

**Grades
5-6**

Unit 10
**“Pioneer Australians
(& Resourcefulness)”**

ENGLISH





ENGLISH (Grades 5-6)

“Pioneer Australians (& Resourcefulness)”

WEEKLY THEMES OVERVIEW (GRADE 5-6 ENGLISH)

Topic	Theme	Weekly Poem	Literary Focus	Writing Focus
1	The Homestead	<i>My Country</i> (excerpt) – Dorothea Mackellar	Imagery, cultural response, adverb groups	Descriptive setting writing
2	True Blue Aussie Grit	<i>Clancy of the Overflow</i> – Banjo Paterson	Tone, cohesion, vivid vocabulary	Character sketch using emotive language
3	Women in the Bush	<i>A Bush Girl</i> – A.B. Paterson	Characterisation, idioms, repetition	Diary entry from a historical perspective
4	Aboriginal Voices	<i>We Are Going</i> – Oodgeroo Noonuccal	Context, perspective, bias	Reflective response from a respectful viewpoint
5	Pioneers on the Move	<i>The Teams</i> – Henry Lawson	Social context, verb groups, cohesion	Descriptive narrative about a pioneer journey
6	Outback Challenges	<i>The Fire at Ross’s Farm</i> – Henry Lawson	Emotive verbs, vivid action, repetition	First-person recount of a bushfire or natural event
7	Life on the Land	<i>Said Hanrahan</i> – John O’Brien	Figurative language, humour, elaborated tense	Newspaper-style report or letter to the editor
8	Faith in the Bush	<i>The Bush Christening</i> – Banjo Paterson	Satire, audience, metaphor	Final Task: Narrative story using literary techniques studied throughout the course

RESOURCES:

All the information you need is included within the informational story in each lesson plan. The hands-on or creative activities are designed to use materials you will likely have already in your home, but you should maintain some art and craft materials. Each child will also need an English Journal (i.e., a lined exercise book for writing responses to questions and creative writing activities). It is also helpful to have a good dictionary.

Three lessons a week will provide the basic learning. To enjoy a richer learning experience, you could supplement the lessons with extra books about the topics in this unit, from your local library.

Some suggestions for extra reading include but are not limited to...

- To be advised

Australian Curriculum Content Addressed in these lessons.

Weekly English Content Descriptions (Years 5 & 6)

TOPIC	Lesson Breakdown (Year 5 Content Descriptions)	Lesson Breakdown (Year 6 Content Descriptions)
Topic 1 – The Homestead	Lesson 1: AC9E5LA04, LA06, LA08, LE01, LY01, LY05; Lesson 2: LA04, LA06, LA08, LE05, LY05, LY06; Lesson 3: LE05, LA04, LA06, LY06	Lesson 1: AC9E6LA06, LA08, LE01, LE04, LY05; Lesson 2: LA04, LA06, LA08, LY05, LY06; Lesson 3: LE05, LA04, LA06, LA08, LY06
Topic 2 – True Blue Aussie Grit	Lesson 1: AC9E5LA01, LA04, LA08, LE01, LE05, LY01, LY05; Lesson 2: LA01, LA02, LA08, LY05, LY08; Lesson 3: LE05, LA04, LA06, LA08, LY06	Lesson 1: AC9E6LA01, LA04, LA08, LE01, LE04, LY05; Lesson 2: LA01, LA02, LA08, LY05, LY08; Lesson 3: LE05, LA04, LA06, LA08, LY06
Topic 3 – Women in the Bush	Lesson 1: AC9E5LA04, LA08, LE01, LE05, LY05; Lesson 2: LA02, LA06, LE04, LY06; Lesson 3: LE05, LA04, LA06, LA08, LY06	Lesson 1: AC9E6LE01, LA04, LA08, LY05; Lesson 2: LA02, LA06, LE04, LY06; Lesson 3: LE05, LA04, LA06, LA08, LY06
Topic 4 – Aboriginal Voices	Lesson 1: AC9E5LA02, LA04, LE01, LE05, LY01, LY05; Lesson 2: LA02, LA08, LE01, LY05; Lesson 3: LE05, LA02, LA04, LY01, LY06	Lesson 1: AC9E6LE01, LE04, LA02, LY01, LY05; Lesson 2: LA02, LA08, LE01, LY05; Lesson 3: LE05, LA02, LA04, LY01, LY06
Topic 5 – Pioneers on the Move	Lesson 1: AC9E5LA04, LA06, LE01, LE05, LY01, LY05; Lesson 2: LA04, LA06, LY06, LY08; Lesson 3: LE05, LA04, LA06, LY06	Lesson 1: AC9E6LE01, LA04, LA06, LY01, LY05; Lesson 2: LA04, LA06, LY06, LY08; Lesson 3: LE05, LA04, LA06, LY06
Topic 6 – Outback Challenges	Lesson 1: AC9E5LA06, LA08, LE01, LE05, LY05; Lesson 2: LA04, LA06, LA08, LY06; Lesson 3: LE05, LA04, LA06, LY06	Lesson 1: AC9E6LE01, LA06, LA08, LY05; Lesson 2: LA04, LA06, LA08, LY06; Lesson 3: LE05, LA04, LA06, LY06
Topic 7 – Life on the Land	Lesson 1: AC9E5LA06, LA08, LE05, LY05; Lesson 2: LA04, LA06, LA08, LY06; Lesson 3: LE05, LA04, LA06, LY06	Lesson 1: AC9E6LE05, LA04, LA06, LY06; Lesson 2: LA04, LA06, LA08, LY06; Lesson 3: LE05, LA04, LA06, LY06
Topic 8 – Faith in the Bush	Lesson 1: AC9E5LA06, LA08, LE05, LY05; Lesson 2: LA04, LA06, LA08, LY06; Lesson 3: LE05, LA04, LA06, LY06	Lesson 1: AC9E6LE05, LA04, LA06, LY06; Lesson 2: LA04, LA06, LA08, LY06; Lesson 3: LE05, LA04, LA06, LY06

Prior to starting each week, review the recommended resources.

Contents

Topic	Description	Page
Topic 1	The Homestead	
Topic 2	True Blue Aussie Grit	
Topic 3	Women of the Bush	
Topic 4	Aboriginal Voices	
Topic 5	Pioneers on the Move	
Topic 6	Outback Challenges	
Topic 7	Life on the Land	
Topic 8	Faith in the Bush	
Topic 9	Assessment: To be announced... We appreciate your feedback to help us improve this curriculum. Homeward Education Support 2226 Murphys Creek Rd, Ballard, Qld 4352 or via email to info@hesupport.com.au	

Lesson 1.1: Imagining the Land – The Power of Australian Imagery

Theme Focus: The Homestead

Poem: *My Country* (excerpt) by Dorothea Mackellar

Literary Focus: Imagery, cultural response, adverb groups

Writing Focus: Descriptive setting writing

Character Trait: Resourcefulness

A) Introduction

Parent/Tutor Says:

“Today we begin our English course with a poem that has become one of the most famous in Australia. It’s about a girl who missed her homeland—the Australian countryside—while she was far away in England. This poem helps us think about what makes Australia unique and how words can paint pictures in our minds. After we read, you’ll describe your own homestead setting using rich language and imagery, just like Dorothea Mackellar did. Let’s begin.”

B) Poem and Guided Reading

Parent/Tutor Says:

“Let’s read an excerpt from *My Country* by Dorothea Mackellar. I’ll read it aloud once. Then I’d like you to follow along as we read it together again, slowly. Listen to the way the words create pictures in your mind.”

My Country (Excerpt)

*The love of field and coppice,
Of green and shaded lanes,
Of ordered woods and gardens
Is running in your veins.

But I am sick of cities,
Of people and their cries,
My heart is with the paddocks,
My soul is in the skies.*

*I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains.

I love her far horizons,
I love her jewel-sea,
Her beauty and her terror—
The wide brown land for me!*

C) Comprehension & Thinking Questions

Parent/Tutor Says:

“Let’s talk about the poem together. I’ll ask you some questions, and I want you to think carefully before answering.”

Discussion Questions:

1. What words or phrases helped you picture the Australian land?
 2. What kinds of feelings does the poet have toward Australia?
 3. Which two extreme weather events are mentioned? What do they show about the land?
 4. Why might someone feel proud to live in a place like this?
 5. Can you think of any Bible verses that remind us to be thankful for the land God has given us?
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D) Language Features Mini-Lesson

Focus: Imagery & Adverb Groups

Parent/Tutor Says:

“Let’s look at how Dorothea Mackellar used special word groups to make her descriptions more powerful. These are called **adverb groups**—words that tell us more about *how*, *when*, or *where* something happens. For example:

- ‘wide brown land’ – describes *where* and *what kind*
- ‘sweeping plains’ – describes *how* the land stretches

Now you try: Look at these examples and tell me what kind of picture they paint:

- *jewel-sea*
 - *far horizons*
 - *flooding rains*
- Can you make one up yourself?”

Quick Practice (Student completes in notebook):

Write down **3 new phrases** using adverb groups or strong adjectives to describe:

- a river
- a hill
- a tree

E) Writing Activity: Create Your Own Homestead Scene

Parent/Tutor Says:

“Now we’re going to write our own description of a homestead in the Australian bush. Imagine you live there. What do you see, hear, smell, or touch? How does the land feel around you? You can use some of the phrases from the poem—or invent your own using rich and colourful words. Try to use adverb groups and imagery in your writing.”

Writing Task: “This is My Homestead”

Instructions to Student:

Write a paragraph (or more) describing an Australian homestead as if you live there. Use:

- 3–5 powerful images (metaphors or similes optional)
- At least 2 adverb groups (e.g., *in the distance*, *under the burning sky*)
- Some emotion or mood (peace, pride, strength, etc.)

Optional Starter Sentence:

“Beyond the cracked red earth, my homestead sits where the land meets the sky...”

F) Biblical Reflection – Gratitude for the Land

Parent/Tutor Says:

“God made the earth and gave it to us to look after and enjoy. The Bible says in *Psalms 24:1*, ‘The earth is the Lord’s, and everything in it.’ We are called to use the land wisely and be thankful for it. Resourcefulness means noticing the blessings around us and making good use of them—even when things are hard. Dorothea Mackellar saw beauty even in droughts and floods. What’s something you’re thankful for about your home or your land?”

Reflection Prompt:

Finish this sentence in your notebook:

“I want to be resourceful by...”

Lesson 1.2: Word Pictures and Resourceful Language

Theme Focus: The Homestead

Literary Focus: Cohesion, repetition, word associations

Language Focus: Vocabulary development, synonyms and word families

Writing Focus: Refining descriptive writing with word groups and imagery

Character Trait: Resourcefulness

A) Introduction

Parent/Tutor Says:

“Yesterday we explored Dorothea Mackellar’s poem *My Country* and imagined our own homesteads. Today we’re going to look more closely at the kinds of words we use in writing. Writers are resourceful with their language—they find just the right word for the right effect. Today you’ll practise choosing strong, vivid words and organising your ideas so they connect smoothly.”

B) Vocabulary and Imagery Activity – Resourceful Word Choices

Parent/Tutor Says:

“Let’s look at how writers use families of words to make their writing feel connected. This is called **cohesion**. For example, if someone is writing about heat, they might use words like:

- sunburnt, scorched, blazing, crackling, smouldering, red-hot
- These words belong to the same ‘family’ of meaning.

Let’s practise. I’ll say a theme, and you try to list as many connected words as you can in one minute.”

Parent/Tutor prompts:

1. Rain and weather
2. Bushland
3. Farm animals
4. Hard work
5. Peace and quiet

Student records their answers in their notebook.

C) Word Ladder Game – Expanding Vocabulary

Parent/Tutor Says:

“We’re going to do a word ladder to build up stronger and more resourceful language. Let’s start with a plain word, then climb the ladder to better versions.”

Example:

Small → **tiny** → **minuscule** → **microscopic**

Hot → **warm** → **sizzling** → **blistering**

Now you try these:

- **Big** → ?
- **Cold** → ?
- **Dry** → ?
- **Nice** → ?
- **Happy** → ?

Student builds their own ladders in their notebook.

Parent/Tutor Says:

“Which word on your ladder gives the most powerful picture in your mind?”

D) Mini Writing Challenge – Sharpen Your Scene

Parent/Tutor Says:

“Now you’re going to take yesterday’s homestead paragraph and revise it. Go through your writing and look for places you can:

- add a stronger word
 - use a word from your new word families
 - build a word ladder for any weak or vague words (like ‘nice’, ‘stuff’, ‘cool’)
- Resourceful writers don’t throw away their work—they reuse it, improve it, and make it better.”

Student revises yesterday’s descriptive paragraph, using bold or underline to show changes.

E) Christian Reflection – The Power of Words

Parent/Tutor Says:

“Words are powerful. The Bible says, ‘*The tongue has the power of life and death*’ (Proverbs 18:21). When we choose the right words, we can bring truth, beauty, or encouragement to others. That’s what resourceful writing does—it chooses wisely and builds up.”

