimals in descending order: 0.84, 0.10, 0.21, 0.39 _____
17. 540 minutes = _____ hours
18. The length of a rectangle's sides are 36cm and 39cm. What is its perimeter? _____
19. How many vertices does a rectangular prism have?



20. Imagine these stars are in a bag. What is the probability of pulling out a white star?



Addition

$$\begin{array}{r} 1) \quad 982 \\ + \quad 850 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 86 \\ + \quad 23 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 506 \\ + \quad 754 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 285 \\ + \quad 476 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 719 \\ + \quad 40 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 950 \\ + \quad 678 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 657 \\ + \quad 505 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 687 \\ + \quad 1007 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 197 \\ + \quad 743 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 529 \\ + \quad 536 \\ \hline \end{array}$$

Subtraction

$$\begin{array}{r} 1) \quad 260 \\ - \quad 180 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 204 \\ - \quad 169 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 70 \\ - \quad 23 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 662 \\ - \quad 196 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 205 \\ - \quad 188 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 212 \\ - \quad 134 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 130 \\ - \quad 29 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 684 \\ - \quad 58 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 358 \\ - \quad 57 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 737 \\ - \quad 202 \\ \hline \end{array}$$

Multiplication

$$\begin{array}{r} 1) \quad 65 \\ \times \quad 23 \\ \hline \end{array}$$

$$\begin{array}{r} 2) \quad 7 \\ \times \quad 9 \\ \hline \end{array}$$

$$\begin{array}{r} 3) \quad 42 \\ \times \quad 27 \\ \hline \end{array}$$

$$\begin{array}{r} 4) \quad 59 \\ \times \quad 7 \\ \hline \end{array}$$

$$\begin{array}{r} 5) \quad 20 \\ \times \quad 20 \\ \hline \end{array}$$

$$\begin{array}{r} 6) \quad 66 \\ \times \quad 24 \\ \hline \end{array}$$

$$\begin{array}{r} 7) \quad 12 \\ \times \quad 24 \\ \hline \end{array}$$

$$\begin{array}{r} 8) \quad 22 \\ \times \quad 1 \\ \hline \end{array}$$

$$\begin{array}{r} 9) \quad 50 \\ \times \quad 23 \\ \hline \end{array}$$

$$\begin{array}{r} 10) \quad 61 \\ \times \quad 27 \\ \hline \end{array}$$



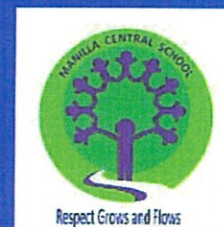
Mathematics

Group: 3

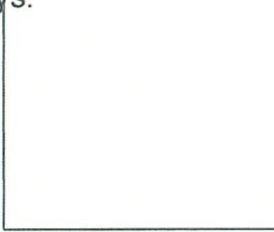
Stage 3

Term 2, 2020

Week 4



Name:

Monday 18/05/2020	Tuesday 19/02/2020	Wednesday 20/05/2020	Thursday 21/05/2020	Friday 22/05/2020
<p><u>Three-digits multiplied by one digit</u></p> <p><u>Learning Intention:</u> We are learning to use the shortened form to multiply three-digit numbers by a single digit.</p> <p><u>Success Criteria:</u> We will be able to multiply three-digit numbers by a single digit.</p> <p>1. Answer the following</p> $\begin{array}{r} 169 \times \\ \underline{} 3 \end{array}$ <p>2. Complete Unit 13 page 52.</p> <p>3. Check your work</p>	<p><u>Constructing number sentences</u></p> <p><u>Learning Intention:</u> We are learning to find missing numbers to complete number sentences.</p> <p><u>Success Criteria:</u> We will be able to supply the missing number to balance number sentences.</p> <p>1. Practice drawing an angle and measure and label.</p> <p>2. Complete Unit 13 page 53.</p> <p>3. Check your work</p>	<p><u>Constructing shapes</u></p> <p><u>Learning Intention:</u> We are learning to use a protractor and ruler to construct 2D shapes.</p> <p><u>Success Criteria:</u> We will be able to draw two-dimensional shapes with correct angles and side lengths.</p> <p>1 draw a line graph below of the temperature for Manilla for the last 5 days.</p>  <p>2. Complete Unit 13 page 54.</p> <p>3. Check your work</p>	<p><u>24-hour time</u></p> <p><u>Learning Intention:</u> We are learning to understand 24-hour time and convert between it and 12-hour time.</p> <p><u>Success Criteria:</u> We will be able to read and understand 24-hour time.</p> <p>1. Complete Unit 13 page 55.</p> <p>2. Check your work</p>	

Three digits multiplied by one digit

EXAMPLE

	Hund	Tens	Ones
	1	1	
	2	4	5
x			3
	7	3	5

$$5 \times 3 = 15 \text{ ones}$$

Write 5 in the ones column and trade the 10 ones for 1 ten, then write the 1 at the top of the tens column.

$$3 \times 4 \text{ tens} = 12 \text{ tens plus the 1 traded ten equals 13 tens.}$$

Write 3 in the tens column and trade the 10 tens for 1 hundred, then place a 1 at the top of the hundreds column.

$$3 \times 2 \text{ hundreds} = 6 \text{ hundreds plus the 1 traded hundred equals 7 hundreds.}$$

Write 7 in the hundreds column.

1 Solve each multiplication using the shortened form.

- | | | | | | | | | | |
|----------|-------|----------|-------|----------|-------|----------|-------|----------|-------|
| a | 2 3 5 | b | 8 4 7 | c | 9 0 0 | d | 7 6 0 | e | 8 5 7 |
| x | 3 | x | 4 | x | 5 | x | 6 | x | 7 |
| <hr/> | | | | | | | | | |
| <hr/> | | | | | | | | | |
| <hr/> | | | | | | | | | |
| f | 3 6 3 | g | 2 4 8 | h | 4 7 4 | i | 3 2 9 | j | 2 6 3 |
| x | 5 | x | 6 | x | 7 | x | 8 | x | 9 |
| <hr/> | | | | | | | | | |
| <hr/> | | | | | | | | | |
| <hr/> | | | | | | | | | |
| k | 2 5 6 | l | 3 4 9 | m | 4 2 8 | n | 5 4 6 | o | 6 6 4 |
| x | 5 | x | 7 | x | 6 | x | 4 | x | 5 |
| <hr/> | | | | | | | | | |
| <hr/> | | | | | | | | | |
| <hr/> | | | | | | | | | |

2 Problems to solve

- a** The Earth takes about 365 days to orbit the Sun. How many days would it take to complete 5 orbits?
- b** A plane flew at 505 km per hour on a 4-hour flight. How far was the flight?
- c** How much soft drink did Hans drink if he drank all 3 of his 375 mL cans?



- 3** What numbers could 124 be multiplied by to give an answer of between 600 and 1000?

4 Supply the missing number to make each number sentence equal.

a $6 + \square = 18 - 5$

e $\square + 7 = 20 - 8$

i $9 + 8 = \square - 7$

b $9 + 6 = \square - 17$

f $5 \times \square = 20 + 10$

j $3 \times 4 = 100 - \square$

c $4 \times 7 = \square - 22$

g $\square \times 5 = 36 + 9$

k $\square \div 5 = 25 \times 2$

d $4 \times 6 = \square + 6$

h $100 \div 5 = 32 - \square$

l $56 \div \square = 94 - 86$

5 Celebrity heads

Read the number sentences and carry out the operations to find the missing numbers.

- a If you multiply me by 2 and add 4 the answer is 10.



- b If you halve me and halve me again the answer is 6.



- c If you add 2 and multiply by 4 the answer is 36.



6 Write a number sentence to solve the problems. The first one is done for you.

- a Double the number and add 6 to get 14.
b Multiply the number by 3 and subtract 7 to get 5.
c Subtract 5 from the number and add 8 to get 10.
d Divide the number by 5 and add 3 to get 7.
e Multiply the number by 4 and divide by 3 to give 8.
f Add 5 to the number and multiply by 7 to get 56.
g Subtract 15 from the number and divide by 5 to get 3.
h Add 3 to the number, take away 5 and multiply by 9 to get 63.

$4 \times 2 + 6 = 14$

$4 \times 2 + 6 = 14$

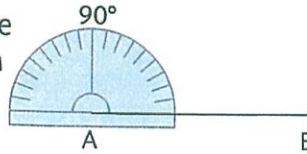
7 Think of a secret number and write some clues so that a friend can work out your secret number.



Constructing shapes

- 8 Follow the instructions to draw a rectangle.

a Place a protractor exactly on the line AB, with the centre point exactly on the end of the line where A is.



b Put a pencil dot at 90° then draw a faint line from A to the dot.



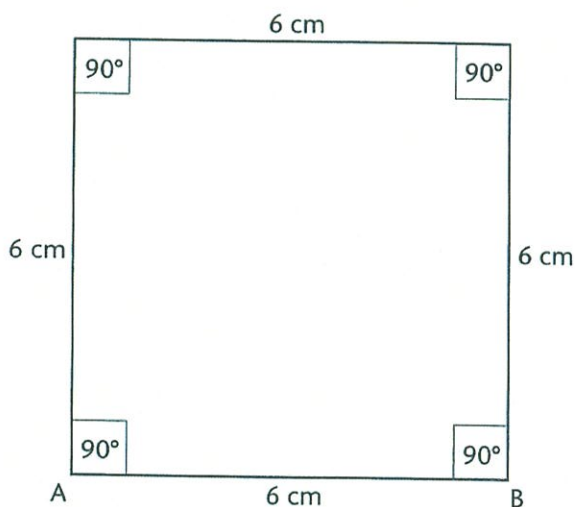
c Repeat exactly for the B end of the line.