Reflection Prompt (Write in journal):

“Lord, help me use my words to...”

Optional Extension (for advanced learners):

Parent/Tutor Says:

“Can you write a second paragraph to go with your homestead scene? This time, focus on *sounds* or *smells*. Use vivid, sensory vocabulary and at least one simile or metaphor.”

Lesson 1.3: Crafting a Bush Setting

Theme Focus: The Homestead

Writing Focus: Create a descriptive text with vivid setting, vocabulary, and cohesion

Literary Skills: Imagery, repetition, adverb groups, metaphor/simile

Character Trait: Resourcefulness

A) Introduction – Reviewing Our Week

Parent/Tutor Says:

“This week we explored the idea of home in the Australian bush. We read *My Country* by Dorothea Mackellar, wrote our own setting descriptions, and practised choosing strong words to paint vivid pictures. Today we’re going to bring all of those skills together to create a full paragraph—or even a full page—describing life at your very own homestead. You’ll use all your resourceful writing tools to create a piece you’ll be proud of.”

B) Plan the Paragraph – Building the Setting

Parent/Tutor Says:

“Before we write, let’s plan. Great writers don’t always start with the first sentence—they plan their ideas so the description flows clearly. I’m going to ask you a few questions to help you picture your homestead setting.”

Student planning sheet (can be written in notebook):

Question	Your Answer
Where is your homestead located? (Flat plains, hills, near a creek?)	
What can you see around it?	
What sounds do you hear?	
What smells float through the air?	
What is the weather like?	
What’s one challenge your family might face? (e.g., heat, drought, bushfire)	
How do you respond with resourcefulness?	

C) Writing Task – Descriptive Setting Composition

Parent/Tutor Says:

“Now it’s time to turn your plan into a full piece of writing. You are going to write a paragraph or page that describes your homestead in detail. Be creative. Use everything you’ve learned: strong verbs, adverb groups, rich word families, and imagery.”

Composition Task: “Life at My Homestead”

Instructions to Student:

Write 1–2 paragraphs describing your homestead as if you were living there. Use:

- Vivid **imagery** (sight, sound, smell)
- At least **two adverb groups**
- **Repetition** or **word association** for cohesion
- **Metaphors** or **similes** for extra effect
- A subtle challenge (e.g., weather) that shows how your family acts with **resourcefulness**

Optional Starter:

“In the early light, the gum trees cast long shadows over the cracked red soil. Our homestead...”

D) Peer or Parent Editing

Parent/Tutor Says:

“Let’s go back and check your writing. A resourceful writer uses editing to improve their work. Read it aloud, and let’s ask these questions together.”

Editing Checklist (Ask these aloud):

1. Have I used descriptive language to paint a picture?
 2. Do I have at least 2 adverb groups?
 3. Can I replace any weak words with more powerful ones?
 4. Does my writing flow smoothly with connected ideas?
 5. Have I shown how someone is resourceful?
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E) Christian Reflection – Making the Most of What We Have

Parent/Tutor Says:

“Life on the land isn’t always easy—but God gives us the ability to face challenges with wisdom, courage, and gratitude. That’s what resourcefulness is all about. In the Bible, Jesus told a parable about a man who used his small resources wisely and was praised by his master (Matthew 25:14–30). In the same way, we can honour God by making the most of what we’ve been given—even if it’s just a pencil and a page.”

Reflection Prompt:

Write this in your journal and complete the sentence:

“Today I used my words to...”

Lesson 1.4: Stories of Resourceful Problem-Solving

Character Trait: *Resourcefulness - careful planning and problem-solving to use what you have to get the job done.*

A) Introduction

Parent says:

"This week we are learning about the amazing ways that people who lived long ago, solved problems, invented things, and built homes, tools, and machines.

They didn't have machines like we do today. They had to use the resources God gave them wisely and plan carefully.

Today, we'll read part of a story about a family who had to build their own home on an island, using only what they could find."

Ask your child:

- "Have you ever built something with your hands – like a fort, a cubby house, or a Lego creation?"
 - "What things do you need to think about before you build something?"
- (Encourage responses. Prompt with ideas like 'planning', 'materials', 'safety', 'design'.)

Parent says:

"Good builders think carefully before they start. That's part of being orderly and resourceful!"

B) Storytime: Reading Aloud

Parent says:

"I'm going to read you an excerpt from *The Swiss Family Robinson*, a story written over 200 years ago about a shipwrecked family who must build everything they need to survive."

Before reading:

"As we read the story, think about how the family used problem-solving, planning, and faith. What would you have done in their situation?"

Read aloud the excerpt

Read aloud clearly, with expression:

Excerpt from The Swiss Family Robinson (Simplified)

The Terrible Storm

After the terrible storm and shipwreck, we were so thankful just to be alive!

The night had been wild and terrifying. Huge waves tossed our ship about like a toy. Winds howled and tore at the sails. Thunder cracked loudly overhead, and lightning lit up the sky like a flashing sword. When morning came, the sea was calm, but the ship was wrecked, stuck fast on a reef near an island. Around us

floated broken pieces of wood, barrels, and crates. The rest of the crew had abandoned ship during the night, but somehow, by God's mercy, our family had stayed together.

Father gathered us - Mother, my brothers, and me - and prayed aloud. "Dear God," he said, "You have spared our lives. Please help us to use wisdom and courage in the days ahead."

A Land of Strange Beauty

We looked around. We had no proper house, no food except what was in the ship's stores, and no tools — only what we could find among the wreckage. We knew we needed to act quickly. The sun was already climbing in the sky, and we had nowhere safe to sleep when night came.

Father said firmly, "We must plan carefully. God has given us this land, these trees, the strong wood of the ship, and vines for rope. Let us work together. Our first task must be to build a shelter before nightfall."

We began exploring the land nearby. It was strange and beautiful - tall grasses waved in the breeze, colourful birds flew overhead, and strange fruits hung from the trees. But we dared not wander far. We stayed close to the shore, looking for a good place to build.

Choosing the Trees

Then we saw them - a group of strong trees growing close together, their thick trunks standing like pillars. Their branches stretched out wide and strong, crisscrossing each other high above the ground.

"This," said Father, his eyes shining, "will be our treehouse!"

Excitedly, we got to work. First, we returned to the ship to fetch supplies. We found planks of wood, nails, a hammer, saws, rope, and even a bag of tools. We loaded everything into barrels and floated them across the shallow water to the shore.

It was hard work carrying everything through the sand and up to the trees. The sun beat down on us, and our hands soon ached from lifting and pulling. But we worked together, encouraging one another.

Building the Shelter

Father showed us how to begin. "We must build a strong platform first," he said. "It will be like the floor of our house, resting between the trees."

Using long planks from the shipwreck, we laid them across the thick branches. We tied the planks tightly with strong ropes made from twisted vines. Each knot had to be firm and secure - we did not want the floor to wobble!

Mother helped by gathering large leaves to weave into mats for the walls. While Father and my eldest brother hammered and tied, my younger brother and I worked to carry lighter materials and pass up supplies. We laughed and joked, but we also worked hard, knowing we had little time before sunset.

Once the platform was finished, we started building the walls. We leaned branches against the sides and tied them carefully. Then we layered broad green leaves over the branches to keep out the wind and rain. It smelled fresh and earthy, like the deep woods after a storm.

The Ladder and the View

At last, Father said, "Now we must make a way to climb up and down."

Using more rope and some leftover planks, we fashioned a ladder. It wasn't perfect - some of the steps were crooked - but it was sturdy enough to climb.

As the sun began to sink toward the horizon, painting the sky with pink and orange, we climbed up into our new shelter. From high among the trees, we could see the wide, endless sea and the thick green jungle behind us. Tiny waves lapped gently on the shore, and seabirds wheeled overhead.

Giving Thanks

We were tired, dirty, and sore; but we were safe. Together we knelt on the wooden platform, bowed our heads, and thanked God.

"Thank You," Father prayed, "for sparing our lives, for giving us strength to work, and for providing everything we needed - strong trees, sturdy wood, and clever hands."

That night, we slept close together in our treehouse, wrapped in blankets we had salvaged from the ship. The night sounds of the island - crickets chirping, waves whispering, and distant hoots of owls - sang us to sleep.

A New Beginning

Our new home was simple. It didn't have glass windows or a chimney or painted walls like the house we once knew. But it was safe and strong because we had planned carefully, worked together, and trusted in God's provision.

As we drifted into sleep, I felt a deep warmth in my heart. We had survived the storm. We had begun a new life. And even in a wild, unknown land, we were not alone.

We had each other, and we had God's faithful care.

C) Thinking Time

Parent says:

"Let's think about what the Swiss Family Robinson did."

Ask your child:

- "What was the first thing they needed after the shipwreck?"
- "Where did they decide to build their home?"
- "What materials did they use?"
- "Why was it important to plan and build carefully?"

(Help your child think in an orderly sequence: **need** → **plan** → **gather** → **build** → **succeed**.)

D) Activity: Plan and Build

Parent says:

"Now it's your turn to imagine you are a builder!"

Activity Options by Age Group

Foundation–Year 2:

- Draw a picture of a shelter you would build if you were stranded on an island.
- Label your picture with important parts (e.g., *roof*, *ladder*, *walls*).
- Talk about why your shelter would keep you safe.

Years 3–4:

- Write a short paragraph (3–5 sentences) describing how you would build a simple shelter.
- Include what materials you would use and the steps you would take.
- Explain why it's important to plan carefully.

Years 5–6:

- Write a detailed paragraph (8+ sentences) describing a survival shelter you would design.
 - Explain:
 - What materials you would use
 - Why you would choose those materials
 - How you would make the shelter strong and safe
 - Why careful planning is essential
 - **Extension:** Write one sentence about how this idea of planning applies to something else in life (e.g., schoolwork, friendships, projects).
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Optional Extension Activity:

- Create a small model of a "shelter" using sticks, Lego, boxes, or craft supplies.
- Label the parts like an engineer's diagram (e.g., *support beam*, *entrance*, *rain cover*).

- Present your model to a parent or sibling and explain your building choices.
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E) Bible Connection and Reflection

Parent says:

"God loves careful building and planning.

In the Bible, there are many examples of people who built wisely because they followed God's wisdom."

Read aloud:

Proverbs 24:3–4

"By wisdom a house is built,
and through understanding it is established;
through knowledge its rooms are filled
with rare and beautiful treasures."

Parent says:

"Building something good – whether it's a house, a project, or even a life – takes wisdom, planning, and order.

God wants us to think carefully and build wisely in everything we do."

F) Wrap-Up

Parent says:

"Today we learned that building something good starts with careful thinking and orderly planning.

The Swiss Family Robinson used what they had wisely, and they trusted God to help them.

When we plan carefully and work faithfully, we are following God's pattern of wisdom and order."

Optional closing prayer:

"Dear God, thank You for giving us minds to think, plan, and build.

Help us to use what You give us wisely and to build lives that honour You. Amen."

Curriculum Links (Australian Curriculum v9)

Foundation – Year 2

- AC9EFLA02 – Explore different ways of using language to express preferences, likes and dislikes
- AC9EFLE05 – Retell and adapt familiar literary texts through play, performance, images or writing
- AC9EFLY02 – Interact in informal and structured situations by listening while others speak
- AC9EFLY05 – Use comprehension strategies to understand and discuss texts listened to or read
- AC9EFLY06 – Create and participate in shared editing of short written texts to record and report ideas

Years 3–4

- AC9E3LA03 – Describe how texts use different language features and structures relevant to their purpose
- AC9E3LE02 – Discuss connections between personal experiences and character experiences in literary texts and share personal preferences
- AC9E3LY02 – Use interaction skills to contribute to conversations and discussions
- AC9E3LY05 – Use comprehension strategies to build literal and inferred meaning
- AC9E3LY06 – Plan, create, edit and publish imaginative and informative texts

- **AC9E5LE02** – Present an opinion on a literary text using specific terms and reflect on the viewpoints of others
 - **AC9E5LY02** – Use appropriate interaction skills to clarify meaning and present ideas
 - **AC9E5LY05** – Use comprehension strategies to build and evaluate meaning
 - **AC9E5LY06** – Plan, create, edit and publish written and multimodal texts using appropriate structure and vocabulary
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Wrap-Up for the Week:

Parent/Tutor Says:

“Great job! You’ve completed your first unit of English. You’ve read a famous Australian poem, analysed strong language features, and written your own vivid homestead description. You’ve also shown resourcefulness by using your ideas and words to build something meaningful.”

Lesson 2.1: The Strength of the Aussie Spirit

Theme Focus: True Blue Aussie Grit

Poem: *Clancy of the Overflow* – Banjo Paterson (excerpt)

Literary Focus: Tone, cohesion, vivid vocabulary

Writing Focus: Character sketch using emotive language

Character Trait: Resourcefulness

A) Introduction

Parent/Tutor Says:

“This week we’re going to learn about a famous Australian character—Clancy of the Overflow. He’s not just a cowboy or a drover—he’s a symbol of the free and resourceful Aussie spirit. You’ll discover how Banjo Paterson creates a strong tone in his poem, and then you’ll write about someone with that same kind of strength. Let’s begin with part of the poem.”

B) Reading: *Clancy of the Overflow* (Excerpt)

Parent/Tutor Says:

“I’ll read the poem aloud first. As I read, listen for the words and phrases that describe the bush life and the kind of person Clancy is. What tone do you hear in the speaker’s voice?”

Clancy of the Overflow (by Banjo Paterson – excerpt)

*I had written him a letter which I had, for want of better
Knowledge, sent to where I met him down the Lachlan years ago.
He was shearing when I knew him, so I sent the letter to him,
Just 'on spec', addressed as follows, 'Clancy, of The Overflow'.*

*And an answer came directed in a writing unexpected,
(And I think the same was written with a thumbnail dipped in tar);
'Twas his shearing mate who wrote it, and verbatim I will quote it:
'Clancy's gone to Queensland droving, and we don't know where he are.'*

*In my wild erratic fancy visions come to me of Clancy
Gone a-droving 'down the Cooper' where the Western drovers go;
As the stock are slowly stringing, Clancy rides behind them singing,
For the drover's life has pleasures that the townsfolk never know.*

C) Discussion & Comprehension Questions

Parent/Tutor Says:

“Let’s talk about what we’ve just read. I’ll ask some questions and you can write your answers in your English book.”

Comprehension Questions:

1. Who is Clancy and what kind of work does he do?
 2. What are some things that make Clancy’s life different from life in the city?
 3. What kind of tone does the speaker use when describing Clancy’s life? (Is it admiring? Regretful? Longing?)
 4. How does the poet make Clancy’s life sound appealing?
 5. Why do you think Clancy became such a famous character in Australian literature?
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D) Language Feature Focus – Tone and Vocabulary

Parent/Tutor Says:

“Writers choose their words very carefully to create *tone*—the feeling you get from their writing. Let’s look at how Banjo Paterson does that.”

Look at These Words Together:

- *wild erratic fancy*
- *drover’s life has pleasures*
- *stringing* (used for cattle)
- *Clancy rides behind them singing*

Parent/Tutor Asks:

- What feeling do you get from those words?
- Is the speaker bored, excited, proud, or something else?
- What kinds of word associations or repeated ideas give the poem its strong, positive tone?

Student Task:

Highlight or list **5 vivid words or phrases** from the poem that help create its tone.

E) Writing Task – Sketch a Bush Character

Parent/Tutor Says:

“Now it’s your turn to create a character like Clancy—someone who shows true Aussie grit. They could be a drover, a boundary rider, a postman, or even a bush school teacher. Give your character a name, describe what they look like, how they act, and what makes them resourceful and strong.”

Writing Task: “Meet My Aussie Bush Hero”

Instructions to Student:

Write 1–2 paragraphs introducing your own Aussie character. Include:

- A **vivid description** of what they do
- At least **3 emotive or descriptive phrases** (similes/metaphors optional)
- Words that show **tone**: admiration, courage, determination
- Optional: use some of the same tone or rhythm as *Clancy of the Overflow*

Optional Starter:

“Old Mick rides the fence lines where the mulga meets the dust, his oilskin coat flapping like wings...”

F) Christian Reflection – Strength from God

Parent/Tutor Says:

“Clancy was tough and independent, but the Bible reminds us that our greatest strength doesn’t come from being alone—it comes from trusting God. Psalm 18:32 says, *‘It is God who arms me with strength and keeps my way secure.’* True grit means doing hard things with faith, patience, and courage. That’s what resourcefulness looks like in God’s eyes.”

Reflection Prompt (Write in journal):

“When I need courage, I will remember...”

Lesson 2.2: Aussie Voices – Formal, Informal, and True Blue Talk

Theme Focus: True Blue Aussie Grit

Language Focus: Formal vs informal language, tone, idioms, contractions, speech

Writing Focus: Compare tone in different styles; experiment with bush idioms

Character Trait: Resourcefulness

A) Introduction – How Do Australians Talk?

Parent/Tutor Says:

“Have you ever noticed that Aussies speak differently from people in other places—or even from each other? The way we talk can be casual or polite, short or detailed. Today, we’re going to learn the difference between *formal* and *informal* language. We’ll also look at how Aussie bush characters often speak informally—with lots of idioms, contractions, and even slang. Being resourceful with language means choosing the right tone for the right moment.”

B) Mini-Lesson – Formal vs Informal Language

Parent/Tutor Says:

“Let’s start by understanding the difference.”

Type	Features	Example
Formal	Full sentences, no slang or contractions, polite and distant	‘Good afternoon, sir. I am writing to express my concern regarding the upcoming event.’
Informal	Slang, contractions, casual tone, friendly or humorous	‘Hey mate, just checking in about what’s going on next week.’

Student Task:

Copy the chart above into your notebook. Then, take this sentence and write it in both styles:

Prompt:

“I’m not sure if I’ll be able to come to the meeting tomorrow. I’ve got a lot going on at home.”

C) Aussie Idioms and Bush Talk

Parent/Tutor Says:

“Now let’s look at some classic Aussie idioms and bush phrases. These are resourceful little expressions that say a lot in just a few words. Let’s go through them and talk about what they mean.”

Aussie Idiom	Meaning
Flat out like a lizard drinking	Very busy

Aussie Idiom	Meaning
A hard yakka	Hard work
Off like a bucket of prawns in the sun	Gone quickly, often badly
Made of tough stuff	Resilient, strong
Not his first rodeo	Experienced

Student Activity:

Pick **3 idioms** and write a sentence using each one. Try to make them fit with your character from Lesson 1.

D) Language Comparison Task – Rewrite the Scene

Parent/Tutor Says:

“Let’s practise choosing the right style for the right purpose. You’re going to take a short scene and write it two ways: one formal, one informal.”

Writing Task: “A Bush Conversation”

Instructions to Student: Write a short paragraph (4–6 lines) where your character:

1. Describes a long, hot day of work on the land (informally, like a bushman might speak)
2. Writes a letter to someone important about that same day (formally)

You can reuse parts of yesterday’s bush character story to help.

Example (Informal):

“We were flat out like a lizard drinkin’—mending fences, chasing sheep, and sweating buckets. Fair dinkum, I’ve never seen the flies so bad!”

Example (Formal):

“Today we undertook a number of strenuous tasks under difficult conditions. The heat was oppressive, and the workload was significant, but we completed the duties responsibly.”

E) Christian Reflection – The Way We Speak Matters

Parent/Tutor Says:

“The Bible reminds us that our speech should always reflect wisdom and kindness. In *Colossians 4:6*, it says, ‘*Let your conversation be always full of grace, seasoned with salt.*’ That means our words should be helpful and thoughtful—whether we’re using formal language or talking casually with a mate.”

Reflection Prompt: Write in your journal:

“I want to use my words wisely, especially when...”

Lesson 2.3: Writing with Grit – Describing a True Blue Character

Theme Focus: True Blue Aussie Grit

Writing Focus: Compose a character sketch using cohesive devices and vivid language

Literary Skills: Vivid vocabulary, repetition, word associations, figurative language

Character Trait: Resourcefulness

A) Introduction – Finishing the Portrait

Parent/Tutor Says:

“All week we’ve been getting to know bush characters like Clancy and creating one of our own. You’ve learned about tone, idioms, informal speech, and vivid vocabulary. Today, you’ll take everything you’ve practised and write a full portrait of your character—a piece of writing that paints a picture in words. This is where you show how resourceful and strong your Aussie hero really is.”

B) Planning Your Character Sketch

Parent/Tutor Says:

“Let’s do a quick plan before we write. Think about the most important details to show who your character is. You don’t need to tell us everything—they just need to come alive in the reader’s mind.”

Student fills in the following plan in their notebook:

Question

Your Answer

What is your character’s name and job?

Where do they live or work?

What kind of challenges do they face?

What makes them resourceful or gritty?

What kinds of words show their personality? (e.g. calm, rugged, cheerful)

C) Writing Task – Character Sketch: "True Blue Aussie"

Parent/Tutor Says:

“Now, using your plan, write a short character sketch. Describe what your character looks like, how they talk, how they act, and what makes them admirable. You can include some Aussie expressions or idioms if you like. Try to make your writing rich in detail and vivid language. Use repetition or word association to make your paragraph feel connected.”

Composition Prompt:

Write 1–2 paragraphs describing your Aussie character. Include:

- Descriptive language and vivid vocabulary
- Figurative devices (similes, metaphors, personification if possible)
- Repetition or connected word groups for cohesion
- A tone that matches their personality (e.g. brave, humble, humorous)

Optional Starter:

“If ever there was a man built out of dust and determination, it was Jack ‘Red Dog’ Collins...”

D) Peer or Parent Editing – Make It Stronger

Parent/Tutor Says:

“Let’s read your writing aloud and go through it together. Ask yourself: can I make any sentences stronger? Are all the ideas connected clearly?”

Editing Checklist:

1. Did I use vivid vocabulary to paint a clear picture?
 2. Did I use repetition or word families to keep ideas connected?
 3. Did I include one or more literary devices?
 4. Did I show how the character is resourceful or gritty?
 5. Does the tone fit the character?
-

E) Christian Reflection – Grit and Godly Strength

Parent/Tutor Says:

“Being ‘true blue’ doesn’t just mean being tough—it means being faithful, dependable, and courageous, even when life is hard. The Bible says in *Galatians 6:9*, ‘Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up.’ That’s what resourcefulness is—keeping on, even when things get tough, with God’s help.”

Reflection Prompt:

Write in your journal:

“This week, I learned that true strength means...”

Wrap-Up for the Week:**Parent/Tutor Says:**

“You’ve done a great job this week developing your character, exploring Aussie language, and learning how tone and word choice shape writing. Now you have a fully written sketch of a true-blue Aussie that shows their grit, their spirit, and your creativity!”

Lesson 3.1: Strong Women, Harsh Land

Theme Focus: Women in the Bush

Poem: *A Bush Girl* – A.B. Paterson

Literary Focus: Characterisation, idioms, and repetition

Writing Focus: Diary entry from a historical perspective

Character Trait: Resourcefulness

A) Introduction – Women of Grit

Parent/Tutor Says:

“This week we’ll be learning about the incredible strength of pioneer women who lived in the bush. Life wasn’t easy for them—far from shops, schools, or even neighbours, they had to make do with what they had. But many of them showed incredible determination and resourcefulness. Today’s poem by Banjo Paterson paints a picture of one such woman—strong, capable, and not afraid of hard work.”

B) Reading – *A Bush Girl* by A.B. Paterson

Parent/Tutor Says:

“I’ll read this poem aloud once. As I do, I want you to picture the kind of girl he’s describing. Then we’ll read it together and talk about what makes her strong.”

A Bush Girl (excerpt) – A.B. Paterson

She's milking in the rain and it's pouring on her neck,
She's a bush girl through and through, with her collar turned to heck.
Her arms are brown and sturdy, her step is firm and wide,
She's not the kind to simper or stand in fear and hide.

She can ride a rough bush pony, she can shoot and fence and track,
And when trouble comes a-knocking, she won't be turning back.
She's got her dad's old rifle, and her mum's quiet grit,
And the sun and wind and paddocks have all done their bit.

C) Discussion & Comprehension Questions

Parent/Tutor Says:

“Let’s talk about what this poem is showing us. Think carefully about each question and answer it in your notebook or aloud.”

Comprehension Questions:

1. What kind of work does the bush girl do?
 2. What words show she is physically strong? What words show she’s emotionally strong?
 3. What does the poem tell us about the values of bush life?
 4. Which lines give the clearest image of her courage or grit?
 5. How does this poem show the character trait of resourcefulness?
-

D) Language Feature Focus – Idioms and Repetition

Parent/Tutor Says:

“Writers often use idioms—phrases that don’t mean exactly what they say. For example, ‘*stand in fear and hide*’ is a poetic way of saying someone is afraid to take action. This poem also uses repetition and word families to show strength and resilience.”

Student Task:

Underline or copy down:

- Two **idioms** or colourful expressions from the poem
- One example of **repetition** or word association (e.g. bush, grit, track, etc.)

Then answer:

“What do these language choices make you feel about the bush girl?”

E) Creative Writing Task – Diary of a Bush Girl

Parent/Tutor Says:

“Now you’re going to step into the shoes of the bush girl and write a short diary entry about her day. Imagine she’s writing at the end of a long day of work. You can include what she did, how she felt, what went wrong, and what she’s proud of. Try to make her voice sound true to the poem—simple, practical, but quietly determined.”

Writing Prompt: “Dear Diary – A Day in the Bush”

Instructions to Student:

Write a diary entry (half a page to a full page) using:

- A strong personal tone (like it’s really her thoughts)
- 2–3 bush idioms or vivid expressions
- At least 2 examples of repetition or word association

- One moment that shows her resourcefulness (e.g. fixing something, calming an animal, caring for someone)

Optional Starter:

“It started raining before dawn, and the creek’s already rising fast. I’ve got the calves penned, but the fence is half down...”