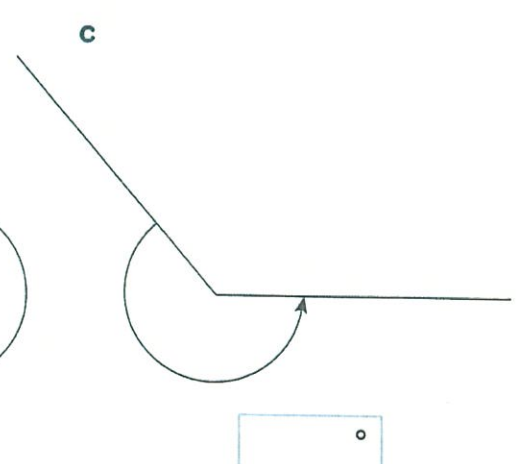
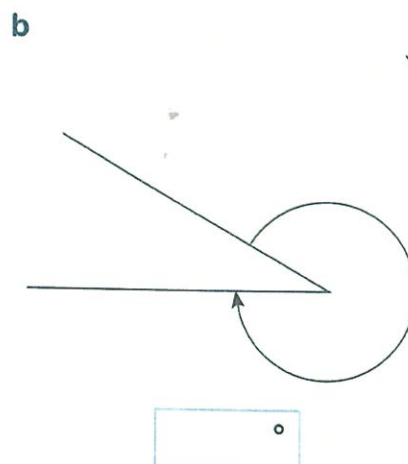
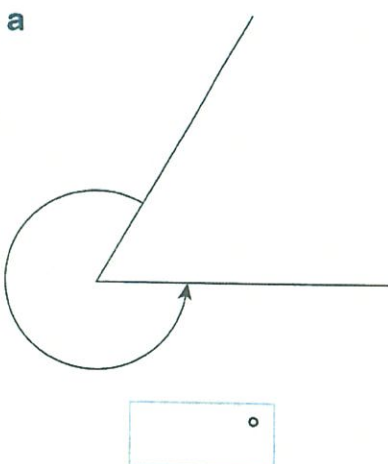
d Measure 4 cm on each vertical line you have drawn and put a dot.

e Join the dots to form a rectangle.

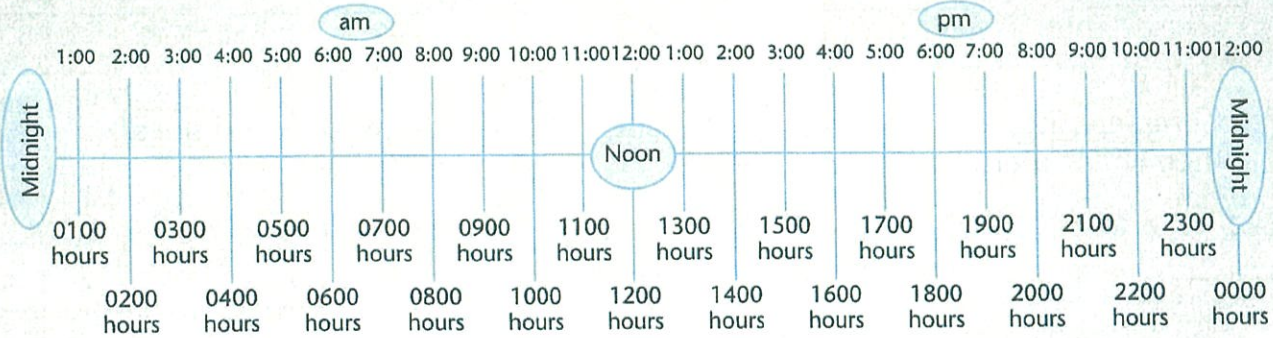
- 9 Now construct a congruent copy of the square below by following the same procedure as above. All the angles and sides are given on the shape.



- 10 Measure the smaller angle, then deduct it from 360° to find the reflex angles. (You can also use a 360° protractor.)










A day has 24 hours. Time can be expressed in 12-hour am/pm form or 24-hour time. Note that when writing 24-hour time, neither punctuation nor a space is used; e.g. 0745 hours = 7:45 am, 2318 hours = 11:18 pm.



11 Convert these from 12-hour "am and pm" time to 24-hour time. The first is done for you.

- a 3:00 am **0300 hours** d 6:00 pm _____ g 10:00 pm _____ j 7:30 pm _____
 b 8:00 am _____ e 2:00 pm _____ h 6:00 am _____ k 7:30 am _____
 c 4:00 pm _____ f 11:00 pm _____ i 8:00 pm _____ l 9:15 pm _____

12 Complete this grid showing time expressed in analog, digital and 24-hour forms.

Analog							
Digital	3:00 AM		5:40 PM		9:35 PM	10:05 AM	12:45 AM
24-hour	0300 hours	1815 hours		1145 hours			

Channel 6

6:00	Sunshine News
7:00	Cartoon Connection
8:00	Play School
9:00	Home Shopping
10:00	Lifeline
10:30	News
11:00	Entertainment Tonight
12:00	Movie: Tarzan
2:00	Days of the Young
3:30	Disney Adventures
4:00	Bewitched
5:00	Growing Up
6:00	News
6:30	Tonight Today
7:30	Home and Away
8:00	Enemies
8:30	Water Snakes
9:30	Susan's Closet
10:30	Sportstime
12:00	Close

13 Read the program guide then answer the questions to set the TV to record using 24-hour time.

- a Jim set his TV to record Channel 6 at 0900 for one hour. What show did he record? _____
- b Maria wanted to record *Home and Away*. Complete the information she would need.
 Channel _____ Time _____ Duration _____
- c Mohammed set his TV to record Channel 6 at 1600 for one hour. What show did he record? _____
- d Sylvester wanted to record *Water Snakes* so he set his TV for Channel 6 at 1830 for one hour. Was he successful? _____
- e Ronald wanted to record *Sportstime*. Complete the information he would need.
 Channel _____ Time _____ Duration _____



Library/STEM

Stage 3

Term 2, 2020

Week 4

Lessons



Name:

Name: _____
Class: _____

6. What were the Kelly gang wanted for?

7. What did the Kelly gang wear that was different to other bushrangers?

Part B: Choose one of the Australian Bushrangers provided in your work pack and then read the example of the wanted poster in your pack. Create a wanted poster below for your chosen bushranger. Include their name, what they are wanted for, the location of their crime, the reward, any associates (mates) they may have worked with and any other facts to support your poster.

In 1863, he escaped by swimming across Sydney Harbour and began a career as a bushranger. He stole horses and bailed up coaches, and because he was a champion horseman, he continually escaped the mounted police, bounty hunters and Aboriginal trackers.

Source 2.7.3

Captain Thunderbolt and the German band (from George E Boxall, *History of the Australian Bushrangers*, Rigby, 1899)

One of the stories told about Ward [Captain Thunderbolt] was that he stuck up a German band at Goonoo Goonoo Gap, and made the Teutons play for him, besides giving him their money. The Germans pleaded hard. They said they were only poor men, and that their wives and children would suffer if they were robbed. Thunderbolt told them that he must have money. He was waiting for the principal winner at the Tamworth Races, he added, and he promised that if he caught him he would return the Germans their money. He took down their names and addresses.

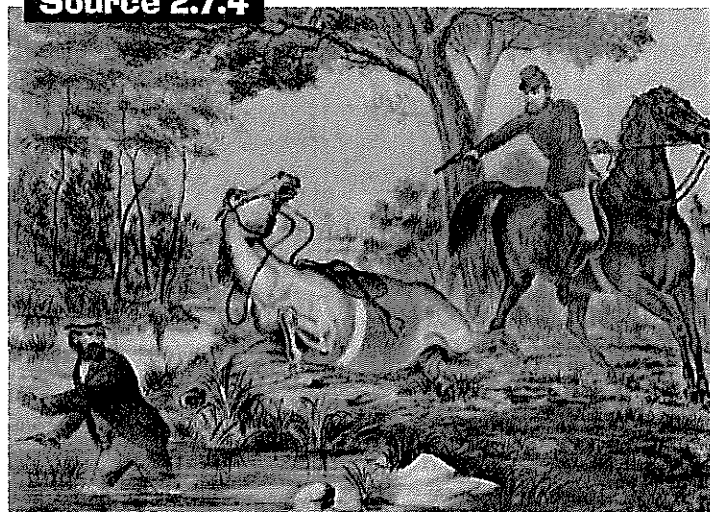
Notwithstanding this the Germans departed very sorrowful. They never expected to see their money again. Nevertheless, on their arrival at their home in Warwick, Queensland, they found a Post Office Order for £20 awaiting them. It was surmised, therefore, that Thunderbolt had captured the winner.

Ward's freedom was also attributed to the help he received from the 'Captain's lady', Mary Ann Bugg. Mary Ann was the daughter of a convict, James Bugg, and his Aboriginal wife, Elizabeth. As a young girl, Mary Ann was taught bushcraft skills by her mother and she was also well educated at a boarding school in Sydney. Mary Ann married Thunderbolt in the early 1860s and they had four children. Legend has it that Mary Ann was skilled at finding food and shelter in difficult terrain. She also made good use of the bush telegraph, going frequently into town undetected to obtain supplies and information. A blanket left hanging on a clothesline was a signal that the police were searching for Thunderbolt in the local area. In an era when women did not dress for country life, it was reported that she wore the Wellington boots and moleskin trousers of a stockman, and was seen riding her horse astride and not side-saddle.

Mary Ann died in 1868, shortly after giving birth to her fourth child. In May 1870, Thunderbolt was shot and killed during a highway robbery near the town of Uralla. Thunderbolt's image as a hero, rather than as a horse and gold thief, grew after his death. His grave in the Uralla cemetery has become a tourist attraction and a sculpture commemorating Thunderbolt now stands in the main street.