F) Christian Reflection – Strength in Quiet Places

Parent/Tutor Says:

“Sometimes the people who work the hardest don’t get much attention—but God sees them. The Bible honours faithful women like Ruth, who showed courage and loyalty through her everyday actions. In *Proverbs 31:17*, it says, ‘*She sets about her work vigorously; her arms are strong for her tasks.*’ That’s a great picture of the bush girl.”

Reflection Prompt:

Write in your journal:

“Even when no one sees me, I want to be resourceful by...”

Lesson 3.2: The Role of Women – Pioneers and Providers

Theme Focus: Women in the Bush

Poem: *The Women of the Bush* – A.B. Paterson

Literary Focus: Exploring the role of women, metaphor, and symbolism

Writing Focus: Narrative writing from the perspective of a woman on the land

Character Trait: Resourcefulness

A) Introduction – Women Who Worked Wonders

Parent/Tutor Says:

“Today we are going to dive deeper into the stories of women who worked not just as mothers and wives, but also as leaders, providers, and caretakers of the land. In the bush, women were often responsible for more than just the home—they helped with farming, cooking, childcare, and sometimes even managing the farm. Their roles required creativity and grit, just like the men.”

B) Reading – *The Women of the Bush* by A.B. Paterson

Parent/Tutor Says:

“Now, I’ll read you a poem by Banjo Paterson that celebrates the work and strength of these pioneering women. As you listen, think about how the poet describes their essential role in life on the land.”

The Women of the Bush – A.B. Paterson

And so we’ll sing the praises
Of those women brave and true,
Who never counted costs, my boys,
But worked the whole year through.

With grit, they faced the droughts and floods,
With hands both strong and free,
Their hearts were full of courage,
And their spirits wild and free.

When the man would take to the track,
They’d stand the test with grace,
A steady hand, a patient heart,
And a smile upon their face.

C) Discussion & Comprehension Questions

Parent/Tutor Says:

“Now that we’ve read the poem, let’s discuss it together. Think about each question and answer it thoughtfully.”

Comprehension Questions:

1. What does the poet mean when he says these women ‘never counted costs’?
 2. How are the women described in terms of their physical and emotional strength?
 3. What role do these women play in the community and on the land?
 4. What values are highlighted in this poem about the strength of pioneer women?
 5. Why do you think the poet uses the phrase ‘steady hand, patient heart’? What does that show us about the women?
-

D) Literary Devices – Metaphor and Symbolism

Parent/Tutor Says:

“The poem uses a lot of powerful metaphors and symbolism. For example, when the poet talks about the women having a ‘steady hand, a patient heart,’ he is using these phrases as metaphors to show the women’s inner strength. We’ll explore these literary devices and how they give the poem its deeper meaning.”

Student Activity:

1. **Metaphor Example:**
Find and underline one metaphor in the poem (e.g. ‘hearts full of courage’).
 2. **Symbolism Example:**
Choose an object or action in the poem that could symbolize something larger, such as ‘a steady hand’ symbolising patience or strength.
 3. **Write:**
In your notebook, explain what each of these devices means and how they show the women’s resourcefulness.
-

E) Writing Task – Narrative from the Bush Woman’s Perspective

Parent/Tutor Says:

“Now it’s your turn to write. Imagine you are a bush woman, living in the harsh outback, and you are telling the story of your day. You’ll need to use the language and ideas you’ve learned about in the poem. Think about your daily challenges and how you’d describe your role in the land.”

Writing Prompt: "A Day in the Life of a Bush Woman"

Instructions to Student:

Write a short story or diary entry from the perspective of a woman on the land. Include:

- At least **two metaphors** or **symbolism** (e.g. a ‘steady hand’)
- Descriptions of her work and role on the land

- How she uses resourcefulness and patience in tough situations
- Reflect on how her strength helps the community and her family

Optional Starter:

“It’s early morning and the sun is already burning the horizon. As I tie my scarf and step into the yard, I know today will be just like any other—tough, but necessary. The cattle need herding, the fences need mending, and the children need looking after...”

F) Christian Reflection – Faith and Resilience**Parent/Tutor Says:**

“Through the poem and your writing today, you’ve seen how resourcefulness and resilience go hand-in-hand. The Bible speaks of strength in tough times too. In *Isaiah 40:31*, it says, ‘*But those who hope in the Lord will renew their strength. They will soar on wings like eagles; they will run and not grow weary, they will walk and not be faint.*’ Even when the work is tough, God gives us the strength to endure.”

Reflection Prompt:

Write in your journal:

“When I am tired or worn out, I can remember that God gives me the strength to keep going...”

Wrap-Up for the Lesson:**Parent/Tutor Says:**

“Excellent work today! You’ve not only explored the incredible roles that women played in the bush but also practised writing with rich, descriptive language and metaphor. You’ve learned how resourcefulness doesn’t just apply to work—it applies to your character, and to trusting in God through everything.”

Lesson 3.3: Writing Her Story – A Pioneer Woman’s Voice

Theme Focus: Women in the Bush

Writing Focus: Historical fiction diary or monologue

Literary Skills: Emotive vocabulary, cohesive structure, elaborated tense and verbs

Character Trait: Resourcefulness

A) Introduction – Let Her Speak

Parent/Tutor Says:

“Over the past two lessons, you’ve read about strong women who lived in the bush, explored how poems describe them, and practised writing from their point of view. Today, you’ll write your final piece for this week—a polished diary entry or monologue that brings a bush woman’s story to life. This time, your focus will be on structure and emotion. You’ll organise your ideas clearly and express the resourcefulness and inner strength of your character.”

B) Plan the Piece – Emotions, Events & Voice

Parent/Tutor Says:

“Let’s plan your writing before you begin. Strong writing comes from clear thinking. Answer these questions to help structure your ideas. You can choose either a diary entry or a spoken monologue to a loved one (e.g. to a daughter, husband, or unborn child).”

Student Planning Prompts (Notebook):

Prompt

Your Ideas

What is the bush woman’s daily routine?

What unexpected challenge does she face?

How does she show resourcefulness and inner strength?

What emotion is she feeling? (e.g. tiredness, hope, frustration, joy)

What message or thought does she want to leave behind?

C) Writing Task – Final Piece: “Her Voice from the Bush”

Parent/Tutor Says:

“Now you’re ready to write. Think about everything we’ve studied this week:

- vivid and emotive language
- metaphors and idioms
- tone and character voice
- cohesive structure and elaborated verbs

Your task is to write a 1–2 paragraph diary entry or short monologue that shows the world through a bush woman’s eyes. Keep your voice strong and your details rich.”

Writing Prompt Options:

Option A: Diary Entry

“It’s been one of those days again—hot winds, stubborn cattle, and not a drop of rain...”

Option B: Monologue

“Daughter, if you ever wonder how I kept going, I want you to know this...”

Requirements:

- Use **emotive vocabulary** and **expanded verb groups** (e.g. *had been hoping, was quietly praying*)
 - Include **at least one metaphor, simile or idiom**
 - Use repetition or word associations to create cohesion (e.g. *hard/dry/dusty*)
 - Clearly show **resourcefulness**—how the woman faces the challenge with courage
-

D) Peer or Parent Review – Read It Aloud

Parent/Tutor Says:

“Now read your writing out loud. A great story needs to sound natural and well-structured. Listen for rhythm, clarity, and emotion.”

Editing Checklist (Ask aloud or print):

1. Have I shown the character’s thoughts, feelings, and challenges?
2. Did I use emotive language and detailed verb groups?
3. Are my ideas connected clearly with repetition or associations?
4. Is my writing cohesive and structured?
5. Does my character show resourcefulness?

E) Christian Reflection – Honour and Humility

Parent/Tutor Says:

“Bush women weren’t always recognised, but God sees everything. In *1 Samuel 2:30*, God says, ‘*Those who honour me I will honour.*’ Quiet, faithful work—done with love and determination—is valuable to Him. These women remind us that courage doesn’t have to be loud. Resourcefulness, like faith, is sometimes quiet and constant.”

Reflection Prompt:

Write in your journal:

“Lord, help me be resourceful even when...”

Wrap-Up for the Week:

Parent/Tutor Says:

“In this unit, you’ve given voice to women who worked hard, suffered quietly, and made the most of what they had. Through poems, planning, and powerful writing, you’ve explored how language can honour their strength. You’ve also practised using literary tools that help bring emotion and cohesion into your writing. Well done!”

Lesson 4.1: Listening to the Land

Theme Focus: Aboriginal Voices

Poem: *We Are Going* – Oodgeroo Noonuccal

Literary Focus: Context, perspective, and bias

Writing Focus: Reflective response from a respectful viewpoint

Character Trait: Resourcefulness (seen in cultural survival and identity)

A) Introduction – Listening Before Speaking

Parent/Tutor Says:

“This week, we are going to pause and listen to another voice—an important voice in Australia’s literary and cultural history. Oodgeroo Noonuccal (formerly known as Kath Walker) was a famous Aboriginal poet, storyteller, and activist. Her poetry speaks of deep connection to the land, to culture, and to community—and also to the pain of seeing those things lost or misunderstood. Today’s poem helps us understand someone else’s story, and part of resourcefulness is being humble and willing to listen to others with respect.”

B) Reading – *We Are Going* by Oodgeroo Noonuccal

Parent/Tutor Says:

“I’m going to read the poem aloud once. As I read, listen for how the speaker feels about the land, about change, and about belonging. This poem may feel different from the bush poetry we’ve read so far. That’s okay—different voices help us see the fuller picture of our country.”

We Are Going* (excerpt – abridged for Grade 4-6 use)

They came in to the little town
A semi-naked band subdued and silent,
All that remained of their tribe.

They sit and are confused,
They cannot say their thoughts:
We are as strangers here now, but the white tribe are the strangers.

We belong here, we are of the old ways.
We are the corroboree and the bora ground,

We are the old sacred ceremonies,
The laws of the elders.

We are the wonder tales of Dream Time,
The tribal legends told.

We are going.

C) Discussion & Comprehension Questions

Parent/Tutor Says:

“Let’s talk gently and thoughtfully about what this poem is saying. This poem is written in a strong voice—but not an angry one. It’s reflective, sad, and full of deep feeling. Let’s work through these questions together.”

Student answers in notebook.

Comprehension Questions:

1. What is happening to the people in the poem?
 2. What do you think the phrase ‘we are going’ means in this context?
 3. What feelings does the speaker express about change and loss?
 4. What is the ‘white tribe’? Why does the speaker call them the strangers?
 5. Why is it important to listen to voices like Oodgeroo’s in Australian literature?
-

D) Language & Literary Feature Focus – Perspective and Bias

Parent/Tutor Says:

“This poem is told from the perspective of someone whose way of life is changing forever. In English, we call this **point of view** or **perspective**. Every author has a unique viewpoint, and sometimes their writing reflects **bias**—what they strongly feel or believe.”

Student Task:

1. Identify one line that shows the speaker’s **perspective** clearly.
 2. Identify one line that could be considered **biased** (from a strong cultural viewpoint).
 3. Write 2 sentences that show **respectful understanding** of the speaker’s experience.
-

E) Writing Task – Reflective Response: “What I Heard in Her Voice”

Parent/Tutor Says:

“Now it’s your turn to reflect on what you’ve heard. Good writers don’t just argue or analyse—they respond with empathy. Write a short paragraph about how this poem made you feel, what it helped you see, or what it reminded you of. You’re not judging the poem—you’re reflecting on how someone else feels, and that’s a respectful, resourceful thing to do.”

Writing Prompt: “What I Heard in Her Voice”

Instructions to Student:

Write a 1-paragraph personal response to the poem. Include:

- One line from the poem that stood out to you
- One feeling you had while reading
- One thing you learned about the connection between people and land
- A sentence that shows respect for Aboriginal culture or history

Optional Starter:

“When I heard her say ‘We are going,’ it felt like...”

F) Christian Reflection – Listening with the Heart

Parent/Tutor Says:

“The Bible tells us to be quick to listen, slow to speak, and slow to become angry (James 1:19). God values each culture, and His heart is close to the broken-hearted (Psalm 34:18). When we listen well—especially to people who’ve felt forgotten or hurt—we show love and humility. That’s a powerful kind of resourcefulness.”

Reflection Prompt:

Write in your journal:

“Lord, help me to listen to others with...”

Wrap-Up for the Lesson:

Parent/Tutor Says:

“Today you listened to a voice that speaks of memory, change, and the deep importance of land and tradition. You’ve practised respectful reflection and learned how perspective affects writing. You’ve also seen how resourcefulness means not just surviving, but remembering—and honouring—what is good and true.”

Lesson 4.2: Understanding Perspective – Respecting Aboriginal Storytelling

Theme Focus: Aboriginal Voices

Literary Focus: Cultural context, symbolism, and oral tradition

Language Focus: Subjective vs objective language; examining tone and intent

Writing Focus: Visual interpretation and paragraph response

Character Trait: Resourcefulness

A) Introduction – A Story Older Than Paper

Parent/Tutor Says:

“Today we’re going to learn more about the way Aboriginal people tell stories. Some of the oldest stories in the world come from Australia’s First Nations peoples—stories that explain the land, the animals, the sky, and how everything fits together. These are called *Dreaming* stories or *Creation* stories, and they’ve been passed down through generations by word of mouth, ceremony, and artwork. Understanding these stories helps us respect the richness of Aboriginal culture and see how resourcefulness is part of survival and tradition.”