The legend that Captain Thunderbolt became expresses the significance that bushrangers have to the Australian story. Bushrangers were often regarded as victims of circumstance. Australians who struggled to earn a living in the goldfields and in the bush sympathised and identified with them. Their independence and defiance was romanticised in a new country that was carving out an image for itself.

Source 2.7.4



Capture of Thunderbolt, near Uralla, a lithograph by Constable Walker, *Illustrated Sydney News*, 1870

Activities

Think

1. Explain what periods in Australian nineteenth-century history corresponded with the three different groups of bushrangers.
2. Bushrangers were criminals. Why do you think they have so often been remembered as the heroes of the colonial past?

Use sources

3. Read source 2.7.1. How would the *Bushranging Act* have affected the attitudes and actions of free settlers?
4. Using source 2.7.2, explain why the coaches were such an easy target for gangs of bushrangers.

Teamwork

5. In groups, roleplay for the class a prepared script of the hold-up of a coach by bushrangers.

Communicate

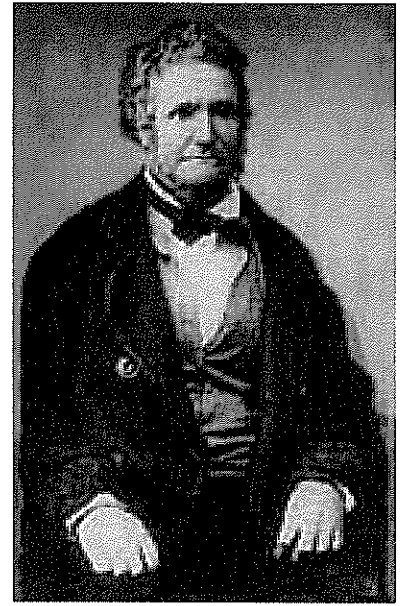
6. Many stories, songs and poems were written about bushrangers (see page 56). Using the sources, and your own research, write a song or poem expressing a story from our bushranger past.

Worksheets

- 2.4 Interview a bushranger

Bushranger Martin Cash Fact File

Martin Cash was born in 1808 in Wexford, Ireland, to George and Margaret Cash. He was sent to Sydney from Ireland in 1827 for shooting a man in the rear. After seven years, Cash left for Tasmania as a free man. A short time later, he was caught stealing and was sent for another seven years to the Port Arthur Penal Settlement in Tasmania.



In the next three years, he escaped three times from Port Arthur. Once he escaped for nearly two years, but was eventually caught. Four more years were added to his sentence. During one escape attempt, Cash joined forces with experienced bushrangers George Jones and Lawrence Kavanagh to form a gang. Together, they stole from the rich and hotels without unnecessary violence. Their actions earned them the title of 'Gentlemen Bushrangers'.

Cash was arrested in Hobart, Tasmania for killing a policeman trying to capture him. He was sentenced to death, but at the last minute, the decision was changed. Instead, it was decided that he would be sent to Norfolk Island for ten years. Here, he became a model prisoner. Eventually, he became a constable and a hat-maker. In March 1854, Cash was given permission to marry Mary Bennett.

Several months later, he returned to Tasmania and started work as a policeman. Cash was given a pardon in May 1856, then went to New Zealand for four years. When he returned to Tasmania, he bought a property at Glenorchy and farmed there until he died on the 27th August 1877, at the age of 69.

A few years before he died, Cash told his life story to James Burke, a writer. Burke put together all his stories and helped the ex-bushranger write an autobiography. The book became a bestseller. Cash's Irish charm, cheerfulness and polite manner, made him a popular bushranger.

brother for horse stealing. Ellen Kelly struck Fitzpatrick with a fire shovel, a shot was fired and Fitzpatrick was hit in the wrist. Ellen was charged for her part in the 'attempted murder' and sentenced by Judge Redmond Barry to three years hard labour. Ned and his younger brother, Dan, took off to the Wombat Ranges where they were joined by their mates Joe Byrne and Steve Hart. The four soon became known as the Kelly Gang.

From their hide-out in the wild mountain ranges they took to life as bushrangers. At Stringybark Creek in October 1878, the Kelly Gang encountered a group of policemen who had been tracking them. A gun battle followed leaving three of the police dead. The Kelly Gang were now wanted for murder and £500 was offered as the reward for their capture. Some people in the district gave the gang food and shelter, and so the police began arresting anyone suspected of aiding them.

Source 2.8.4

EDWARD (NED) KELLY

V. R.

£8000 REWARD

ROBBERY and MURDER.

WHEREAS EDWARD KELLY, DANIEL KELLY, STEPHEN HART, and JOSEPH BYRNE have been declared OUTLAWS in the Colony of Victoria, and whereas Warrants have been issued charging the aforesaid men with the WILFUL MURDER of MICHAEL SWANSON, Police Constable of the Colony of VICTORIA, and whereas the aforesaid offences are ATTEMPTED at LARSEN, and have recently committed diverse felonies in the Colony of NEW SOUTH WALES: Now, therefore, I, SIR HERCULES GEORGE ROBERT ROBINSON, the GOVERNOR, do, by this, my proclamation, issued with the advice of the Executive Council, hereby notify that a REWARD of £8,000 will be paid, three-fourths by the Government of NEW SOUTH WALES, and one-fourth by certain Banks trading in the Colony, for the apprehension of the above-named Four Outlaws, or a reward of £1,000 for the apprehension of any two of them; and, that, in ADDITION to the above reward, a similar REWARD of £4,000 has been offered by the Government of VICTORIA, and I further notify that the said REWARD will be equitably apportioned between any persons giving information which shall lead to the apprehension of the aforesaid men, and any members of the police force or other persons who may actually effect such apprehension or assist therein.

(Signed) HENRY PARKES,
Colonial Secretary, New South Wales.

(Signed) BRYAN O'LOGHLEN,
Attorney-General, Victoria.

Printed 13th February, 1879.

Reward poster for Ned Kelly, 1879

After daring robberies at Eurora and Jerilderie the reward was increased. In Jerilderie the gang had locked two local policemen in their own cells, took over the town for two days and escaped with over £2000 from its only bank. Before making his escape from Jerilderie, Ned Kelly dictated a rambling letter of over 7000 words and directed it be

handed over to people of influence in Melbourne. The 'Jerilderie Letter' explained the story of his life, his hatred of the police and threatened what he may do in the future. He also expressed his love for the poor and persecuted, and in doing so began the legend of Ned Kelly. The conclusion of Kelly's letter declared a longing to be amongst 'the widows and orphans and poor of Greta district where I spend and will again many a happy day fearless, free and bold'.

Source 2.8.5

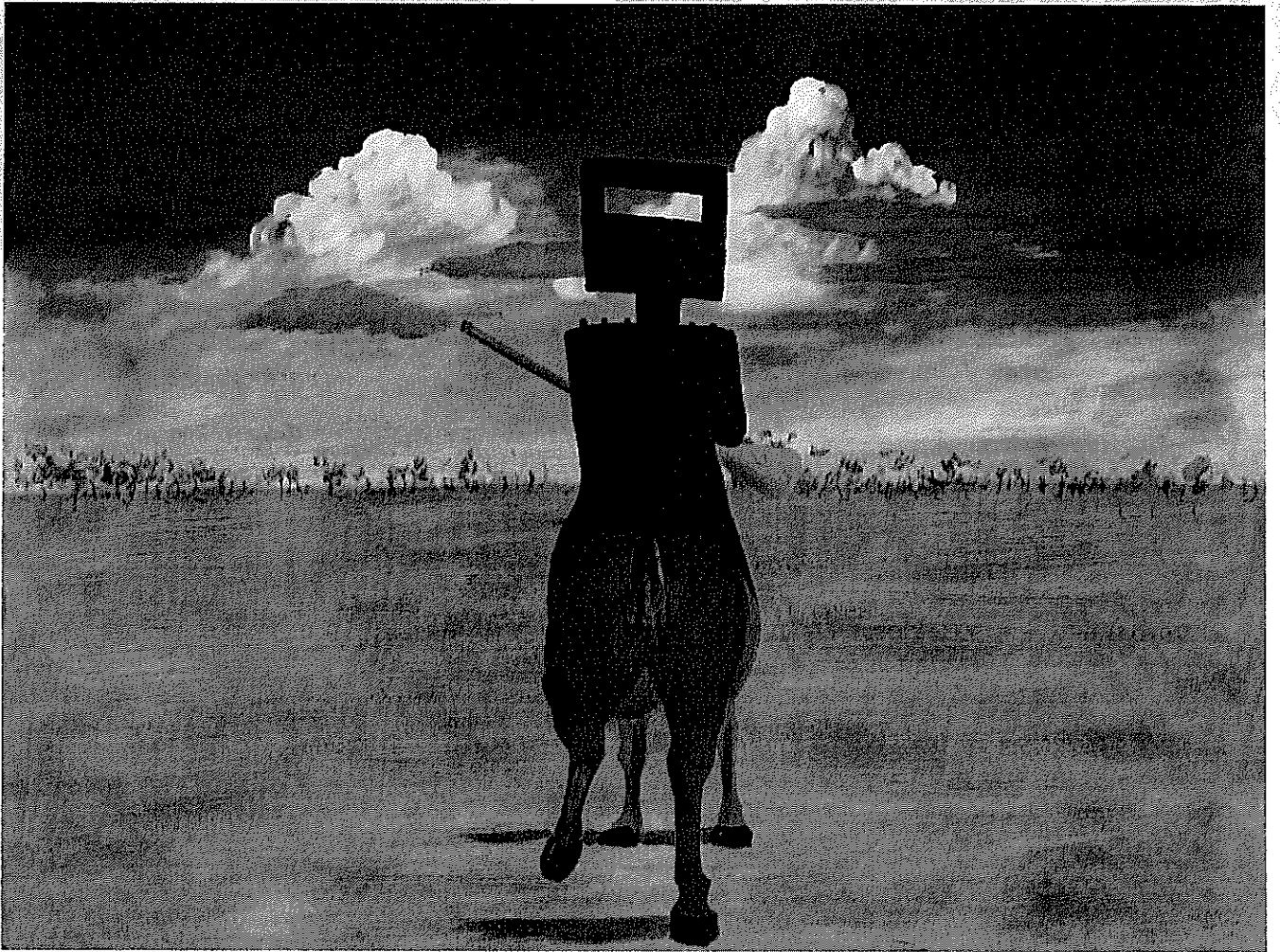


The law inevitably apprehended bushrangers, as shown in this cartoon of Ned Kelly, from *Melbourne Punch*, 1880.

GLENROWAN

The gang returned to Glenrowan in June 1880 because they believed that Aaron Sherritt, a friend of the Kellys, had become a police informer. On 26 June 1880, Joe Byrne rode up to Sherritt's door, called him out and shot him dead. The Victorian Government was now determined to wipe the Kelly Gang out and sent a train load of police from Benalla. Kelly's plan was to ambush the train load of police at Glenrowan, hold the townsfolk of Glenrowan hostage and bargain for his mother's release from jail.

The gang herded the townspeople into the Glenrowan Hotel where they waited for a train that did not arrive. The police were warned of the plan



Source 2.8.8

Ned Kelly, a painting created by the famous Australian artist Sidney Nolan, 1967



Activities



Understand

1. Who were the members of the Kelly Gang and why was the gang formed?
2. Why was a reward offered for the apprehension of the Kelly Gang?
3. What took place at Glenrowan in 1880?
4. What happened to the Kelly Gang?

Think

5. Consider Ned Kelly's heritage and family history. Explain how it could have influenced the Kelly family's attitude to law.
6. The armour worn by the Kelly Gang at Glenrowan has become famous. Why do you think this armour has become such a widely recognised image of Australia's bushranging past?

Use sources

7. Examine the pictures of Jim and Ellen Kelly in source 2.8.1 and Ned Kelly in source 2.8.2. Using

a source as your first item of evidence write a response to the statement: 'Injustice can make a criminal of anyone'.

8. Look carefully at sources 2.8.4 and 2.8.5 and then consider whether you think Ned Kelly was treated justly by the law.
9. According to source 2.8.5, what was bound to be Ned Kelly's fate? (Look closely at the shadow in the cartoon.)
10. Examine the image of the Glenrowan gunfight (source 2.8.6). Consider how Ned Kelly has been portrayed and then write a caption expressing the message of the drawing.
11. Ned Kelly has come to represent many things to Australian history and culture. Write a letter to the famous artist, Sidney Nolan, explaining your view of the Kelly Gang and your feelings about Nolan's portrayal (source 2.8.8) of this Australian icon.

Communicate

12. Have a class debate on 'Ned Kelly: Victim of circumstance or callous criminal?'



Moonlite, Captain

Moonlite, Captain (1842-1880), was an Irish-born Australian *bushranger* (outlaw). His real name was Andrew George Scott. Crimes attributed to Scott and his gang included robbery and murder. Scott began using the name "Captain Moonlite"—sometimes spelled "Captain Moonlight"—in the 1860's.

Scott was born in Rathfriland, Ireland (now in Northern Ireland), in 1842. He moved with his family to Auckland, New Zealand, probably arriving in 1861. He held several positions in local *militias* (citizen armies) there before moving to Australia in early 1868.

In July 1868, Scott became a lay preacher at a church in Bacchus Marsh, near Melbourne. The following year, he was transferred to Mount Egerton (also known as Egerton), near Ballarat. On May 8, 1869, Scott robbed a bank in Mount Egerton. He composed a note to the authorities and signed it "Captain Moonlite." The bank manager, who had recognized Scott's voice during the robbery, alerted the police. Scott convinced the police of his innocence and left Mount Egerton several months later.

In late 1870, Scott was arrested in Sydney for passing illegal checks. While Scott was in prison, investigators discovered evidence that connected him with the Mount Egerton bank robbery. Scott was released from prison in early 1872, but he was quickly arrested again and charged with the robbery. He escaped from custody while awaiting trial but was soon recaptured. Scott was found guilty and sentenced to 10 years in prison, plus an additional year for escaping custody.

Scott was released from prison in March 1879, before the completion of his full sentence. He began lecturing on prison conditions in Victoria. Later that year, Scott and a group of friends went to New South Wales. On Friday, November 14, Scott visited a *station* (ranch) in Wantabadgery, near Wagga Wagga. He asked for work, but was turned away. The group returned the next day and captured the station. They kept the people at the station as hostages. Over the next few days, they captured other people from the surrounding area. They eventually held more than 30 hostages.

One of the hostages managed to escape and alerted the police in Wagga Wagga on Sunday evening. Police approached the station in the early hours of Monday, November 17. Scott's gang opened fire, causing the officers to flee. The gang then moved to a nearby farmhouse. The police tracked the group down and called on them to surrender. Scott refused, and a gunfight erupted. Two members of Scott's gang were killed. Sensing that the fight was lost, Scott surrendered to the police. A police constable died of wounds sustained in the fight.

Scott and the other three surviving members of his gang were found guilty of murdering the constable. They were sentenced to death. Two members of Scott's gang had their sentences



Name: _____
Class: _____



Dear Parents & Students,

Manilla Central School will be participating in the National Simultaneous Storytime on Wednesday 27th May at 2020 (Week 5) at 11am.

There is a colouring in competition attached for each student to complete. Please write your full name and class at the top of this page, complete the colouring in on the back of this page and return to school by Monday 25th May 2020 to enter in the competition. There will be one prize per class awarded for the best colouring in.

Kind Regards,

Gabby Sauer

MCS Teaching Librarian



Manilla Central Public School

Stage 3

Term 2, 2020

Unit of Inquiry

Week 4, Lessons 1-3

NAME: _____

Lesson 1:

Learning Intention: We are learning about continuity and change

Success Criteria:

- I can define the terms 'continuity' and 'change' and what they mean with regards to history terms
- I can provide examples of continuity and examples of change

The Moreton Bay colonial penal settlement was designed to be a place of isolation for convicts. However, several years after the establishment of the colonial penal settlement, officials started to question whether it was a good idea to continue the ban on free settlement at Moreton Bay. There was plenty of fertile land in the area that was not being used by the convict settlement. By 1835, the number of convicts at the Moreton Bay penal settlement was only 374, so the convicts were moved back to Sydney in 1839. Moreton Bay Penal Colony was closed.



Most penal colonies ended up becoming free settler colonies at some point. Why do you think this happened?

The following year, in 1840, Governor George Gipps made new land laws and, because of this, land in the Moreton Bay area was put up for sale at 12 shillings (approximately \$1.20*) per acre. In 1842, the Moreton Bay area was opened to free settlers and soon settlers arrived and settled on the banks of the Brisbane River.



At this point, you couldn't even buy a horse or a cow for 12 shillings. It was typically 2 days wages for a skilled tradesman. Can you buy an acre for two day's wages? Why do you think free settlers flocked to the area?

*with inflation, this becomes approx. \$70/acre

Free Settlers found fertile soil for the farming of wheat and corn. Others soon followed. There was a shortage of people to work in the new settlement. Manual workers, shepherds, tradesmen and domestics (housekeepers) were needed. This attracted skilled workers from different countries throughout Europe, particularly Germany, to move to the free settlement of Moreton Bay in search of a new life.



This was the start of multicultural Australia. Lots of immigrants began coming to Australia from many different parts of Europe. Eventually, in 1901, Australia would develop the 'The White Australia Policy' that would stop immigration by non-Europeans. It was only officially abolished in 1973 by the Whitlam Government.

By the 1840s, there were many different people moving to and living in Moreton Bay and the surrounding areas. Moreton Bay had become a free colonial settlement.



So, what changed and what stayed the same in the natural and built features of the free settlements? I imagine that much would have changed. What do you think?

Continuity: the way in which certain aspects of the past remain the same.

Change: the way in which certain aspects of the past changed.



Plenty of aspects of both the natural and built environment changed with an influx of free settlers. At the same time, there will always be aspects (particularly of the natural environment) that stay the same. We refer to these this at 'continuity' (things that are continuous) or change.



A photograph of a settler family's hut in the Wielangta Forest, Tasmania (1800s). It was the tale of the settlers' 'heroic' struggles to tame a forbidding and strange land that contributed to the creation of the mythical pioneer narrative.

Joe Lycett's Early Pastoral Paintings
Mid-Late 1800s



What has stayed the
same in these images?
What has changed?

Your Turn!

- Complete the activity in your workbook. Use the information in this powerpoint to fill in the chart.

Lesson 2

Learning Intention: We are learning about why free settler colonies were establish in certain areas.

Success Criteria:

- I can list reasons why an area would be chosen for a free settler colony

Primary and secondary sources can give us a lot of information about the life of free settlers. Looking at these sources, we give us a better insight in to what the lives of free settlers were actually like – probably better than just reading a text!

When considering a primary or secondary source, you need to ask a great deal of questions. We will do a few together and then you will need to use your own brain to ask questions and find the information.

Establishing the gardens on Nicholson's property in Grovely, Brisbane, 1865



Boy working in the kitchen
garden with a hoe

Daughter

Father

Garden bed

This primary source shows a family working in their yard.