B) Visual Text Study – Aboriginal Art as Storytelling

Parent/Tutor Says:

“Instead of reading a written poem today, we’re going to look at Aboriginal art and how it tells a story. Aboriginal paintings are full of symbols that represent people, animals, tracks, waterholes, campsites, and journeys. These symbols form part of the ‘language’ of storytelling in Aboriginal culture.”

Parent shows a simple example of Aboriginal storytelling artwork (e.g. downloaded from a classroom-safe education resource or printed from a book or website such as the National Museum of Australia).

Student Observation Activity:

Look at the artwork together and ask:

1. What shapes or symbols do you see repeated?
 2. Can you spot circles (for camps), lines (for paths), U-shapes (for people), or tracks (for animals)?
 3. What kind of journey or event might this painting be showing?
-

C) Mini-Lesson – Subjective and Objective Language

Parent/Tutor Says:

“In English, we sometimes describe things in a **subjective** way (with emotion and personal opinion) or in an **objective** way (with facts only). Both are useful, but it’s important to know the difference—especially when talking about culture.”

Type	Example	Tone
Objective	‘Aboriginal paintings often use dots and symbols to represent water and animals.’	Neutral
Subjective	‘These beautiful artworks speak to the soul and tell ancient truths.’	Emotional, personal

Student Task:

Look at the example painting again. Write:

- One **objective sentence** describing the artwork
- One **subjective sentence** that shows how the artwork made you feel or what it reminded you of

D) Writing Task – Reflect and Respond

Parent/Tutor Says:

“Now you’re going to write a paragraph about the painting or symbol-based storytelling you explored. Use both objective and subjective language to show what you saw and what you felt. Try to include words that show tone (e.g. peaceful, proud, powerful, mysterious).”

Writing Prompt: “A Story in Symbols”

Instructions to Student:

Write one paragraph responding to the Aboriginal artwork you observed. Include:

- At least one **objective description** of the art
- At least one **subjective reflection** (how it made you feel)
- A comment on **why this form of storytelling is powerful or meaningful**

Optional Starter:

“In the centre of the painting, circles mark the camp. Dotted lines show where the people travelled. To me, it looks like...”

E) Christian Reflection – Storytelling with Purpose

Parent/Tutor Says:

“Aboriginal storytelling connects people to the land, to each other, and to something bigger than themselves. In the Bible, storytelling was also powerful—Jesus often taught in parables so people could understand deep truths in a simple way. In *Psalms 78:4*, it says, ‘*We will tell the next generation the praiseworthy deeds of the Lord.*’ Passing on truth through story is something both cultures value.”

Reflection Prompt:

Write in your journal:

“Stories that last through time are important because...”

Wrap-Up for the Lesson:**Parent/Tutor Says:**

“Today you’ve learned how Aboriginal people use pictures and symbols to pass on knowledge and history. You practised seeing things through both objective and subjective eyes—and saw how respectful listening is a kind of resourcefulness that helps us live wisely and kindly.”

Lesson 4.3: Responding with Respect – Writing Across Cultures

Theme Focus: Aboriginal Voices

Writing Focus: Reflective writing with empathy and cultural understanding

Literary Skills: Tone, cohesion, respectful perspective

Character Trait: Resourcefulness

A) Introduction – Writing with Heart and Honour

Parent/Tutor Says:

“This week you’ve listened to Aboriginal voices, looked at poetry, art, and symbols, and reflected on culture, land, and identity. Today, we’re going to write a respectful and thoughtful response—either in the form of a letter or a reflection. This will help us practise using cohesive, meaningful language, while thinking deeply and kindly about another person’s point of view. That’s real resourcefulness—using language to build bridges and show understanding.”

B) Mini-Review – What Have We Learned?

Parent/Tutor leads this short oral review. Ask:

1. What did *We Are Going* teach us about the connection between land and culture?
2. What do Aboriginal paintings often show or symbolise?
3. What’s the difference between subjective and objective language?
4. What are some respectful ways we can talk or write about Aboriginal stories?

Parent/Tutor Says:

“When we write about other people’s culture, especially one that has often been misunderstood, we need to be gentle, wise, and kind in our words. We try to understand and honour, not judge or take over.”

C) Writing Task – “Letter to the Artist / Poet”

Parent/Tutor Says:

“Now I’d like you to write a letter or short reflective piece, as if you were speaking directly to Oodgeroo Noonuccal or to an Aboriginal artist whose work you’ve seen. Your job is not to explain them—it’s to show that you’ve listened and understood. Use well-organised paragraphs, emotive and respectful language, and be resourceful in expressing your ideas.”

Writing Prompt: “Dear Storyteller...”

Instructions to Student:

Choose one:

- **Option A:** Write a letter to Oodgeroo Noonuccal, responding to her poem *We Are Going*
- **Option B:** Write a letter to an Aboriginal artist (imaginary or real), responding to their artwork and what you learned from it

Your letter should include:

- A greeting and introduction
- A paragraph that explains what stood out to you
- A paragraph that shows what you learned about land, culture, or identity
- A final paragraph that expresses thanks and respect

Optional Starter:

“Dear Oodgeroo,
I read your poem *We Are Going* and it made me stop and think...”

Writing Tips:

- Use cohesive devices: first, next, because of this, I realised, in conclusion, etc.
 - Use both subjective and objective language
 - Check tone: is it respectful? Kind? Thoughtful?
-

D) Editing and Sharing

Parent/Tutor Says:

“Now let’s go through your writing. Read it aloud with me. Check that your tone is respectful, your paragraphs are connected, and your thoughts are clear. You might even want to read your letter aloud to a friend or family member to explain what you learned.”

Checklist for Editing:

- Did I express genuine understanding or curiosity?
 - Did I avoid judgement or making assumptions?
 - Did I organise my thoughts into clear paragraphs?
 - Did I show resourcefulness in the way I communicated?
-

E) Christian Reflection – Every Voice Matters

Parent/Tutor Says:

“In *Romans 12:10*, it says, ‘Honour one another above yourselves.’ When we take time to listen to others, especially people whose stories haven’t been heard enough, we honour them. God created every tribe and language, and the Bible speaks about how people from all nations will one day worship together. When we show respect in our writing, we’re practising God’s kind of love.”

Reflection Prompt:

Write in your journal:

“One thing I’ll remember from this week is...”

Wrap-Up for the Week:**Parent/Tutor Says:**

“You’ve completed a powerful and thoughtful week of learning. You listened to Aboriginal voices through poetry and art, practised respectful writing, and used language to build understanding. That’s what resourcefulness looks like—not just surviving, but helping others feel seen and heard.”

Lesson 5.1: The Journey Westward – Moving into the Unknown

Theme Focus: Pioneers on the Move

Poem: *The Teams* – Henry Lawson

Literary Focus: Social and historical context, verb groups, repetition

Writing Focus: Descriptive narrative of a pioneer journey

Character Trait: Resourcefulness

A) Introduction – Pioneers on the Move

Parent/Tutor Says:

“This week we’ll look at the journeys made by early Australian settlers as they moved inland across the harsh and beautiful countryside. These were long, slow, and dusty trips—full of challenge and danger. Today’s poem, *The Teams* by Henry Lawson, gives us a picture of what those journeys were like, using repetition and strong verb groups to show the movement of the wagons and animals. We’ll use it to inspire our own writing about what it might have felt like to be on one of those journeys.”

B) Reading – *The Teams* by Henry Lawson (Excerpt)

Parent/Tutor Says:

“Let’s read this excerpt together. I’ll read it aloud first so you can hear the rhythm and repetition. Notice the way Lawson creates a feeling of long, slow travel and the strength of the workers and animals.”

The Teams (Excerpt) – Henry Lawson

A cloud of dust on the long white road,
And the teams go creeping on,
Inch by inch with the weary load,
And by the power of the will alone.

The legs of the horses ache and tire,
And the drivers’ faces are lined with pain,
But still the teams go inch by inch,
Creeping on through the dust again.

Barking dogs and cracking whips,
And creaking wheels on the track,
And the sweat runs down in the blazing sun—
But no one ever turns back.

C) Discussion & Comprehension Questions

Parent/Tutor Says:

“Let’s talk about the poem. Think about what it’s trying to show us—not just the physical journey, but the determination behind it.”

Student answers in notebook.

Comprehension Questions:

1. What images does the poet use to show how slow and hard the journey was?
 2. Which verb groups describe the teams and their movement?
 3. How does the repetition of “inch by inch” and “creeping on” affect the tone of the poem?
 4. What do you learn about the character of the pioneers from this poem?
 5. What role does resourcefulness play in these kinds of journeys?
-

D) Mini-Lesson – Verb Groups and Repetition

Parent/Tutor Says:

“Let’s look at how Lawson uses powerful verb groups and repetition to create mood. A **verb group** includes the main action word and any helping words around it (e.g. *is crawling*, *have been dragging*). Repetition can give rhythm and reinforce ideas.”

Student Task:

1. Find two verb groups in the poem (e.g. *go creeping*, *runs down*).
 2. Highlight any repeated words or phrases.
 3. Write one sentence of your own that uses repetition to show persistence (e.g. “step by step, breath by breath, she climbed the hill”).
-

E) Writing Task – Narrative: “On the Trail”

Parent/Tutor Says:

“Now we’re going to write a short story scene. Imagine you’re travelling with a team across the Australian bush, helping to move goods or people. Use what you’ve learned from the poem to show how slow and difficult the journey is—but also how determined and resourceful the characters are.”

Writing Prompt: “On the Trail”

Instructions to Student:

Write 1–2 paragraphs describing a scene from a pioneer journey. Try to include:

- At least **2 verb groups** that show movement or effort
- **Repetition** to build rhythm (e.g. *inch by inch, day after day*)
- Details of the weather, land, animals, and people
- A sense of **grit or resourcefulness** in the face of a challenge

Optional Starter:

“The dust burned our eyes and coated the wagons, but the teams pushed on...”

F) Christian Reflection – Steady and Faithful**Parent/Tutor Says:**

“The teams in this poem kept moving even when they were tired. In the Bible, we’re reminded to be like that—steady and faithful, not giving up when the path is hard. *Galatians 6:9* says, ‘*Let us not grow weary in doing good, for at the proper time we will reap a harvest if we do not give up.*’”

Reflection Prompt:

Write in your journal:

“When something is hard, I can keep going by...”

Wrap-Up for the Lesson:**Parent/Tutor Says:**

“Today you’ve seen what it took for pioneers to move across the land—dust, sweat, and determination. You explored how Lawson used language to paint a picture of the journey, and you created your own scene showing how resourcefulness helps us move forward when the road is long.”

Lesson 5.2: Seeing the Scene – How Verbs and Adverbs Create Movement

Theme Focus: Pioneers on the Move

Language Focus: Expanded verb groups, adverb groups, sentence structure

Writing Focus: Sentence-level practice leading to descriptive narrative improvement

Character Trait: Resourcefulness

A) Introduction – Describing Movement with Precision

Parent/Tutor Says:

“Yesterday, we read a poem by Henry Lawson about pioneers moving slowly and steadily across the bush. We saw how strong verbs and repetition created that image in our minds. Today, we’re going to look more closely at how *verb groups* and *adverb groups* can help us describe action, movement, and effort.

Resourceful writers use just the right words to show what’s happening—not too many, and not too few.”

B) Mini-Lesson – What Are Verb and Adverb Groups?

Parent/Tutor Says:

“Let’s define our terms first, then look at how they help build a clearer picture.”

Term	Meaning	Example
Verb Group	A main verb plus helping words	<i>was pulling, had been sweating, will be travelling</i>
Adverb Group	A word or group of words that describe how, where, or when something happens	<i>slowly across the red road, under the blazing sun, again and again</i>

Parent asks student to write the definitions in their English book.

C) Guided Practice – Build a Pioneer Sentence

Parent/Tutor Says:

“Let’s practise building a sentence together using verb and adverb groups. I’ll give you the start, and you finish it with descriptive detail.”

Examples:

1. The wagon _____
(e.g. *creaked slowly down the gully, pulled by weary horses*)
2. The sun _____
(e.g. *had been burning the dust into our skin since dawn*)
3. The men _____
(e.g. *trudged silently behind the cart, stopping only to drink*)

Student writes three original descriptive sentences using expanded verb and adverb groups.

D) Writing Challenge – Expand and Sharpen

Parent/Tutor Says:

“Now let’s look at a plain sentence and improve it together. Use your resourcefulness—what can you add to give it more life?”

Original Sentence:

The team walked down the track.