You can see that there is not much grass and little shrubbery.

The young boy is working the garden with a hoe. He would be preparing the garden to plant vegetables for the family to eat as this was the only way the free settlers had access to fresh fruit and vegetables.

The family has simple clothes on, that would have been practical. You can see that the father has long pants and a collared shirt on that would protect him from the harsh sun. Free settlers would not have been used to the harsh sun as England did not have the same weather conditions.



What else does the photo tell you?

Extract about German missionaries at the Moreton Bay settlement

'... The **missionaries**, beside clearing the land and building their homes, began their efforts to provide their own food. ... They **purchased** three cows for milking and one working bullock. A paddock and **stockyard** were formed, and the land was farmed.'

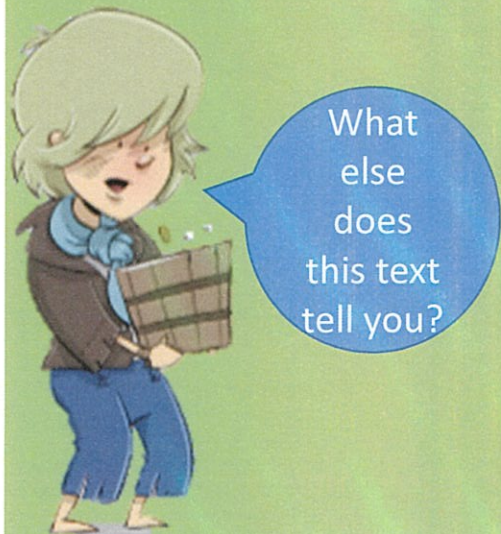
'Life at the mission was beset (full of) **hardships** ... The missionaries had to expend (use) a great deal of energy, working for long hours each day ...'

What are some of the things that this text tells us?

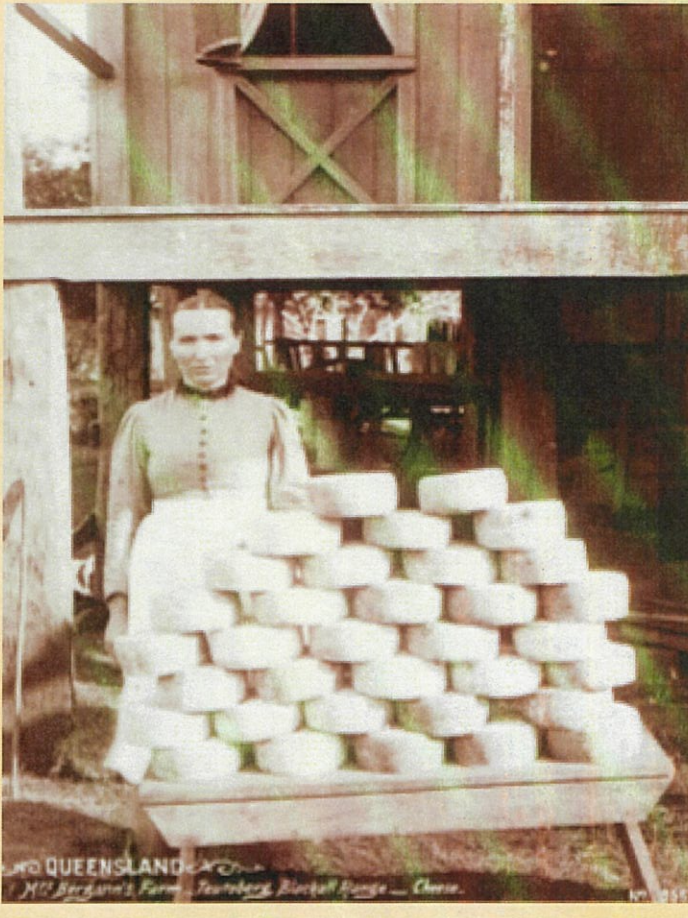
- Free settlers needed to provide their own food
- They worked on building their own homes from resources that were available to them (felling trees, slab huts with mud, bark to thatch roofs).
- 3 cows and bullock were minimal stock and was their only working bullock (what happened if the bullock died?)
- Land was used solely for farming or houses

Who wrote the text? Does this change the perspective of the text?

- Missionaries (people who came to Australia to spread the message in the Bible) found life difficult
- They worked long hours 6 days a week (and then Sunday was a rest day).



A woman with a stack of cheese at Mrs Bergann's Farm



What does this photo show us about clothing that free settlers wore?

- Women wore dresses with long sleeves, multiple buttons in darker colours with an apron to protect their clothes (they didn't have many changes of clothes)

What does this photo show us about what jobs the free settlers did?

- Free settlers made cheeses with milk from their goats/cows
- Women likely worked in the kitchen or garden (cooking or collecting ingredients to cook with – vegetables or milking the goats/cows)

What does this photo show us about where free settlers lived?

- Houses were simple wood houses that the settlers built themselves.

What does this photo tell us about the animals/stock that free settlers kept?

- Free settlers kept stock that would give them food or supply food eg. Cows and goats to milk for cheese. Animals were not kept for pets.

What insight does the photo give us about the lives of free settlers?

- Life as free settler was hard.
- The people worked all day to survive and had to use whatever they had at hand to survive.

What does this photo show us?



Extract about German settlers in the Moreton Bay settlement

About the land chosen by some German migrants ...

'They are hilly, the soil is rich, but its clearing (clearing the land) usually arduous (difficult); hence they are better adapted for intensive (heavy)...cultivation (farming).'

'For the colony as a whole, their great advantage was the spirit in which they came ready to carve (make) for themselves permanent homes out of the scrub.'

What does this text tell us about the lives of free settlers?

What does it tell us about the landscape?

Think about what the text says – hilly, rich soil, but clearing is difficult

What are the implications of the landscape on farming (stock/vegetation)?

Think: would the landscape make life as a free settler easier or harder? Why?

What does this tell about the lives of the people?

Think about what the text says about the spirit of the people. What would effect their spirit?



Extract about Englishman George Edmonstone, Brisbane's first butcher

'... During the 1840s George purchased approximately 70 acres of land at Newstead, and on this property built an eight-room cottage ... Some ten years later, the cottage was demolished and a large home built in its place.'

What does this text tell us about the lives of free settlers?

What does it tell us about the landscape?

What are the implications of the landscape on farming
(stock/vegetation)?

What does this tell about the lives of the people?



Your turn!

In your student workbook, answer the questions using these sources.
If you get stuck, refer to all the information in slides.

Lesson 3

Learning Intention: We are learning about the challenges faced by settlers in colonial Australia.

Success Criteria:

- I can list problems and hardships faced by free settlers in early Australian colonies
- I can use sources to answer questions about the population and make inferences about what this means

In the early years, the colony faced many problems, including lack of food, people with few of the skills needed for the colony, and illness and disease. The people of the colony were far away from any immediate help and could not even rely on being resupplied with goods from England. After all, England was thousands of kilometres away and the only transport was sailing ships.



Captain Arthur Phillip, the first Governor, was a practical man who suggested that convicts with experience in farming, building and crafts be included in the First Fleet, but the British authorities rejected his proposal. Because of this, he faced many problems as he tried to establish the new colony.



Why would it have been a good idea to take convicts and free settlers with farming, building and other craft experience on the First Fleet?



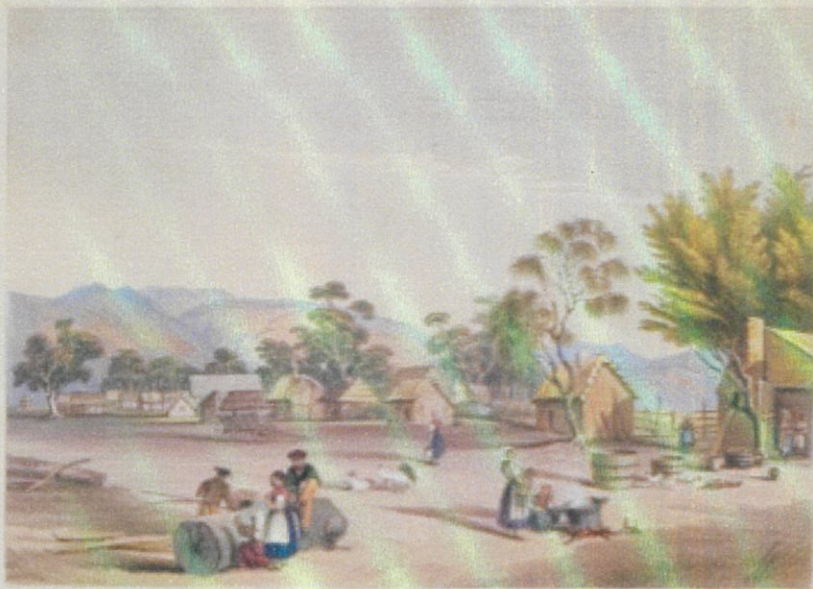
One of the major problems was that British farming methods, seeds and implements were unsuitable for use in the different climate and soil. The farming implements broke easily in the tough soil of the colony. Many of the seeds had gone mouldy in the humidity or been eaten by rats and mice during the eight-month journey. Also, the convicts weren't prepared to work in the excessive Australian heat and humidity, often downing tools and flatly refusing to work, despite the threats of punishment.



National Library of Australia

nla.pic-an7837294-v

Source: Austin, J. B., Farm and farmhouse, South Australia,
National Library of Australia, <http://nla.gov.au/nla.pic-an7837294> Used
with permission



National Library of Australia

nla.pic-an7350692-v

Source: Giles, James William, Bethany, a village of German settlers at the foot of the Barossa Hills,

National Library of Australia. <http://nla.gov.au/nla.pic-an7350692> Used with permission

As a result, the main problem was that the colony faced near-starvation in its first two years. The colonists were poorly equipped for the task of settling a new land with an unfamiliar climate. Starvation was averted when, in December 1790, twenty-five bushels of barley were successfully harvested. By the time the 3rd Fleet arrived, they brought enough provisions and more suitable equipment and seeds to help the colony to succeed agriculturally.

Why was it 'inevitable' that hostility broke out between the Indigenous Australians and the white settlers?
Do you think this could have been avoided in any way?



Phillip was also on the lookout for more land. He led several exploration parties in search of new land which could be settled and farmed. However, the further they explored, the more they encountered Aborigines. As the Europeans spread out, hostility between the two groups was inevitable.

The colony finally succeeded in developing a solid foundation, agriculturally and economically, thanks to the perseverance of Captain Arthur Phillip.

Your turn!

Complete the activities in your workbook. Use the information in the powerpoint to help you.



Unit of Inquiry Student Work Booklet

Stage 3
Term 2, 2020

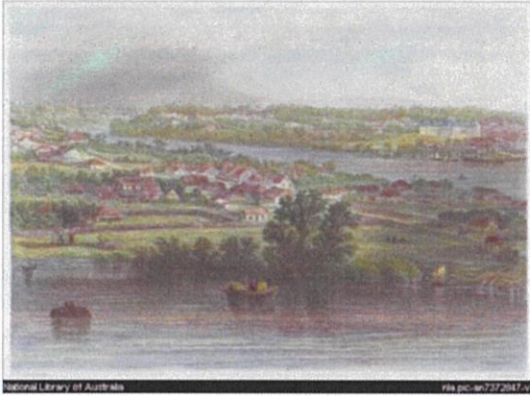
Week 4, Lessons 1-3

Name: _____

Week 4. Lesson 1: Continuity and Change

Use the images below and write a list of things that stayed the same (continuity) and those that changed.

1874



1883



Things that stayed the same
(Continuity)

•

•

•

Things that have changed:

•

•

•

Explain what the terms 'continuity' and 'change' mean in an historical setting. Give an example for each.

Continuity: _____

Change: _____

Week 4, Lesson 2: Working life of Free Settlers

What was it like for some settlers, living and working at the Moreton Bay settlement? What type of work did some settlers do?

Using the sources in the powerpoint, describe the settlement. (Think about the natural and built features of the environment. Look for the clues in visual and written sources that provide descriptions of the features of the settlement.)

How was the settlement changed by the people who moved there? (Think about the natural and built features of the environment.)

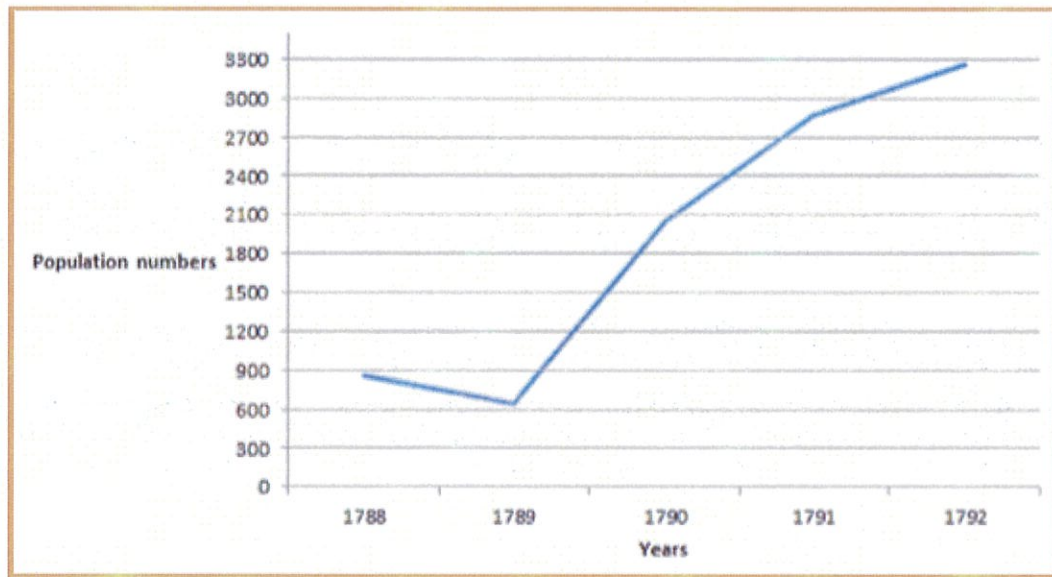
Week 4, Lesson 3: Hardships faced by Free Settlers

Activity 1:

Match each problem faced by the colony to the solution Governor Phillip found by writing your answer in the middle column of the table. The first one has been completed for you.

Problems	Ans.	Governor Phillips solutions
1. Food shortage Supplies from England didn't arrive. Supply ships were shipwrecked.	g	a. Night patrols were started to reduce crime. Stealing was punished by death by hanging from April 1788.
2. Starvation People were too weak to work.		b. Hard-working convicts were released for good-behaviour and given farmland to produce food
3. Poor building equipment Tools were not strong enough for farming		c. Because the Aboriginal peoples did not have scurvy, the colonists searched for edible native plants
4. Lack of skilled labour Convicts wouldn't work. Marines refused to make them follow orders.		d. No one was allowed to kill farm animals which were needed for breeding.
5. Scurvy caused by lack of fresh fruit and vegetables. Poor hygiene cause dysentery.		e. Governor Phillip reduced the number of working days to six and made working hours shorter
6. Arrival of the Second Fleet in 1790. 750 sick and hungry people arrived in the colony.		f. Colonists hunted native animals for food and fished in the harbour.
7. Running out of food Convicts and soldiers began to steal from the Fleet stores		g. In October 1788, Governor Phillip sent HMS Sirius to South Africa to buy supplies. It returned in May 1789 with medicine, flour, salt, pork and seeds.
8. Cattle and sheep losses Stock wandered away from the settlement. Sheep and cattle died from eating poisonous plants.		h. <i>The Justinian</i> , a ship from the Second Fleet, arrived with new equipment in 1790.

Graph 1: Number of European-born people in Australia, 1788–1792



Activity 2:

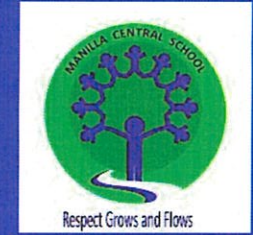
Use the graph above to answer the questions:

- Did the number of European-born people in New South Wales increase or decrease between 1788 and 1789?
 - ☐ increase
 - ☐ decrease
- What was the approximate population by 1792?
 - ☐ 900
 - ☐ 1800
 - ☐ 3300
- The information in this graph shows that:
 - ☐ the colony prospered from the beginning
 - ☐ the colony had problems at first but then it became successful
 - ☐ the colony was very successful at first, but it then faced a lot of problems.



PD

(Personal Development)



Stage 3
Term 2, 2020
Week 4

Name:

Learning Intention:

- ❖ We are learning to identify different emotions and how they impact relationships

Success Criteria:

- ❖ We can brainstorm different kinds of emotions.
- ❖ We can explain how these emotions impact others
- ❖ We can describe ways we can solve conflict and reduce anger

Friday 22/05/2020

Activities:

1. Define Self-regulation. Look it up or ask someone else.

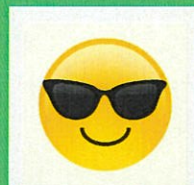
Self regulation is: _____

2. Have a look at the Self-Regulation Toolkit Posters and fill in the table on the next page.

3. Complete 1 page of your mindfulness journal and 1 page of colouring.

Friday 22/05/2020

Write at least 2 actions of self-regulation in each box to match the emotion.



Feeling Blue



Sick/Unwell
Sad/Upset
Tired/Sleepy
Bored
Disappointed
Down in the Dumps

Teach **THIS**

I CAN TRY THESE TOOLS:



Relaxing



Talk to
an Adult



Try Deep
Breathing



Listen to
Music

Feeling Green



Calm
Good to Go
Happy/Cheerful
Ready to Learn
Focused
Just Right

Teach **THIS**

I CAN DO THESE:



Learn



Listen

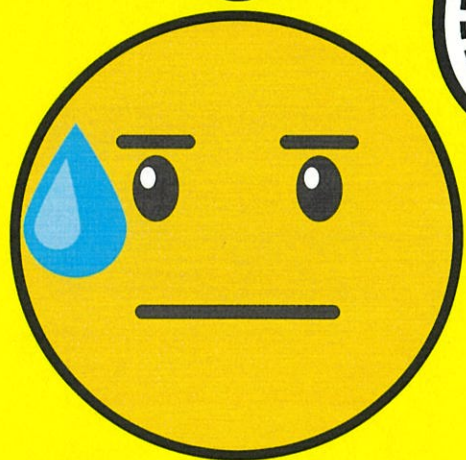
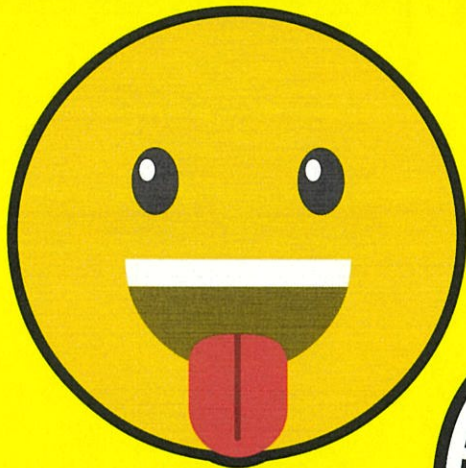


Work
Hard



Positive
Behaviours

Feeling Yellow



Frustrated
Worried
Silly/Wiggly
Anxious
Excited
Embarrassed

Teach **THIS**

I CAN TRY THESE TOOLS:



Take a
Break



Get a
Drink

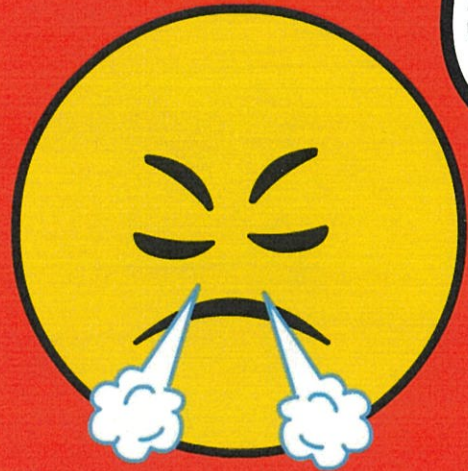


Walk



Focus on a
Small Task

Feeling Red



Out Of Control
Hitting
Yelling
Mean
Mad/Angry
Terrified

Teach **THIS**

I CAN TRY THESE TOOLS:



Take a
Break



Try Deep
Breathing



Walk
or Run



Do an
Enjoyable
Activity

How do I feel?