Step-by-Step Expansion:

1. Add a **helping verb** to show when or how (e.g. *had been walking*)
2. Add **adverb groups** to describe how or where (e.g. *slowly through the thick dust*)
3. Replace weak words with **stronger vocabulary** (e.g. *trudged, dragged*)

Student rewrites the sentence. Repeat with two more plain sentences:

- *The horse pulled the cart.*
 - *They stopped for the night.*
-

E) Independent Writing – Improve Your Scene

Parent/Tutor Says:

“Now return to the scene you wrote yesterday. Read through your pioneer journey description. Can you spot places where the verbs could be stronger? Or where you could add an adverb group to sharpen the image?”

Student edits their previous writing (from Lesson 1):

- Underline or highlight at least **3 places** where they added a verb group or adverb group
 - Rewrite the full paragraph with the improvements
-

F) Christian Reflection – Walking with Endurance

Parent/Tutor Says:

“Even small steps forward matter. That’s something the Bible reminds us of too. In *Hebrews 12:1*, it says, ‘*Let us run with perseverance the race marked out for us.*’ Whether you’re walking, trudging, or dragging along—we can ask God to help us keep moving in the right direction, just like those pioneers.”

Reflection Prompt:

Write in your journal:

“God, help me to keep going even when...”

Wrap-Up for the Lesson:**Parent/Tutor Says:**

“Today you became a resourceful writer—using small changes to make big improvements. You’ve practised verb and adverb groups to create stronger sentences, and now your pioneer journey is even clearer and more powerful.”

Lesson 5.3: Into the Distance – Crafting a Pioneer Narrative

Theme Focus: Pioneers on the Move

Writing Focus: Final narrative paragraph(s) – cohesive, descriptive, and emotionally engaging

Literary Skills: Expanded verb and adverb groups, repetition, cohesion

Character Trait: Resourcefulness

ACARA Links:

A) Introduction – Bringing It All Together

Parent/Tutor Says:

“You’ve spent this week reading about long, difficult pioneer journeys and learning how to write with strong verbs and vivid detail. Today, you’ll write your final piece for the week—a full narrative paragraph (or two) that tells part of a pioneer’s story. This is your chance to use everything you’ve learned: action, emotion, repetition, and rhythm. Let’s begin with a quick review of what makes writing strong and connected.”

B) Quick Review – What to Include

Parent/Tutor Says:

“Here’s a checklist of what your writing should include. Let’s read it together and make sure we remember how to build a strong narrative.”

Student copies the checklist:

My writing includes:

- Expanded **verb groups** (e.g. *had been dragging, was still pushing*)
 - **Adverb groups** (e.g. *across the dry plain, under the dusty sky*)
 - **Repetition** for rhythm or effect (e.g. *inch by inch, day after day*)
 - A clear **setting** (landscape, weather, atmosphere)
 - A hint of **character emotion or determination**
 - An example of **resourcefulness** (solving a problem, pressing on)
-

C) Writing Task – Final Pioneer Narrative

Parent/Tutor Says:

“Now it’s time to write your final narrative for this week. Imagine you are part of a pioneer team making a journey across Australia. You could be a driver, a child, a passenger, or a helper with the wagons. Describe one part of the journey—maybe the hardest day, or a turning point, or a problem you had to solve.”

Writing Prompt: “One Day on the Track”

Instructions to Student:

Write 1–2 paragraphs describing a moment during a long pioneer journey. Include:

- Sensory details: what you saw, heard, felt, smelled
- Verbs that show action and effort
- Adverbs that describe how or when things happen
- Emotions or thoughts of the narrator
- A challenge that is faced with **resourcefulness**

Optional Starter:

“We had been travelling for days when the wheel snapped on a rocky slope. The sun was already burning low, and we were still far from the creek...”

Encourage student to take 15–20 minutes of focused, uninterrupted writing.

D) Editing & Sharing – Read it Aloud

Parent/Tutor Says:

“Let’s read your work aloud and listen for how it sounds. That’s the best way to check for rhythm and clarity. Ask yourself: Do the sentences connect? Does it feel real and vivid? Would the reader feel the dust and see the road?”

Editing Checklist:

- Did I use at least 3 expanded verb or adverb groups?
 - Did I create a clear sense of place and atmosphere?
 - Did my writing flow from beginning to end with cohesion?
 - Did I show how the characters used grit or resourcefulness?
-

E) Christian Reflection – Keep Moving Forward

Parent/Tutor Says:

“Sometimes life is like a pioneer journey—it feels long, and we get tired. But God walks with us and helps us keep going. In *Isaiah 40:31*, it says, ‘*Those who hope in the Lord will renew their strength... they will walk and not be faint.*’ Whether your journey is dusty or smooth, God gives us what we need to press on.”

Reflection Prompt:

Write in your journal:

“When I feel like giving up, I’ll remember that God...”

Wrap-Up for the Week:

Parent/Tutor Says:

“You’ve finished another strong week—well done! You’ve learned how to write movement and struggle into a story, how to use rhythm and verbs for effect, and how resourcefulness shines brightest when things get tough. Your final piece shows that you can carry your reader across the hot, red land with just your words. That’s a gift.”

Lesson 6.1: Fire on the Farm – Facing the Flames

Theme Focus: Outback Challenges

Poem: *The Fire at Ross's Farm* – Henry Lawson

Literary Focus: Emotive verbs, vivid action, repetition

Writing Focus: First-person recount of a bushfire or emergency

Character Trait: Resourcefulness

A) Introduction – The Challenge of the Bush

Parent/Tutor Says:

“This week we’ll be looking at the challenges people faced in the Australian outback—drought, dust, danger, and sometimes even fire. When tough times came, people didn’t give up. They found ways to survive, protect others, and rebuild. That’s the kind of grit and resourcefulness we’re exploring in this lesson through a powerful poem by Henry Lawson.”

B) Reading – *The Fire at Ross's Farm* (Excerpt)

Parent/Tutor Says:

“I’m going to read part of this narrative poem aloud. As I do, listen for the action, the emotion, and the way the writer builds suspense. This is a true bush ballad, telling a story of courage in crisis.”

The Fire at Ross's Farm – Henry Lawson (Excerpt)

The squatter saw his pastures wide
Decrease with every hour,
And now he saw the bush fire smoke
Go curling up the ridge.

But he had seen the fires before,
And hoped (as farmers do),
That somehow rain would fall and stop
The burning slipping through.

The farmer’s face grew pale and grim,
The old man’s hands did shake,
But still he gave his orders sharp
With courage hard to fake.

“We’ll hold the fence-line here!” he cried,
“The flames will not come through!
You take the southern paddock, boys—
And I’ll go west with you.”

C) Discussion & Comprehension Questions

Parent/Tutor Says:

“Let’s talk about what’s happening in this story poem. Think about what the fire symbolises, and how the characters respond.”

Student writes answers in notebook.

Comprehension Questions:

1. What challenge is the farmer facing in this poem?
 2. What emotions are shown in the farmer’s face and voice?
 3. What action words (verbs) help you feel the danger and urgency?
 4. What does the farmer do that shows resourcefulness and leadership?
 5. How do repetition and rhythm help build tension in the poem?
-

D) Literary Feature Focus – Verbs and Emotion in Action

Parent/Tutor Says:

“Lawson doesn’t just tell us that the fire is dangerous—he shows it using **strong, active verbs** and **emotional language**. Let’s look at the verbs and how they bring action to life.”

Student Task:

1. Highlight or list 3 **action verbs** from the poem (e.g. *saw, shake, cried*)
2. Underline any **emotional words or phrases** (e.g. *pale and grim, courage hard to fake*)
3. Write your own sentence using both action and emotion:

e.g. “Her arms trembled as she gripped the hose and turned toward the flame.”

E) Writing Task – First-Person Bushfire Recount

Parent/Tutor Says:

“Now you’re going to imagine you were there, helping to fight the fire at Ross’s farm—or somewhere like it. You’ll write a short recount in the **first person**, describing the scene, what you did, what you saw, and how you felt. Show your fear and determination. Most of all, show how you or someone else used resourcefulness to protect people or property.”

Writing Prompt: “I Was There – Fire at the Fence”

Instructions to Student:

Write 1–2 paragraphs describing a bushfire emergency from a first-person point of view. Include:

- **Strong action verbs** to show what was happening
- **Emotion words** to show fear, urgency, or courage
- One moment that shows **resourcefulness** (e.g. making a decision, helping others, using what’s available)

Optional Starter:

“The sky was red and thick with smoke. I ran for the dam with the hose trailing behind me...”

F) Christian Reflection – Courage in the Crisis

Parent/Tutor Says:

“In times of danger, it’s easy to panic—but the Bible reminds us that *God is our refuge and strength, an ever-present help in trouble* (Psalm 46:1). Courage isn’t the absence of fear—it’s doing what’s right even when we’re scared. When people in the bush face floods or fires, we see real examples of bravery and resourcefulness.”

Reflection Prompt:

Write in your journal:

“God, help me to be brave and calm when...”

Wrap-Up for the Lesson:

Parent/Tutor Says:

“Today you saw how the outback can bring fierce challenges—but also how people rise to meet them. You explored action-filled poetry, practiced writing with vivid verbs, and wrote your own powerful account of courage. That’s the kind of story worth telling.”

Lesson 6.2: Describing Danger – Expanding Action with Powerful Language

Theme Focus: Outback Challenges

Language Focus: Elaborated verb groups, adverb groups, and emotive vocabulary

Writing Focus: Sentence expansion and descriptive clarity

Character Trait: Resourcefulness

A) Introduction – Sharpening the Scene

Parent/Tutor Says:

“Yesterday, you wrote a powerful first-person account of a bushfire scene. Today, we’re going to zoom in and improve your writing even more. Resourceful writers know how to take a basic sentence and sharpen it—making it more vivid, emotional, and alive. We’ll practise using strong **verb groups**, **adverb groups**, and **emotive language** to bring danger and drama to life.”

B) Mini-Lesson – Turning Simple Into Powerful

Parent/Tutor Says:

“Let’s look at a basic sentence and turn it into something stronger using the tools we’ve learned.”

Simple Sentence

Expanded Version

The fire came. The fire had been creeping silently through the grass for hours.

He ran away. He ran wildly across the paddock, choking on the smoke.

She used a hose. She gripped the garden hose with both hands, spraying water onto the burning fence post.

Parent/Tutor Says:

“See how each sentence has been expanded using:

- **Verb groups** (*had been creeping, was spraying*)
 - **Adverb groups** (*silently through the grass, across the paddock*)
 - **Emotive or sensory vocabulary** (*choking, gripped, burning*)”
-

C) Guided Practice – Sentence Expansion

Student Activity:

Take each of the simple sentences below and expand it into a vivid, descriptive one.

1. The wind blew.
2. The animals ran.

3. The sky turned red.
4. He shouted.
5. The family escaped.

Encourage the use of:

- Verb groups (e.g. *was running, had turned*)
 - Adverb groups (e.g. *through the dry paddock, into the rising smoke*)
 - Emotion words (e.g. *frightened, desperate, courageous*)
-

D) Application Task – Editing Your Bushfire Scene

Parent/Tutor Says:

“Now go back to the story you wrote yesterday. Read it aloud to yourself. Choose three or more sentences that could be stronger or clearer. Use your resourcefulness and expand them using what we’ve practised.”

Student Task:

- Underline three original sentences in yesterday’s story
 - Rewrite them underneath, using verb and adverb groups and more powerful vocabulary
 - Then rewrite the full paragraph with those improvements included
-

E) Quick Vocabulary Boost – Word Bank for Action and Emotion

Parent/Tutor Says:

“Here’s a word bank to help you add variety and depth to your writing.”

Verbs (Action):

raced, stumbled, struggled, dashed, shouted, snatched, dragged, escaped

Adverbs/Adverb Groups:

quickly, with effort, across the ridge, through the smoke, without looking back, by instinct

Emotive Vocabulary:

terrified, determined, breathless, furious, exhausted, trembling, brave

Student Challenge:

Use at least **3 words** from the bank in your revised bushfire paragraph.

F) Christian Reflection – God Gives Words and Wisdom

Parent/Tutor Says:

“Just like we use words to describe danger and emotion, God uses His Word to guide, warn, and strengthen us. Proverbs 25:11 says, ‘*A word fitly spoken is like apples of gold in a setting of silver.*’ When you write clearly and powerfully, you can make people see and feel. That’s a gift worth developing.”

Reflection Prompt:

Write in your journal:

“Lord, help me to use words that...”

Wrap-Up for the Lesson:**Parent/Tutor Says:**

“Today, you’ve practised using powerful, precise, and emotive language. You didn’t just write about a fire—you helped readers feel it, see it, and understand the courage needed to face it. That’s what resourceful writers do—they turn small sentences into strong stories.”

Lesson 6.3: Writing the Crisis – A Story of Courage

Theme Focus: Outback Challenges

Writing Focus: Final narrative story based on an outback emergency (1–2 paragraphs)

Literary Skills: Cohesion, verb/adverb groups, emotive vocabulary, clear structure

Character Trait: Resourcefulness

A) Introduction – One Day That Changed Everything

Parent/Tutor Says:

“All week, you’ve been building your writing skills—creating emotion through verbs, using rhythm and repetition, and describing dangerous outback situations like bushfires. Today, you’ll bring it all together in your final piece for the week: a polished narrative story about an outback emergency. This could be based on the story you’ve already begun, or it could be a fresh scene involving fire, flood, storm, drought, or animal rescue. The most important thing is to show your character’s resourcefulness in action.”