Teach THIS

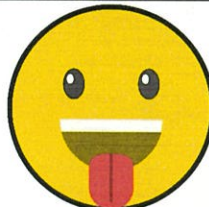
Sick/Unwell
Sad/Upset
Tired/Sleepy
Bored
Disappointed
Down in the Dumps

Happy/Cheerful
Calm
Good to Go
Focused
Ready to Learn
Just Right

Frustrated
Worried
Silly/Wiggly
Anxious
Excited
Embarrassed

Out Of Control
Yelling
Hitting
Mean
Mad/Angry
Terrified

How do I feel?



Teach THIS

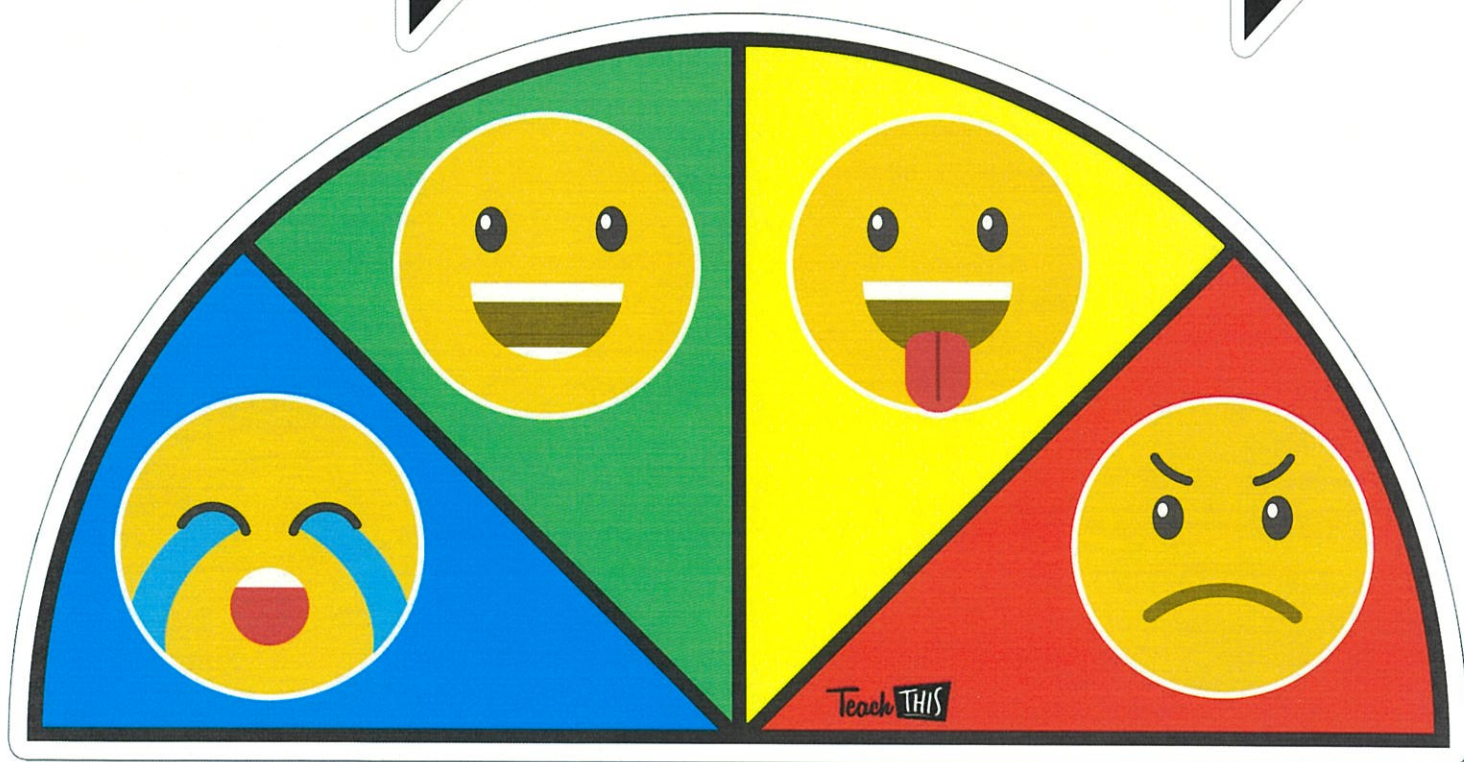
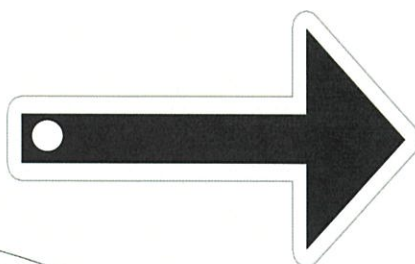
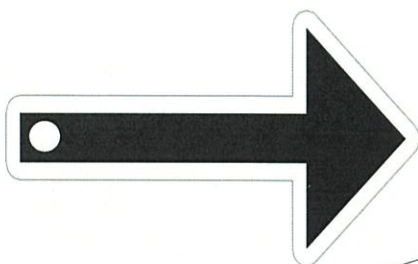
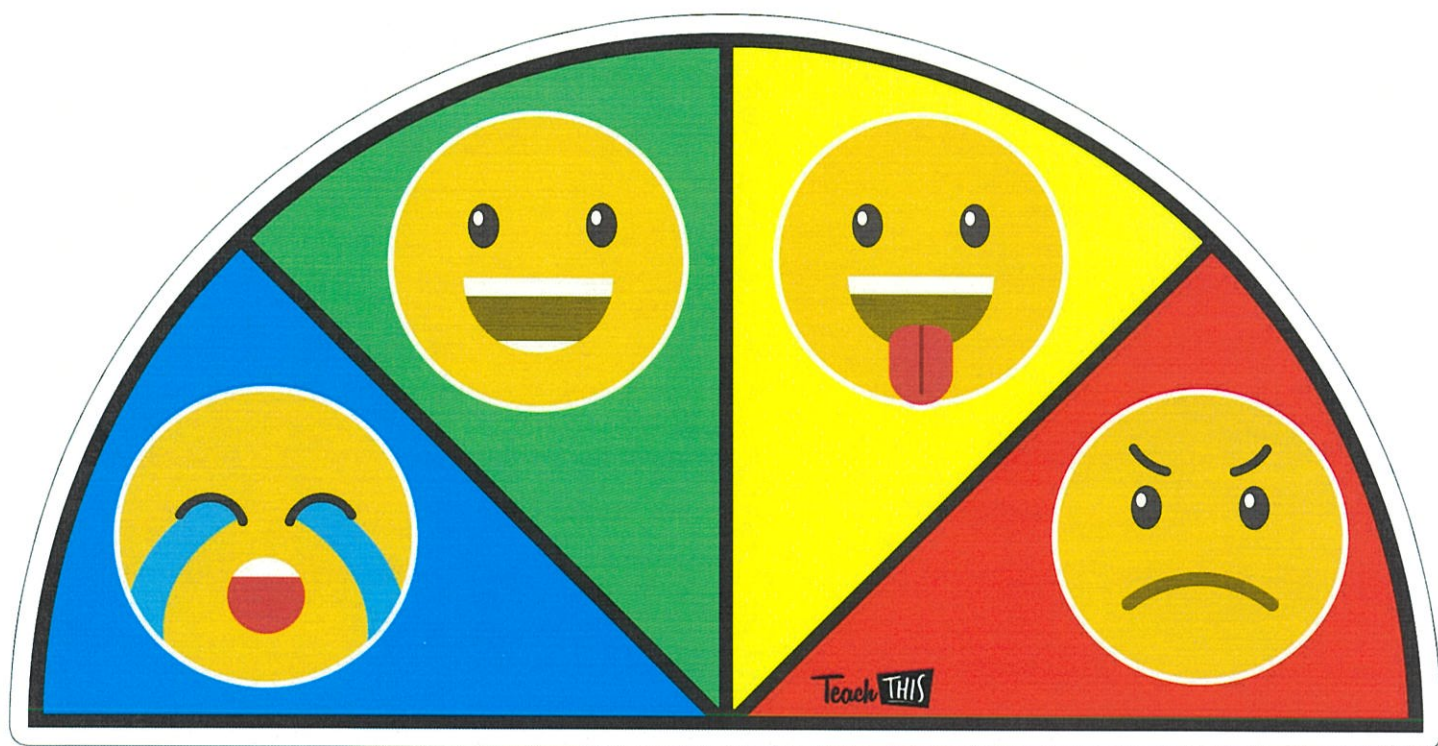
Sick/Unwell
Sad/Upset
Tired/Sleepy
Bored
Disappointed
Down in the Dumps

Happy/Cheerful
Calm
Good to Go
Focused
Ready to Learn
Just Right

Frustrated
Worried
Silly/Wiggly
Anxious
Excited
Embarrassed

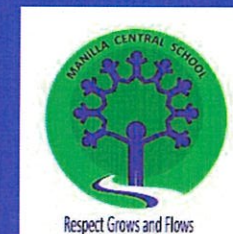
Out Of Control
Yelling
Hitting
Mean
Mad/Angry
Terrified

Self-Regulation Gauge





Physical Activity



Stage 3
Term 2, 2020
Week 4

Name:

Learning Intention:

- ❖ We are learning ball skills

Success Criteria:

- ❖ We can continuously throw and catch using a range of balls/objects of different size and shape.
 - ❖ We can throw and catch while moving (walking and running)

Physical Activity Week 4

Complete the fitness activity and tick the box when complete. See the pages with activity instructions.