B) Planning – Use Your Resourcefulness

Parent/Tutor Says:

“Let’s plan your story before we write. Think about the elements of a strong narrative: setting, problem, action, and resolution. Your story should feel real—like something that could happen in the Australian outback.”

Student Planning Questions:

Story Element

Your Ideas

What is the setting? (e.g. farm, bush, station, paddock)

What is the challenge or danger?

Who is the main character?

What do they do that shows courage and resourcefulness?

How does the story end?

C) Writing Task – “Outback Emergency” Narrative

Parent/Tutor Says:

“Now write your final story scene. Use everything you’ve practised:

- strong verbs and adverbs
 - emotive vocabulary
 - repetition or rhythm if needed
 - a clear and structured paragraph
 - a character who shows true Aussie grit and resourcefulness”
-

Writing Prompt: “Outback Emergency”

Instructions to Student:

Write 1–2 paragraphs describing a real or imagined crisis in the Australian outback. Use:

- **Verb groups** (e.g. *had been running, was preparing*)
- **Adverb groups** (e.g. *under the blazing sky, with shaking hands*)
- **Emotive words** that show fear, hope, courage, or determination
- A moment of **resourcefulness**—something clever, brave, or wise done under pressure

Optional Starter:

“The floodwaters had risen higher than we expected. I stood on the roof, watching the cattle scramble, and knew we had only minutes...”

D) Editing and Sharing

Parent/Tutor Says:

“Now that you’ve finished your story, read it aloud. Check that your sentences flow and your ideas connect smoothly. Ask: does the story make sense? Can I make the action more vivid or the emotion more clear?”

Editing Checklist:

- Did I describe the setting clearly?
 - Did I use strong verbs and adverb groups?
 - Did I include a clear moment of action?
 - Did I show resourcefulness in how the character responded?
 - Did I end the story with hope, learning, or success?
-

E) Christian Reflection – Strength for the Storm

Parent/Tutor Says:

“The Bible reminds us that storms will come—but God is with us. In *Isaiah 43:2*, it says, ‘*When you pass*

through the waters, I will be with you; and when you pass through the rivers, they will not sweep over you.’
That’s what gives us courage—to know we’re never alone, even in life’s hardest moments.”

Reflection Prompt:

Write in your journal:

“God, thank you for being with me when...”

Wrap-Up for the Week:

Parent/Tutor Says:

“This week, you’ve written about danger and courage, learned how to use precise language, and created a powerful story that honours strength and resourcefulness. You’ve learned that even in moments of crisis, the human spirit—and God’s presence—can shine through.”

Lesson 7.1: Hard Times and Humour – Seeing the Good in the Grit

Theme Focus: Life on the Land

Poem: *Said Hanrahan* – John O’Brien (excerpt)

Literary Focus: Figurative language, humour, and irony

Writing Focus: Create a newspaper-style letter or opinion piece

Character Trait: Resourcefulness

A) Introduction – Country Living with a Smile

Parent/Tutor Says:

“This week we’re focusing on life in the country—the daily routines, the struggles, and the funny little moments. Bush life was tough, but many Australians faced it with a smile. Today we’re going to read part of a humorous poem about farming hardships, and how people react. You’ll learn how language can be used with humour, even when describing hard things—and how being resourceful sometimes means having the right attitude.”

B) Reading – *Said Hanrahan* by John O’Brien (Excerpt)

Parent/Tutor Says:

“This poem is about a man named Hanrahan who always thinks the worst will happen—no matter what! It’s written with gentle humour and teaches us something about fear, exaggeration, and rural life.”

Said Hanrahan (Excerpt) – John O’Brien

"We'll all be rooned," said Hanrahan,
In accents most forlorn,
Outside the church, ere Mass began,
One frosty Sunday morn.

The crops are done; ye'll have your work
To save one bag of grain;
From here way out to Back-o'-Bourke
They're singin' out for rain.

"It's dry, all right," said young O'Neil,
With which astute remark
He squatted down upon his heel
And chewed a piece of bark.

And so around the district far
Each pessimistic mouth
Had forecast ruin from the drought
In season to the south.

C) Discussion & Comprehension Questions

Parent/Tutor Says:

"Let's talk about this poem. Even though it's about a serious topic—drought—it's told in a funny way. Let's explore how the poet does that."

Student writes answers in notebook.

Comprehension Questions:

1. What kind of person is Hanrahan?
 2. What does "We'll all be rooned" mean, and why is it repeated?
 3. How does the poet use humour to talk about drought?
 4. What image do you get from O'Neil chewing a piece of bark?
 5. Why do you think this poem has become such a classic in Australia?
-

D) Literary Focus – Humour, Irony & Figurative Language

Parent/Tutor Says:

"Humour in writing can come from *exaggeration*, *irony* (saying the opposite of what is meant), or *figurative language* like idioms and vivid comparisons."

Student Task:

- Highlight or copy one example of **exaggeration**
 - Highlight or copy one **ironic or humorous line**
 - Write your own bush-style saying that sounds pessimistic but a bit funny (e.g. *If it rains now, it'll just ruin what's already dead!*)
-

E) Writing Task – Letter to the Local Paper

Parent/Tutor Says:

"Now it's your turn to write a humorous but thoughtful piece, like something you'd send to the local country newspaper. You'll write a short letter or article about farm life, using exaggeration and humour—but underneath it, show that country people are strong, determined, and resourceful."

Writing Prompt: “Letter from the Land”

Instructions to Student:

Write a 1–2 paragraph letter to the editor of a country newspaper. Pretend you're a local farmer writing about:

- The weather (too dry, too wet—never just right!)
- A recent challenge on the farm
- How you or others are responding
- Include one or two humorous exaggerations or ironic lines
- End with a nod to the **resourcefulness** of bush people

Optional Starter:

“Dear Editor,

Well, the drought’s back again, just like a bad penny. The cows are walking around with their tongues out and the dust’s been blowing strong enough to sandblast the ute...”

F) Christian Reflection – Joy in the Midst of Trouble

Parent/Tutor Says:

“God knows that life can be tough—but He also reminds us not to lose heart. In *Proverbs 17:22*, it says, ‘*A cheerful heart is good medicine.*’ Sometimes, a bit of humour and a good attitude help us keep going. That’s part of being resourceful too.”

Reflection Prompt:

Write in your journal:

“Even when things are hard, I want to...”

Wrap-Up for the Lesson:

Parent/Tutor Says:

“Today you’ve explored how humour and hardship can go hand-in-hand. You learned how bush poetry can show resilience and resourcefulness, and you wrote your own piece in the voice of someone who doesn’t give up—even when they’re having a laugh about it.”

Lesson 7.2: Finding Order in the Chaos – Time, Weather & Work

Theme Focus: Life on the Land

Language Focus: Cohesion through repetition, time adverbials, and word associations

Writing Focus: Descriptive recount or schedule showing rhythm and routine

Character Trait: Resourcefulness

A) Introduction – Life with Rhythm

Parent/Tutor Says:

“Out on the land, life depends on routine—feeding animals, checking fences, watching the weather, and keeping to a pattern that keeps everything working. Life might be busy, but it also follows a rhythm. In writing, we use **repetition**, **time words**, and **word associations** to create that same sense of flow and routine. Today you’ll learn how to do that, and then write your own piece showing the rhythm of life on a farm.”

B) Mini-Lesson – Cohesion and Flow

Parent/Tutor Says:

“In English, we make writing flow by linking ideas together. This is called **cohesion**. Let’s learn three ways to do that in descriptive writing:”

Cohesion Tools Chart:

Technique	Example	Effect
Repetition	"Each morning we rise with the sun. Each morning we check the water tank."	Builds rhythm and routine
Time Adverbials	"Before sunrise... Later that day... By evening..."	Shows time flow and order
Word Associations	"Rain, puddles, gumboots, wet dogs"	Keeps all ideas related to one theme

C) Guided Practice – Write the Rhythm

Parent/Tutor Says:

“Let’s try it together. I’ll give you a time phrase. You complete the sentence using word associations and a sense of rural routine.”

1. **At dawn**, ... (*e.g. the chooks were already fussing around the yard*)
2. **By lunchtime**, ... (*the dust was clinging to every crease of my clothes*)
3. **Each evening**, ... (*we check the troughs and tie up the old gate*)
4. **After the storm**, ... (*we found branches, feathers, and broken fenceposts scattered around the paddock*)

Student completes each prompt with their own details.

D) Writing Task – Descriptive Recount: “A Day on the Farm”

Parent/Tutor Says:

“Now you’re going to write your own 1–2 paragraph description of life on the land. It could be a typical day on a sheep station, a day during a flood, or even a harvest day. Use the cohesion tools we’ve just practised to make it flow like a rhythm.”

Writing Prompt: “A Day on the Farm”

Instructions to Student:

Write 1–2 descriptive paragraphs about a full day on a farm. Include:

- **Time adverbials** (e.g. at dawn, by midday, each evening)
- **Repetition** (to show routines)
- **Word associations** that link your ideas (e.g. animals, tools, weather, jobs)
- A moment that shows **resourcefulness** (e.g. fixing something, solving a problem)

Optional Starter:

“At dawn the fog still clung to the fenceposts. The old dog limped out to greet the day, and the roosters crowed like rusty windmills...”

E) Editing & Reading Aloud

Parent/Tutor Says:

“Now read your writing aloud. Listen for flow—does each sentence connect to the next? Does the rhythm sound natural? Can you hear the repetition and the order of time?”

Checklist for Student:

- Did I use at least 3 time words or phrases?
 - Did I repeat any patterns for rhythm?
 - Did my vocabulary stay focused around one theme (e.g. weather, animals, harvest)?
 - Did I include a small moment of cleverness or action?
-

F) Christian Reflection – Order in Creation

Parent/Tutor Says:

“Even when things go wrong, there’s a pattern in creation. God made days and nights, seasons, rhythms and routines. In *Ecclesiastes 3:1* it says, ‘*There is a time for everything, and a season for every activity under the heavens.*’ Farmers need to follow God’s patterns—and that takes attentiveness and resourcefulness.”

Reflection Prompt:

Write in your journal:

“I want to use my time wisely by...”

Wrap-Up for the Lesson:**Parent/Tutor Says:**

“Today you’ve learned how to write with flow and rhythm, just like life on the land. You used repetition, time words, and patterns to build writing that feels grounded and orderly—just like the people who live by the land must be.”

Lesson 7.3: Voices from the Land – A Letter to City Folk

Theme Focus: Life on the Land
Writing Focus: Final written piece – personal letter describing rural life
Literary Skills: Tone, cohesion, descriptive language, repetition, and voice
Character Trait: Resourcefulness

A) Introduction – Sharing the Story

Parent/Tutor Says:
“This week we’ve explored what it means to live and work on the land—the patterns, the problems, and the personality it builds in people. Today, you’ll take everything you’ve learned and write a final piece: a personal letter from someone living in the bush to someone living in the city. It might be a friend, a cousin, or even a stranger. Your letter will describe the rhythm of rural life, the challenges, and what makes it rewarding.”

B) Planning – What to Share with a City Friend

Parent/Tutor Says:
“Before we write, let’s plan what kind of things you’ll include. Think about what a city person might not understand about rural life. You’ll help them see the land through your eyes.”

Student Planning Table:

Question	Your Notes
Who are you writing to? (Name, age, relationship)	
What is one challenge you’ve faced recently on the land?	
What is one daily routine or rhythm in your life?	
What do you love about living out here?	
What’s something you’ve learned from the land?	
What does <i>resourcefulness</i> mean in your daily life?	

C) Writing Task – Letter to a City Cousin

Parent/Tutor Says:

“Now write your letter. You can start with a greeting and tell your reader a little about what’s happening in your world. Then describe a moment, a job, or a recent challenge—maybe something funny or something hard. Let them see what it means to live on the land and to be resourceful. End with a kind or thoughtful message.”

Writing Prompt: “Dear Cousin in the City...”

Instructions to Student:

Write a friendly letter (1–2 paragraphs or more) from someone living on a farm or station to a cousin or friend in the city. Include:

- **Descriptive language** to explain what life is like
- **Time phrases and repetition** to show daily rhythm
- At least one **moment of resourcefulness**
- A warm, personal **tone** and closing

Optional Starter:

“Dear Jess,

You asked what life’s like out here—well, I’ll try to show you! Every morning by 5am the roosters start their racket, and by 6 we’re in the yards...”

D) Editing and Reading Aloud

Parent/Tutor Says:

“Now let’s read your letter aloud and listen for its flow and warmth. Does it feel like a real letter to someone you care about? Have you used repetition, time words, and clear images of your life?”

Checklist for Student:

- Did I include a clear picture of rural life?
 - Did I describe a real event, routine, or challenge?
 - Did I show what resourcefulness looks like here?
 - Did I use a kind, warm tone to connect with the reader?
-

E) Christian Reflection – Telling Stories That Honour God

Parent/Tutor Says:

“Jesus often told personal stories—parables—that helped people understand deep truths. Your letter is a small story too, and it can help people in the city understand what life on the land is really like. In *1 Thessalonians 5:11*, it says, ‘*Encourage one another and build each other up.*’ Even your writing can be a way of encouraging others.”

Reflection Prompt:

Write in your journal:

“Lord, help me use my words to build others up by...”

Wrap-Up for the Week:

Parent/Tutor Says:

“You’ve completed your seventh week of English—and this week you’ve written with insight, humour, and heart. You’ve shown how rural Australians live with rhythm, grit, and grace. You’ve also practised using repetition and structure to build strong writing. Well done!”

Lesson 8.1: Baptised in Dust – The Role of Faith in the Outback

Theme Focus: Faith in the Bush

Poem: *The Bush Christening* – Banjo Paterson (excerpt)

Literary Focus: Satire, metaphor, tone, and characterisation

Writing Focus: Literary parody or humorous narrative retelling

Character Trait: Resourcefulness

A) Introduction – Faith, Folklore, and Fun

Parent/Tutor Says:

“This week we’re finishing our course with one more look at bush life—this time through the lens of **faith and fun**. Life on the land was shaped by Christian belief, but it often took on quirky, funny, or very ‘Aussie’ forms. Banjo Paterson’s poem *The Bush Christening* tells the story of a family trying to hold a baptism out in the middle of nowhere... with unexpected results! Today, you’ll explore this story and write your own humorous retelling.”

B) Reading – *The Bush Christening* by Banjo Paterson (Excerpt)

Parent/Tutor Says:

“This poem is a light-hearted look at what happens when an important event meets bush-style problem-solving. I’ll read part of it aloud, and we’ll stop to laugh—and learn—along the way.”

The Bush Christening (Excerpt) – Banjo Paterson

On the outer Barcoo where the churches are few,
And men of religion are scanty,
On a road never cross’d ’cept by folk that are lost,
One Michael Magee had a shanty.

Now this Mike was a dad, and he kept a small lad
As a preacher might keep a mutton,
And he said, “We must find him a name that will bind
The church with the lamb, for he’s not one.”

But the lad ran away, and they searched all the day
Till at last they found him at even;
And with great apprehension they read the intention—
To christen him “Timothy Stephen.”

They chased him through scrub and they chased him through sand,
They chased him through bushland and gully,
Till the boy took a stand near an old cattle brand
And shouted, “I’ll not be made holy!”

C) Discussion & Comprehension Questions

Parent/Tutor Says:

“This poem is a mix of exaggeration, faith tradition, and Aussie humour. Let’s explore the tone, characters, and message.”

Student writes answers in their journal or English book.

Comprehension Questions:

1. What’s the main event happening in the story?
 2. How does the boy respond to the idea of being christened?
 3. What words or phrases make the poem humorous?
 4. What kind of tone does Banjo Paterson use?
 5. What does this poem tell us about how faith met practicality in the bush?
-

D) Literary Focus – Satire, Metaphor & Characterisation

Parent/Tutor Says:

“This poem uses **satire**—a light and funny way to show how something serious (like a religious event) gets handled in a humorous setting. It also uses vivid **metaphors**, and the characters are colourful and slightly exaggerated.”

Student Task:

- Find a metaphor or simile in the poem (or make one up!)
 - Describe Mike Magee and the boy using 2–3 words each (e.g. *determined*, *practical* for Mike; *wild*, *funny* for the boy)
 - Write one sentence of your own in a similar satirical tone (e.g. “He may not have known his catechism, but he knew how to run like a kangaroo on fire!”)
-

E) Writing Task – Retell the Bush Christening (or Invent Your Own)

Parent/Tutor Says:

“Now it’s your turn to have a bit of fun. You’re going to write a short story (or poem, if you’re brave) that either retells *The Bush Christening* in your own words, or imagines a new ‘bush-style’ version of another

special event—maybe a wedding, a birthday, or even a church service. The tone should be humorous but respectful.”

Writing Prompt: “A Bush Baptism – Retold or Reimagined”

Instructions to Student:

Write 1–2 paragraphs that do one of the following:

- Retell *The Bush Christening* in your own words, in prose
- OR invent a new bush-style faith-based mishap (e.g. *The Bush Wedding*, *The Bush Nativity*, *The Bush Sunday Service*)

Include:

- Colourful **character descriptions**
- At least one **funny metaphor or simile**
- A twist or surprise
- A respectful **nod to faith or tradition**

Optional Starter:

“Out near the old wool shed, where snakes were more common than suits, Old Joe tried to host the first Sunday sermon...”

F) Christian Reflection – Joy in Worship

Parent/Tutor Says:

“Faith in the bush wasn’t always formal—but it was still real. Whether people met in churches, shanties, or paddocks, God was still present. *Psalm 100:2* says, ‘*Worship the Lord with gladness; come before him with joyful songs.*’ Bush folk brought their faith with them—dust, humour, and all.”

Reflection Prompt:

Write in your journal:

“Worship doesn’t have to be fancy—God is with us when...”

Wrap-Up for the Lesson:

Parent/Tutor Says:

“Today you explored how humour and faith can work together. You read a classic poem that laughs kindly at a bush christening, and you created your own joyful story or retelling. That’s a beautiful blend of storytelling, respect, and resourcefulness.”

Lesson 8.2: The Quiet Strength of Bush Faith

Theme Focus: Faith in the Bush

Language Focus: Tone and vocabulary in respectful and emotive writing

Writing Focus: Descriptive reflection or character sketch

Character Trait: Resourcefulness

A) Introduction – Faith You Can See

Parent/Tutor Says:

“Faith in the bush wasn’t always loud or fancy—but it was strong. Many early settlers trusted in God even when life was hard. They showed their faith by loving their neighbours, working hard, helping strangers, and trusting God through fire, drought, and loss. Today we’ll learn how to write in a tone that shows **quiet strength**—a respectful voice that honours people of faith without sounding over-the-top or dramatic.”

B) Mini-Lesson – Tone and Emotive Vocabulary

Parent/Tutor Says:

“Tone is the feeling or attitude behind our words. Some tones are funny or angry. Today, our goal is to practise a tone that’s **respectful, admiring, and gentle**—suitable for writing about someone who trusts God during hard times. This is especially important in Christian writing.”

Tone Practice Table:

Sentence	Tone
“She was always smiling, even when the rain didn’t come.”	Gentle, admiring
“He complained to everyone and said God had forgotten them.”	Critical, bitter
“They worked through the night and prayed for the next day.”	Calm, respectful
“It was a disaster, and God did nothing to help.”	Angry, disrespectful

Student Task:

1. Identify the tone of each sentence above
 2. Rewrite one “negative” sentence to make the tone more respectful (e.g. show sadness without anger)
-

C) Vocabulary Builder – Words for Faithful People

Parent/Tutor Says:

“Let’s build a bank of words that describe someone with quiet, courageous faith. You can use these words in today’s writing.”

Adjective Word Bank:

- faithful, steady, calm, gentle, hardworking, kind, honest, humble, hopeful, patient, wise, prayerful

Student Task:

1. Pick 3 words from the list
 2. Use them in a sentence about a fictional or real bush character (e.g. “Mrs Taylor was a patient and prayerful woman who always cooked extra for travellers.”)
-

D) Writing Task – Sketch of a Faithful Bush Person

Parent/Tutor Says:

“Now write a short character sketch or reflection about someone who lives in the bush and lives out their faith. It could be a farmer, an old neighbour, a grandmother, or a drover. Use descriptive language and a respectful tone. Show how they serve others, trust God, and respond to hardship.”

Writing Prompt: “A Quiet Strength”

Instructions to Student:

Write 1–2 paragraphs describing a person who shows Christian faith in quiet, daily ways. Include:

- **Tone that is respectful and admiring**
- At least **3 adjectives** from the Faithful Word Bank
- An example of **resourcefulness** in action
- A reference to faith (prayer, hope, trust, or a verse they live by)

Optional Starter:

“Old Tom wasn’t much for talking, but you could tell he knew the Lord. He read his Bible each morning and always left a loaf of bread on the fencepost for anyone passing by...”

E) Editing – Listening for the Right Tone

Parent/Tutor Says:

“Now read your writing aloud. Does it feel real and sincere? Can you picture the person you described? Are your words gentle and honouring?”

Checklist for Editing Tone and Detail:

- Did I use gentle and descriptive words?
 - Does the tone feel respectful and admiring?
 - Did I include examples of their faith and character?
 - Did I keep the focus on actions and heart, not dramatic events?
-

F) Christian Reflection – Living Faith in the Everyday

Parent/Tutor Says:

“Jesus told us to be like salt and light—small things that make a big difference. In *Micah 6:8*, it says, ‘*What does the Lord require of you? To act justly, to love mercy, and to walk humbly with your God.*’ That’s the kind of faith bush people often lived—quiet, strong, and steady.”

Reflection Prompt:

Write in your journal:

“I want to show my faith by...”

Wrap-Up for the Lesson:

Parent/Tutor Says:

“You’ve practised a different kind of writing today—one that honours simple, strong faith. You’ve used tone to create a picture of a godly person and shown how faith can shine in everyday life. That’s resourcefulness with words, and with heart.”

Lesson 8.3: Final Writing Task – A Story of the Bush

Theme Focus: Faith in the Bush

Writing Focus: Final imaginative or reflective narrative using cumulative skills

Literary Skills: Characterisation, cohesion, descriptive language, emotional tone, literary devices

Character Trait: Resourcefulness

A) Introduction – Telling a Story That Lasts

Parent/Tutor Says:

“You’ve completed a whole term’s worth of lessons about Australian life, literature, and language. You’ve learned to write with humour, emotion, action, and care. Today’s your final task—your chance to bring everything together. You’ll write a short story or scene that shows life in the bush, along with the traits that make it so special: **faith**, **resourcefulness**, and **grit**.”

B) Planning – Pulling It All Together

Parent/Tutor Says:

“Let’s do a quick plan to help your story flow. Think about someone living in the outback—a child, a farmer, a grandmother, a mailman, or even a teacher. What challenge do they face? How do they keep going? Where does their strength come from?”

Student Planning Table:

Story Element	Your Notes
Who is your main character?	
What is their daily life like?	
What challenge do they face?	
How do they respond with faith or resourcefulness?	
How does the story end—with hope, change, or growth?	

C) Final Writing Task – “Faith in the Bush” Story

Parent/Tutor Says:

“Now it’s time to write your final piece. You can write it as a short story, a reflective journal entry, or a mix of narrative and memory. Let your writing show what you’ve learned this term—use clear structure, strong vocabulary, and a tone that matches your story.”

Final Writing Prompt: “Faith in the Bush”

Instructions to Student:

Write 2–4 paragraphs about a person or family living in the Australian bush who faces a challenge and shows **resourcefulness** and **faith**. Your story should include:

- A vivid **setting** (description of land, weather, etc.)
- Strong **characterisation** (what the person says, thinks, does)
- A clear **problem or event** (e.g. fire, isolation, loss, flood, hardship)
- At least one **moment of faith** (prayer, Bible verse, hope, worship, kindness)
- A satisfying **ending** with growth, courage, or trust in God

Optional Starter:

“The wind howled around the tin roof as Grace lit the lantern and opened her Bible. It had been four days since the last phone signal, but she wasn’t afraid...”

D) Editing and Reflection – Make It Shine

Parent/Tutor Says:

“Now let’s review your work and reflect. Good writing comes from thoughtful editing. Check each part of your story and ask if the reader will feel, see, and understand your character’s world.”

Editing Checklist:

- Did I use vivid description and literary devices (e.g. metaphor, simile, repetition)?
 - Did I include a clear setting and problem?
 - Did I show resourcefulness and faith clearly?
 - Did the tone match the message (hopeful, admiring, calm)?
 - Did I finish the story in a satisfying way?
-

E) Christian Reflection – Stories That Point to God

Parent/Tutor Says:

“Jesus told stories to teach truth, and so can we. When you write about courage, love, and faith, you reflect God’s light. Even a small story can leave a big impression. In *Matthew 5:16*, Jesus says, ‘*Let your light shine before others, that they may see your good deeds and glorify your Father in heaven.*’”

Reflection Prompt:

Write in your journal:

“One thing I’ve learned this term is that faith can...”

Wrap-Up for the Course:

Parent/Tutor Says:

“You’ve completed your full term of Australian English, learning from poems, people, places, and stories. You’ve grown as a writer and a thinker—and you’ve seen how even simple lives can reflect deep truths. That’s the power of language, and of faith. Well done!”

TOPIC 9	CULMINATING PROJECT OR ASSESSMENT

Assessment: To be announced!

In the meantime....

We appreciate your feedback as this curriculum is a work in progress.

... Homeward Education Support

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