** If you are unable to complete this activity at home please choose something else you can do for physical activity and write it on the sheet. See 60 Second Challenge booklet for ideas.*

Play a game that utilises ball skills (throwing and catching). This could be any sort of ball (handball, football, netball etc). It could be on your own or with other family members. ** If you don't have a ball rolled up socks are a great alternative.*

Write what activity you did and tick the box when completed.

See the additional sheet with some ideas if you aren't sure of what you can do.

Week	Monday	Tuesday	Wednesday	Thursday	Friday
4	18/05/2020 Activity: Base Run	19/05/2020 Activity: Base Run	20/05/2020 Activity: Base Run	21/05/2020 Activity: Base Run	22/05/2020 Activity: Base Run
	Completed: <input type="checkbox"/>	Completed: <input type="checkbox"/>	Completed: <input type="checkbox"/>	Completed: <input type="checkbox"/>	Completed: <input type="checkbox"/>

PDHPE—Daily Fitness Task Week 4

Game: Base Run

Learning Intention: We are learning to move into space and use passing and catching skills to prevent a player from reaching their base.

Success Criteria: We will be able to defend the base by throwing and catching.

Equipment/Area:

Playing area with cones at either end (about 10m apart) to indicate the base for attackers.

One medium sized ball per group of three

Group Management:

Groups of 3

Description:

Start – one ball between the two defenders who start at opposite ends, the attacker (without ball) in the middle.

Defenders can change position but cannot run with the ball. Defenders pass the ball to one another aiming to tag the attacker – defenders are not allowed to throw the ball at the attacker.

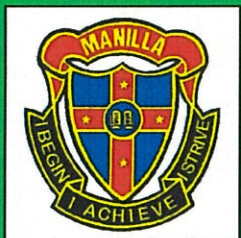
The attacker (base runner) tries to reach either base. If the base runner reaches one of the two bases without getting tagged, one of the defenders becomes the new base runner.

Rotate so each player has a chance to be a base runner.

Scoring

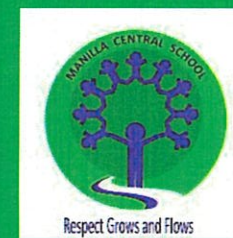
One option is not to score, another is for the attacker to score a point by successfully reaching either base.





CAPA

Creative & Performing Arts



Stage 3
Term 2, 2020
Week 4

Name:

Learning Intention:

- ❖ We are learning about Australian History through Art.

Success Criteria:

- ❖ We can create a pencil drawing of people wearing colonial fashion.

Wednesday 20/05/2020 & Thursday 21/05/2020

Supplies:

- A4 paper (white or cream)
- Pencil
- Black backing paper/card or paper covered in wrapping paper
- Paintbrush
- Cold black tea or coffee diluted in water (for paper staining)
- Craft Glue

Lesson

1. Look up images of fashion worn around the early 1700's. Discuss the layers of clothing worn by males and females. Note the differences of the aristocrat fashion and the fashion of those not as well off. (You may use fig. 1 for ideas)
2. Use pencil to lightly sketch positioning of head and rough outline of clothing. When comfortable with outline, start to press firmer and show all details in clothing.
3. Shade where possible and sign the drawing when completed.
4. Paste drawing on a larger sheet of black paper or card. You may display these on paper covered with wrapping paper for a framed look (Fig. 6)
5. Alternatively, you may stain the drawing with tea or coffee to give the paper an "old" look. This is simply done by brushing black tea or coffee over paper and allowing to dry. (Figs. 3 & 4)
6. Take a photo of your artwork and insert into the last slide or return to school.

Wednesday 6/05/2020 & Thursday 7/05/2020

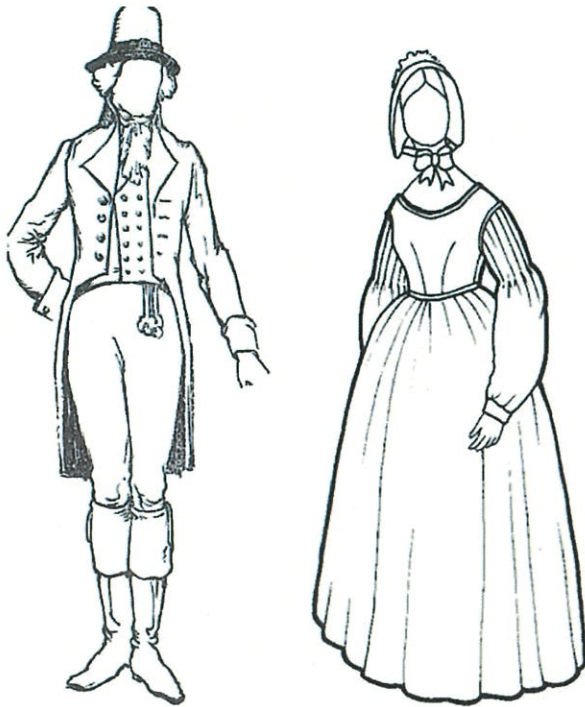


Fig. 1

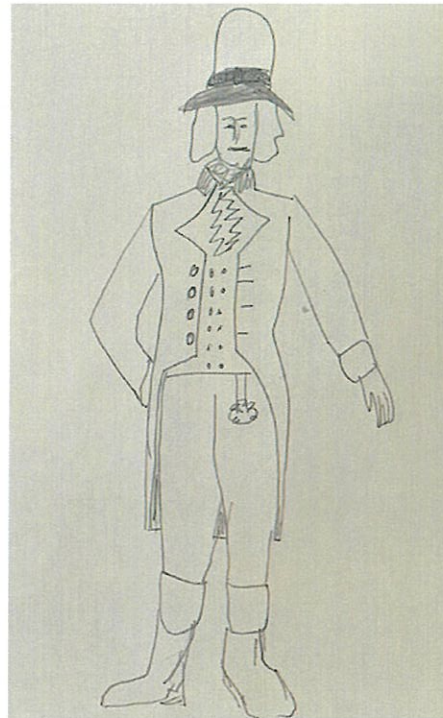
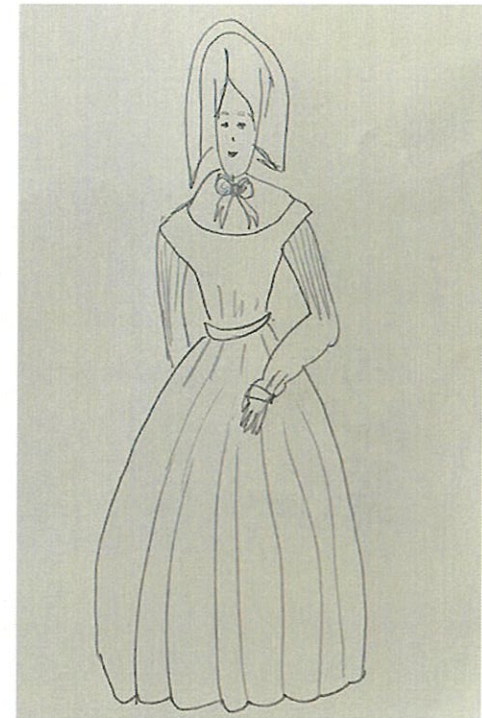


Fig. 2



Wednesday 6/05/2020 & Thursday 7/05/2020



Fig. 3

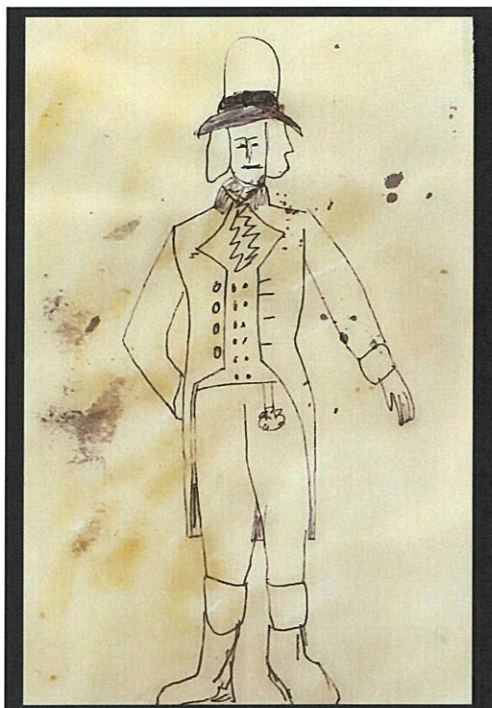


Fig. 4



Fig. 5

Wednesday 6/05/2020 & Thursday 7/05/2020



Fig. 6

Wednesday 6/05/2020 & Thursday 7/05/2020

My Artwork: