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At the end of this teaching sequence, students should be able to:

- read the passages studied fluently and with a high level of inferential comprehension
- discuss the story; give opinions about the author’s language choices; identify the story’s structure, theme and ideology
- spell chosen words and understand related spelling strategies
- use the story as a model for writing.

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These notes were written by Josh Bell and have been produced as part of the National Accelerated Literacy Program.

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Using this resource
Year level

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The text

Kimberley Warrior
Synopsis of the story

*Kimberley Warrior* is part of the oral history of the Bunuba people. It’s the true story of a young Aboriginal man, Jandamarra, from the Central Kimberley region of Western Australia. Skilled in both the black and white worlds, he pits himself against the white occupiers of Bunuba land. Jandamarra was considered a hero to his people but, to the whites at the time, he was a dangerous villain. This retelling of Jandamarra’s story is authorised by the Bunuba people.

Themes

Themes explored in this book include:

- the importance of country to Indigenous people
- knowledge of the land (Indigenous and non-Indigenous)
- the pain of loss
- cross-cultural clash and different perceptions of land ownership
- the effect of ‘contact’
- the effect of superiority of firearms

This book is a story of resistance. It is an historical recount of the white settlement in the Kimberley area of Western Australia.

In *Kimberley Warrior*, the term ‘white’ has been used to denote non-Indigenous people and ‘black’ Indigenous people. These notes also use these terms.

Why use this story?

This book is a very important historical story, especially for the Bunuba people of the Kimberley. A very small proportion of Aboriginal stories have been recorded in print. It is extremely important that these stories are recorded and read, so that they can continue to be passed on through generations. Another important aspect of this story is that it is told from the Aboriginal people’s perspective.

This book informs people of the events in the Kimberley when non-Indigenous people started cattle stations many years ago. For this reason, the story would not only be of interest to people of the Kimberley but also to people interested in understanding the violent events of this important period of Australia’s history.
Structure of the text

The story is presented in 12 short chapters. There is at least one illustration in each of the chapters. Some of these illustrations are maps, which help orientate the reader to the location of events being related in the story. Others are sketches of people, places or events in the story. Each chapter also has text boxes, which include different sorts of information. Some are captions from the main text, some provide additional information about topics discussed in the story and some provide Bunuba language names for features in the story. The book also contains photographs of the area and also of Aboriginal prisoners on the chain. All of these additions help to support the main text, allowing the reader to understand more clearly how things were in the West Kimberley in the late 1800s and, more importantly, to engage with events of the story.

Structure of study passage one

<table>
<thead>
<tr>
<th>Location / Time</th>
<th>On a hot West Kimberley day in 1886,</th>
</tr>
</thead>
<tbody>
<tr>
<td>Character</td>
<td>a young man picks his way down</td>
</tr>
<tr>
<td>Habitat</td>
<td>the steep limestone cliffs of the Napier Range onto the plains below.</td>
</tr>
<tr>
<td>Character</td>
<td>He is 13, short and strong, and he moves quickly and easily, even through this rugged country.</td>
</tr>
<tr>
<td>Description of habitat</td>
<td>The Napier Range is slashed with deep cracks and fissures separating razor sharp rocky ridges – sharp enough to cut open even this boy’s hard feet if he should miss his step.</td>
</tr>
<tr>
<td>Extent of habitat</td>
<td>The range forms a natural stone wall between the flat grassy plains he is heading for and the rolling, lightly treed country behind.</td>
</tr>
<tr>
<td>Who lived there</td>
<td>This is his country, Bunuba Country, the best in the world.</td>
</tr>
<tr>
<td>Extent of habitat</td>
<td>From the Barker River and the King Leopold Ranges far to the north and west, down through the rugged limestone country of the Napier and Oscar Ranges and out onto the rich blacksoil plains of the mighty Fitzroy River,</td>
</tr>
<tr>
<td>Who lived there</td>
<td>this country was home to many small family groups who spoke the Bunuba language, about 2000 people in all.</td>
</tr>
</tbody>
</table>
**Significance of habitat**

They ranged across the land, they hunted, swam, camped, talked, married, had children. For generations, they had performed ancient and mysterious songs and dances in their ceremonial places. Many of these sacred places could be visited only by the oldest and wisest Bunuba people.

**Language features of the text**

John Nicholson tells the story from the perspective of a narrator interpreting the characters’ actions and thoughts for the reader. This narrator empathises with the Bunuba people.

John Nicholson starts the story with a simple but effective orientation technique. This orientation is similar to a report: it is a literate representation of geographical features. By describing an historical setting and then placing the main character in it, readers discover where the story takes place and who it is about very early in the book.

John Nicholson starts the story by introducing us to the main character without using the character’s name. This helps to keep the reader in suspense as to who it could be. He describes the physical attributes of the character and also what he is doing. These descriptions portray the character as independent and competent. Then John Nicholson describes the terrain through which the character is making his way. The harshness of the land also enhances the stature of this character. These are all techniques to help ‘build up’ the importance of the character.

After John Nicholson describes this specific place and character, he then describes, more generally, a group of people and a place.
Books with similar themes

It is also a good idea to read other stories with the students with similar themes. Some other possibilities could be *Yinti*, *Desert Dog* and *Desert Cowboy* by Pat Lowe. These stories follow the life of an Aboriginal boy growing up in the Great Sandy Desert prior to and during white contact and settlement.

Another possibility would be for students to view the film, *The Tracker*. Teachers would need to view this film prior to deciding if it was suitable for their students, as it includes violent scenes and themes. A literate orientation before and a debriefing session after the film would be appropriate.
Accelerated Literacy teaching
Teaching the sequence

The National Accelerated Literacy Program consists of a cycle of interrelated activities based on a sequence beginning with literate orientation and focused on one selected text. The text may vary from a short, illustrated story written for early childhood students to several carefully selected passages from a longer book intended for older students.

Teachers spend, on average, an hour and a half a day teaching Accelerated Literacy. The total number of weeks spent on a text across a sequence of consecutive lessons will vary according to the age of the students and the complexity of the text.

Low and high order literate orientation are carried out before reading. The other strategies use the students’ fluent reading of and common knowledge about a text as teaching resources for extending their literacy competence.

Further information on the teaching sequence can be found at http://www.nalp.edu.au.
In the classroom
In the classroom

The teaching sequence on *Kimberley Warrior* aims to teach:

- how to read the passages studied at 90 per cent accuracy or above
- how to discuss the story, including the meaning and inferences contained in the author’s language choices
- how to spell fluently and write clearly the words taught as part of the teaching sequence
- how to write, with appropriate teacher support, an orientation of an oral history recount.

**Literate orientation**

Literate orientation is a pre-reading strategy that prepares students to read the study text fluently, accurately and independently. The teacher models the literate orientation to the text and explains to students how and why the author made certain language choices. Literate orientation consists of two components: low order literate orientation and high order literate orientation. Both are equally important.

In low order literate orientation the teacher starts the process of ‘pointing the students’ brains’ at the text by modelling a literate interpretation of the text, including its illustrations when necessary.

In high order literate orientation the teacher shifts the students’ focus from the general considerations in the low order literate orientation to a close examination of the author’s wording in the text. The teacher systematically models how to attend closely to the language features of the text and how they construct meaning.

**Low order literate orientation – Whole book**

**Teaching focus**

Provides the context for the conflict that is to come.

We are introduced to the main character and find out about the country he belongs to.

- White men were coming with guns, horses and cattle to take over the Aboriginal people’s land.
- Sheep started to eat the grass and drink all of the water, which meant there were fewer native animals for the Bunuba to hunt.
- Many young Bunuba men went to work for the white men.
- Jandamarra went to work on William Lukin’s Lennard River Station.
- Lukin really liked Jandamarra, as he was a competent and enthusiastic worker.
Jandamarra was given the name ‘Pigeon’ by Lukin.
Jandamarra became expert at using firearms – a skill he would eventually use against the whites.

Read Chapter 1 and then briefly discuss the following inferences.

Inferences
- Jandamarra has a great knowledge of his country.
- Country is extremely important to the Bunuba people.
- White people are very dangerous and destructive.
- Bunuba people have mixed reactions to the arrival of white people.
- The later blood that would be split is foreshadowed.
- Jandamarra is very competent in white fella ways. This will enable him to skilfully lead the Bunuba resistance.

Teaching focus
As Jandamarra undergoes his initiation, he begins to appreciate the threat of the white settlers and the inevitability of conflict.

- Jandamarra will become an adult according to Bunuba laws by going through initiation.
- Jandamarra lived for many months in the bush, learning from the older men.
- He learnt about song and dances, the laws of marriage, relationships and taboos, and about family and clan obligations.
- He visited important Bunuba places.
- Jandamarra proved his adult courage by enduring painful cuts across his chest.
- Jandamarra stayed with his family following his initiation.
- He started to understand the threat posed by Lukin and the animals.
- Because of severe drought, many sheep and cattle were being eaten by the Bunuba.
- Police shot and killed many innocent Bunuba as well as those that had killed stock animals.
- Some Bunuba people stayed around the homesteads where it was safe but others, like Jandamarra, fled to the hills.

Read Chapter 2 and then briefly discuss the following inferences.

Inferences
- The initiation process instilled knowledge and respect for Bunuba ways, which challenged what the white people were doing.
- The skills that Jandamarra learnt during his initiation will be very useful and telling in the battles that follow.
- The reference to the strength required to support families in a harsh and unforgiving world is foreshadowing the conflict to follow.
The white people didn’t understand, nor care, about the impact that their stock was having on the resources of the Bunuba people.

The conflict to follow is anticipated in the description of massacres south of Perth that resulted from similar misunderstandings.

The hills were a great place for the Bunuba to hide out, particularly those that were very familiar with the area, like Jandamarra.

Teaching focus

- Strong warriors including Ellemarra and Jandamarra emerge to fight for their rights.
- A group of young Bunuba men realise that they have to stand up to the white men.
- Ellemarra is introduced into the story.
- Ellemarra has a great knowledge and respect for Bunuba ways and he has already confronted white people and the police before.
- Jandamarra is wanted by police for allegedly killing a beast.
- Jandamarra is tricked by police into leading them to a nearby camp.
- Ellemarra and Jandamarra are arrested and both serve time in prison, Ellemarra in Roebourne and Jandamarra in Derby.

Read Chapter 3 and then briefly discuss the following inferences.

Inferences

- Ellemarra will motivate and inspire others to challenge the actions of the white people.
- The time spent in prison by these two very talented young Bunuba men will only strengthen their desire to take action against the white people.

Teaching focus

- Jandamarra’s personality and experiences alienate him from his own people and the whites.
- Derby prison was not a nice place to be for Jandamarra. It was very hard work and prisoners were permanently chained up.
- Jandamarra was released from prison on the understanding that he would work for the police.
- He worked for the police for two years, taking care of their horses.
- The police released Jandamarra to return to work for Lukin.
- He didn’t stay long before returning to his family and friends.
- However, he no longer fitted into Bunuba life and, as a result, resented authority and important Bunuba laws.
- The relationship between whites and blacks worsened and, when a gold prospector was killed, the whites retaliated by killing large numbers of men, women and children.
- Ellemarra negotiated a truce, which lasted for eight months.
Jandamarra is banished from Bunuba society.
Jandamarra met and worked with Bill Richardson. They got along well.
Richardson became police constable and Jandamarra helped him to catch many wanted Bunuba people.
Richardson really trusted Jandamarra, especially after he saved him from a mob of prisoners.

Read Chapter 4 and then briefly discuss the following inferences.

Inferences
- Jandamarra is admired by white people.
- The white people retaliate aggressively to the Bunuba resistance.
- Joe Blythe is introduced into the story with a hint that he is going to play a significant part in the battle with the Bunuba people.

Teaching focus
- Jandamarra’s loyalties shift as he is pressured by both groups.
- Sixteen Bunuba men were kept on the chain at Lillimooloora.
- Jandamarra and Captain were keeping an eye on them for Richardson.
- Jandamarra was taunted by the Bunuba to let them go. Finally, he decides his loyalty belongs to his people.
- Joe Blythe was moving 500 head of cattle through Windjana Gorge towards Bunuba country.
- The pressure got too much for Jandamarra. He had to choose between his people and his friend. Eventually, he shot dead his friend, Richardson.
- All of the prisoners were released and, with Jandamarra and Captain, started making their way towards Windjana Gorge.

Read Chapter 5 and then briefly discuss the following inferences.

Inferences
- Jandamarra has proved that he still respects his family and culture, despite being outcast for some time.
- Jandamarra’s leadership is evident during the events at Lillimooloora.

Teaching focus
- Bunuba resistance is strengthened due to Jandamarra’s organisation.
- Jandamarra got together the best team of Bunuba men he could find, many with police training.
- They waited, armed, in Windjana Gorge for the cattle and stockmen to arrive.
- Jandamarra shot dead two white men in the Gorge.
- The last white man, Edgar, fled from the scene asking that Nugget (the black stockman) look after the wagon.
- Jandamarra chased after Edgar and Georgie on horseback but was tossed from his horse as they approached Lennard River Station.
The wagon left at Windjana Gorge contained ammunition, firearms, tools, clothes and food.

Read Chapter 6 and then briefly discuss the following inferences.

Inferences
- The Bunuba Resistance seems well-equipped to resist the white men.
- The white men had trained up many men to use firearms, which were now being used against them.
- Edgar was not prepared to defend the wagon himself as he may have felt that Nugget’s life wasn’t in as much danger as his own. He may not have valued Nugget’s life.
- Jandamarra’s courage and leadership is becoming more and more evident.

Teaching focus
- Jandamarra sets a trap for Drewry.
- The Bunuba prepared themselves for further attacks from the police. They practised shooting at targets and set up lookouts.
- Inspector Drewry organised a huge team of police and volunteers to converge on Windjana Gorge.
- Drewry tried to trick Jandamarra’s mob by sending in some Queensland Aborigines to gain Jandamarra’s trust and then murder Jandamarra and Ellemarra.
- The police split up into three groups in an effort to surround the Bunuba people.
- A gun battle eventuated where Ellemarra was shot dead and Jandamarra was injured.
- The Bunuba people escaped through tunnels in the gorge wall.

Read Chapter 7 and then briefly discuss the following inferences.

Inferences
- The Bunuba people are at a distinct advantage when it comes to knowledge of the terrain.
- Drewry and his men had underestimated the knowledge, ability and courage of the Bunuba.

Teaching focus
- A massive manhunt for Jandamarra.
- Inspector Drewry was replaced by Inspector Laurence after the embarrassment of Windjana Gorge. No arrests were made, as the Bunuba simply vanished.
- Laurence and Joe Blythe killed hundreds of Aboriginal people, most of whom had no connection to Jandamarra and had done nothing wrong.
These events led to many other battles between Aboriginal people, the white settlers and the police. It was clear that Aboriginal people could not win battles without the same firepower as the whites.

Read Chapter 8 and then briefly discuss the following inferences.

Inferences

- The white people saw all Aboriginal people as a problem and so didn’t care that they were often killing innocent people.
- It seems possible, at this point, that Jandamarra and his mob would survive the whites’ brutality.

Teaching focus

- Recovered from his wounds, Jandamarra resumes the fight.
- It became known that Jandamarra had survived his wounds from Windjana Gorge.
- Jandamarra’s mother and wife had looked after him in Tunnel Creek until he was fit again.
- Jandamarra decided that he would conduct a guerrilla war with the whites, as it was too difficult to fight conventional battles.
- The white people were worried about Jandamarra being around. Drewry left for Perth and Lukin also left the Kimberley for good.
- Jandamarra and his men were forced into a cave by police patrols, where it seemed they would certainly be captured. Again, they made a miraculous escape.

Read Chapter 9 and then briefly discuss the following inferences.

Inferences

- The distance between the Napier Range and the cave where Jandamarra and his men retreated is probably around 150-200km.
- The knowledge of the surrounding country that the Bunuba people had was amazing, especially when you consider that they had no vehicles.
- To recover from such injuries with the help of modern medicine would be impressive. Jandamarra recovered with the nursing of his mother and wife.

Teaching focus

- Jandamarra focuses on harassing the whites.
- Jandamarra continued to successfully humiliate and ridicule the police. This resulted in further deterioration in Bunuba/police relations. On occasion he visited Lillimooloora Station while the police slept, intentionally leaving footprints and raiding stores.
- Captain, Jinny and Mayannie were captured by police patrols in Windjana Gorge.
• Captain dies in prison on Rottnest Island and Mayannie is sent to work in Roebourne as a domestic servant.
• Jandamarra shot Joe Blythe through the hand.
• Jandamarra and his men shoot Tom Jasper dead as he sleeps at Oscar Range Homestead.

Read Chapter 10 and then briefly discuss the following inferences.

Inferences
• Jandamarra’s change of tactics was proving very successful and his enemy was getting worried and frustrated, but no-one was getting killed.
• The shooting of Tom Jasper is described as a mistake. It appears uncharacteristic of Jandamarra’s more recent activities.

Teaching focus
• Jandamarra dies.
• Pilmer and Nicholson shot dead many women and children, including Jandamarra’s mother.
• Jandamarra fired a bullet through the hat of Pilmer.
• Police had Roebourne Micki working for them.
• A few of Jandamarra’s main men were captured.
• Micki shot Jandamarra in the leg.
• Jandamarra shot Blythe’s finger and thumb off his previously injured hand.
• Micki followed Jandamarra’s blood for three days until he found him holed up in a cave.
• Micki shot Jandamarra, which caused him to plummet to his death.

Read Chapter 11 and then briefly discuss the following inferences.

Inferences
• The only person able to kill Jandamarra was another skilled and gifted Aboriginal man, said to also have magical powers.
• The killing of Tom Jasper definitely motivated the whites to do all they could to capture or kill Jandamarra.

Teaching focus
• An analysis of Jandamarra and his life.

Read Chapter 12 and then briefly discuss the following inferences.

Inferences
• White settlers could not have survived in the Kimberley environment without Aboriginal people.
Read the story aloud

Having read the whole book, sections at a time, you may choose to read the whole book or parts of it again, particularly the sections that include the study passages. This rereading will help keep the study passages in context.

Refine the focus to the study passages

Once you have made a start on reading the book and have read at least the first two chapters, return to Chapter 1 to start looking at the author’s language choices in closer detail. You can then spend some of each lesson reading the book to students until it is finished and some of the lesson working on the study passages.

High order literate orientation – Passage one

Text (page 9)

Teaching focus

- John Nicholson narrates the story from the perspective of an outsider.
- The main character is introduced, but we do not find out his name.
- We learn about the harsh, inhospitable setting of Bunuba country.
- This setting helps to build the stature of the main character.
- We find out that the land is very significant to a large group of Bunuba people.

<table>
<thead>
<tr>
<th>Structure of text and wording</th>
<th>Why language choices were made</th>
</tr>
</thead>
<tbody>
<tr>
<td>Location / Time</td>
<td>Author begins to create the setting of a harsh environment a long time ago.</td>
</tr>
<tr>
<td>On a hot West Kimberley day in 1886,</td>
<td></td>
</tr>
<tr>
<td>Character</td>
<td>Central character introduced now, within the setting, so readers have an image of him and his environment. <em>Picks</em> implies that the terrain is forcing him to be careful about his movements.</td>
</tr>
<tr>
<td>a young man picks his way</td>
<td></td>
</tr>
</tbody>
</table>
**Habitat**

| down the steep limestone cliffs of the Napier Range onto the plains below. | Limestone cliffs introduce an element of danger. We find out later in the story that they are, in fact, so steep that the settlers have been prevented from moving their sheep and cattle beyond them. Napier Range can be located on a map. The plains towards which he’s heading probably provide a more accessible and hospitable environment. |

**Character**

| He is 13, short and strong, and he moves quickly and easily, even through this rugged country. | We find out more about the young man. Despite his young age, he is physically mature. He is portrayed as adept at handling these rugged conditions. The reader will feel confident about the character’s knowledge of the environment. Readers need to appreciate this in order to understand the story. |

**Habitat**

| The Napier Range is slashed with deep cracks and fissures separating razor sharp rocky ridges – sharp enough to cut open even this boy’s hard feet if he should miss his step. The range forms a natural stone wall between the flat grassy plains he is heading for and the rolling, lightly treed country behind. This is his country, Bunuba Country, the best in the world. | We now find out a little more about the setting. The description of the Napier Range highlights the difficulty one would have when moving through the area, even on foot. Deep cracks and fissures, razor sharp rocky ridges and sharp enough to cut open even this boy’s hard feet emphasise danger and the care required to negotiate the range. Hard feet suggest that the young man spends a lot of time without shoes. The description of the wall is important, as we later find out. It prevents settlers and their stock from moving into the flat grassy plains. Rolling, lightly treed country would be fine for keeping stock. However, flat grassy plains would be better. Finally, we receive confirmation that the young man belongs to this country. The word, Bunuba, also confirms that the young man is Indigenous. The young man’s feeling for this land – it’s the best in the world – foreshadows the Bunuba’s struggles to protect this land. |
## Extent of habitat

From the Barker River and the King Leopold Ranges far to the north and west, down through the rugged limestone country of the Napier and Oscar Ranges and out onto the rich blacksoil plains of the mighty Fitzroy River, Natural features of the surrounding land are described. Non-Indigenous names are used, making it easier to locate these places on a map. The language choices provide clear images for the reader of the area, rather like a map. The rivers and ranges contained in this area suggest that it is very big. They also provide ideal resources for survival.

## Who lived there

This country was home for many small family groups who spoke the Bunuba language, about 2000 people in all. This place is extremely important to lots of family groups. This is the only place that they know. They and their language group only, know this place. Any upheaval would certainly compromise this security.

## Significance of habitat

They ranged across the land, they hunted, swam, camped, talked, married, had children. Confirmation that the land is not just a source of survival, but also a source of social interaction and enjoyment. It sounds like the locals have a great knowledge of this area. This is important for the subsequent events in the story.

For generations, they had performed ancient and mysterious songs and dances in their ceremonial places. The importance of the land to these people is described more explicitly. This foreshadows the Bunuba’s reaction to foreign people and animals taking over their land and customs. The Bunuba people have lived here like this for a very long time. Traditions have been passed on through time. Ancient is a powerful word for describing this length of time.

Many of these sacred places could be visited only by the oldest and wisest Bunuba people. They have extremely important attitudes and beliefs about their relationship with this land. These are known and understood only by the Bunuba people. Some places are so special that only selected Bunuba people are permitted to visit.

Complete the teaching sequence, transformations, spelling and writing for passage one before beginning work on passage two.
High order literate orientation – Passage two

Text (pages 11–12)

Teaching focus

This passage makes a statement about dramatic changes which have occurred in all the flat country to the west of Bunuba country. Then there are expansions on how things were changing. Finally, there is a summary of the impact of the changes and a foreshadowing of conflict.

<table>
<thead>
<tr>
<th>Structure of text and wording</th>
<th>Why language choices were made</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Orientation</strong></td>
<td><strong>But now, things were changing.</strong> But now introduces a new idea. This sentence becomes an orientation for the sequence of events to follow.</td>
</tr>
<tr>
<td><strong>Event sequence (relating <strong>how</strong> things were changing)</strong> 1. Who came and what they brought</td>
<td><strong>White men had come with huge mobs of weird, woolly, bleating animals –</strong> After the statement that <strong>things were changing</strong> comes a sequence of events which expand on and clarify the information. By introducing <strong>white men</strong> here, the reader knows that they are different to the existing residents and owners of the land, and that the white men and their animals are part of the change. The author describes the animals that the white men have in a negative way. Firstly he tells us that they come in <strong>huge mobs</strong>. <strong>Huge mobs</strong> would eat and drink huge amounts, and this could present a land management issue. Readers know that the <strong>woolly animals</strong> are, in fact, sheep. This is not stated in the text, as it is being told from the perspective of the Bunuba people. These are, therefore, unfamiliar animals. They are also portrayed as being noisy and strange-looking.</td>
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and worse, great horned beasts which snorted and bellowed as they fouled the waterholes and greedily gobbled the grass previously only nibbled at by kangaroos and wallabies.

The sheep sound bad enough but the cattle are even worse.

Again, great horned beasts is a negative way to describe animals. Their obnoxious behaviour – snorting, bellowing, fouling and greedily gobbling – conveys the fact that this is not a welcome change for either the people or the environment.

Greed is another negative attribute, probably shared by the animals’ owners.

Nibbled is a way of eating which is delicate, refined and sustainable. This is how the grass had been eaten previously but now this is all to change.

Readers know the well-being of the kangaroos and wallabies is of paramount importance to the Bunuba people. We learned before that they have hunted for generations.

2. How much land had been stolen; how they travelled and behaved

All the flat country to the west had been simply stolen by these powerful red-faced savages.

Next is another expansion on the first statement about things changing.

We learn how much country had been simply stolen. The inference is that it was a sweeping act with no regrets and no justice. It is their power which allows them to carry out these acts, not any just law. They are red-faced and savage.

Savage is a pejorative term often used in the past to refer to Indigenous people, so its use here referring to white men reinforces the fact that it is they who are acting outside of the law. They are invading another country without respect for people or culture.

mounted on enormous riding animals and armed with a kind of spear that they could use to kill a person or animal just by pointing it in the right direction.

Next we find out why it is so easy to steal the land. Bunuba people have neither horses nor guns and so are at an enormous disadvantage.

This recount continues to be framed from the perspective of the Bunuba people, with the guns being likened to spears. The most important aspect of these weapons is the apparent ease with which they can kill the animals native to this country and the Bunuba themselves by just pointing it in the right direction.
With an ear-piercing boom the spear would spit fire and smoke – and a man, woman or child 50 paces away would simply fall down dead!

The guns would be frightening and mysterious to the Bunuba, as they are loud and explosive. The author emphasises the severity of the danger by including man, woman or child. No-one is safe from death from these guns. All this conveys an impression of inferiority of the Bunuba people’s ‘firepower’, if they were forced to fight for their land.

**Summary**

The whites were a force to be reckoned with for sure, as the coastal and lowland Aborigines had learnt. Those people had lost their land so quickly!

This part is a summary. A force to be reckoned with provides a reaffirmation that the white people are very powerful. Up to now, they have been impossible to defeat. This is what the unfortunate Aborigines living on the coast and the lowlands have learned by having their land quickly lost (stolen). Readers need to infer that, even if these people had put up a fight, their weapons would have been inadequate.

The Bunuba had looked on while the whites moved in, took over the hunting grounds, and then put the lowlanders to work on sheep and cattle stations.

The Bunuba’s earlier positioning on the Oscar and Napier Ranges is important. Up to now, the Bunuba had been observers and had only seen other people lose their land and be forced to work on it.

Will this knowledge aid the Bunuba to somehow prepare for the inevitable? Or will the Bunuba be unable to provide resistance if the whites decide to steal their hunting grounds?

The reader may now ask why the young man is making his way onto the plains below. This foreshadows that the young man may not be concerned about what might happen to his country, but is more interested in the excitement and benefits of working on a cattle station.

**Summary – Foreshadowing conflict**

The Bunuba were different – proud hill people, and fiercely independent. The whites would not so easily take over their land.

The Bunuba, are different to the lowland Aborigines. They have the positive attributes of pride and independence. Their independence is fierce and so will be strenuously defended. Despite the feeling of inferiority that has built up to this point, we feel now that the Bunuba could, in fact, provide a formidable challenge to the white people. The white people may find the Bunuba a little more resistant than the lowlanders. However, the best that can be claimed is that the whites will not find it so easy to steal their land.

Is the Bunuba’s relationship with and ownership of the land about to be compromised?
Transformations

Transformations is an activity designed to change students’ orientation to the text under consideration from that of a reader looking for meaning to that of a writer learning how the author used various literary techniques to achieve a particular effect or purpose.

In addition, transformations provides a key opportunity for ‘handover’ of understanding about the language choices in the text. The questioning techniques in this part of the teaching sequence reflect the growing common knowledge shared between class members, and between class members and the teacher. A successful handover might mean, for example, that there is less need for preformulation.

Transformations – Part one of passage one

Goals of the transformations

Comprehension
- The first paragraph provides the orientation of the story.
- It is important for the students to understand that this is a true story.
- The direction and location of where the young man is traveling is important to the story.
- The environmental conditions are also significant for the events that follow.

Word recognition leading to spelling
- Transformations are a very powerful tool for building word recognition. Students focus on the words in context with knowledge about their meaning and use being steadily built up.
- At this stage, specific clues such as initial consonants and spelling patterns that help with decoding can also be discussed.
- Once students demonstrate they can recognise a word out of the context of the sentence, they are ready to learn to spell that word.
- Spelling words used later in the sequence are taken from the transformations.

Writing
- These sentences can be used to explore the common aspects of an orientation in a writing workshop.
- They can also be used in a writing workshop to introduce a main character into an historical setting for an orientation.
Text (page 1)

*On a hot West Kimberley day in 1886, a young man picks his way down the steep limestone cliffs of the Napier Range onto the plains below.*

Example of text segmentation

Initially the sentence could be segmented in the following way. Other segmentations could be used.

*On a hot West Kimberley day in 1886 / a young man / picks his way / down the steep limestone cliffs / of the Napier Range / onto the plains below.*

Teaching focus

**Orientation**

Authors need to provide an orientation that interests readers in the story and helps them to understand what is going on. John Nicholson introduces the climate, the location, the date and the young character and his activity, all in the first sentence.

He could have written, “One day Jandamarra goes down the cliffs of the range onto the plains below.” Discuss how this would leave readers with only a vague impression of the time, the man and the location. They would know the character’s name but nothing about him.

This is a factual text and so the author has written this sentence (it is all one clause) quite precisely and economically. It is written in the present tense to bring the story to life for the reader.

Activities around the transformations

- Explain that you are going to find out about all the information the author provides in one sentence, the first in the book, and why he would start the recount in this way. Knowing this could help the students to introduce their own stories.
- Read the first sentence together (from the transformations board).
- Ask whether anyone can read the part of the sentence that tells when this story took place. Cut off *On a hot West Kimberley day in 1886*, in one chunk.
- Ask whether anyone can see who the sentence is about. Cut off *a young man*.
- Then ask if anyone can see the words that tell us what the young man does and cut off *picks his way*. (Or you could cut off *picks* if someone says that. Then ask what it is he picks and cut off *his way*). Discuss what *picks* means in this context.
• Next, ask if anyone can cut off the words that tell us where this young man picks his way. Cut off down the steep limestone cliffs of the Napier Range. (This could also be done in two parts. Decide from the students’ answers whether to cut this part up in shorter or longer phrases initially.)
• Finally, ask where picking his way down the steep limestone cliffs takes the young man and cut off onto the plains below.
• Explain that you have now cut the sentence up into parts that tell us when the story happened, who it is about, what he was doing and where he was. But within this structure the author has included a great deal of information that prepares us for what is to come. He has presented this information in a carefully chosen order.

Look at the order of words in the sentence
• Take On a hot West Kimberley day in 1886 away and ask what difference it makes if this part of the sentence wasn’t there. Point out that the sentence still makes sense without it.
• Put On a hot West Kimberley day in 1886 on the end of the sentence and point out that all the information is now back in the sentence and it still makes sense. But what difference does it make if the sentence starts with a young man? Explain, if necessary, that by putting On a hot West Kimberley day in 1886 first in the sentence, the author immediately allows us to build a mental image of a setting. The setting is important, as this is why Jandamarra was able to evade capture for so long. He then places a young man in the setting. If he starts with a young man, we can imagine this young man but we have to wait to know anything about him.

Look at On a hot West Kimberley day in 1886.
• Explain that you are going to see all the things these eight words tell us. Cut the phrase into single words and discuss them one at a time by turning them face down and asking what we don’t know without that word.
• Turn over on. What don’t we know now? On tells us that what is coming next is going to be a time or place.
• Turn over a. What does a tell us? It tells us that it is no particular hot West Kimberley day. Probably there were lots of them and this is just one.
• Turn over hot. The sentence makes sense without hot but by telling us that it was hot, the author immediately begins to build up a picture of a harsh landscape. If he had said ‘On a pleasant West Kimberley day’, it would have sounded like the young man was going on a picnic.
• Turn over West. Why tell us West Kimberley and not just Kimberley? You could look at the map to show how this helps the reader to locate more exactly where the story is taking place.
• Turn over Kimberley. Without Kimberley, we wouldn’t really know where this story was located.
- Turn over day. Day tells us what this phrase is about. The author could have just started ‘One day’ or ‘One hot day’. However, by telling us that it is a West Kimberley day, he includes the location with the time and packs a lot of information into a relatively few words.
- Turn over in. In tells us that there is going to be a bit more information that locates the day.
- Turn over 1886. Now we have a particular time in history from which the recount starts. By including the year so early in the recount, the author leaves us in no doubt that this is an historical story.

**Look at down the steep limestone cliffs of the Napier Range.**
This phrase could be looked at word by word as above or you could look at the photo opposite page 48, which shows the steep limestone cliff of the Napier Range. Discuss their steepness and how they would have been a barrier that was almost like a fence for keeping stock confined. (Page 12: The 100-km long Napier Range had saved them the cost of building back fences for their new farms. Its steep, slippery sides and sharp ridges stopped them and their cattle and sheep from venturing further inland, deeper into Bunuba Country.)

**Transformations – Part two of passage one**

**Text (page 1)**

*He is 13, short and strong, and he moves quickly and easily, even through this rugged country.*

**Example of text segmentation**

Initially the sentence could be segmented in the following way. Other segmentation could be used.

*He is 13 /, / short and strong /, / and he moves quickly and easily /, / even through this rugged country / . /
This sentence is an expansion of the information given in the first sentence. The young man referred to is He.

We find out his age and physical attributes, which seem to equip him to traverse the rugged country we were told about in the first sentence.

Previously, the author has referred to this character as a young man. When we find out he is only 13, we must assume he is mature for his age – or perhaps mature compared to a 13-year-old today. (The story is set 121 years ago). This sentence is an expansion of the information given in the first sentence.

a young man: He is 13, short and strong
picks his way: moves quickly and easily
down the steep limestone cliffs of the Napier Range: through this rugged country

Activities around the transformations

- Explain that this sentence is in two parts (two clauses). The first part describes some of Jandamarra's characteristics. Ask the students to find the part of the sentence that tells us about Jandamarra's age and attributes. Cut off He is 13, short and strong. Ask what each of these three things we are told about Jandamarra mean. Cut each of the attributes off as you discuss them. The number 13 relates to his age, so that we know how much of a young man he is. You could discuss whether he would be known as a young man or a child at the present time.
- The second part of the sentence tells us more about what he was doing. Explain that, in the first sentence, the author says that the young man picks his way down the steep limestone cliffs. In this sentence, how does the author repeat what the young man does? Cut off moves.
- Then the author tells us how the young man moves. Ask whether anyone can tell you how he moves. Cut off quickly and easily.
- Ask whether anyone can see where he moved quickly and easily. Cut off even through this rugged country. Ask whether anyone can think why the author would use the word even, and whether anyone knows what rugged country is.
- Point out, if necessary, that by telling us that the young man is strong and that he could move quickly and easily, we learn that he was totally in control of himself in his environment. Also point out, if necessary, that this rugged country is the steep limestone cliffs of the Napier Range we were told about in the previous sentence. The author has actually told us much the same thing in different words.
- At the end of this first short paragraph, then, we have been introduced to the main character in the recount, although we do not find out his name until page 14. We also know something about the setting of the recount.
Transformations – Part three of passage one

Text (page 1)

The Napier Range is slashed with deep cracks and fissures separating razor sharp rocky ridges – sharp enough to cut open even this boy’s hard feet if he should miss his step.

The range forms a natural stone between the flat grassy plains he is heading for and the rolling, lightly treed country behind.

This is his country, Bunuba Country, the best in the world.

From the Barker River and the King Leopold Ranges far to the north and west, down through the rugged limestone country of the Napier and Oscar Ranges

and out onto the rich blacksoil plains of the mighty Fitzroy River, this country was home for many small family groups who spoke the Bunuba language, about 2000 people in all.

They ranged across the land, they hunted, swam, camped, talked, married, had children. For generations, they had performed ancient and mysterious songs and dances in their ceremonial places. Many of these sacred places could be visited only by the oldest and wisest Bunuba people.

Teaching focus

Language choice

The Napier Range is slashed with deep cracks and fissures separating razor sharp rocky ridges – sharp enough to cut open even this boy’s hard feet if he should miss his step.

The range forms a natural stone wall between the flat grassy plains he is heading for and the rolling, lightly treed country behind.

Points for discussion

Habitat

The author returns to the Napier Range introduced previously. He describes the rock formation using metaphorical language like slashed and razor sharp, which conveys an atmosphere of power to the landform. The range is portrayed as an entity which would cut open feet if they strayed off course.

Next the author invites readers to visualise the range in another way: as a stone wall separating the plains from the treed country. This description allows the writer to tell where this boy is heading while putting it in a geographical context. Readers can visualise the range, the grassy plains on one side and the treed country on the other.
Finally, the author gives a personal, human aspect to the landscape. This country belongs to the Bunuba. The author provides a qualitative statement about his country. This statement no doubt reflects the views of the boy.

**Extent of habitat**
Now the author further expands the description of Bunuba Country to help clarify its location.

**Who lived there**
The author has referred to the Bunuba people, and now defines for the reader what exactly this word means.

**Significance of habitat: what they did there**
This is where the author shows just how significant the country is and so foreshadows the desperation felt by the people as the land is invaded, and justifies their defensive actions.
The author describes the day-to-day activities, as well as the cultural and spiritual activities undertaken in this country for generations.

### Transformations – Passage two

**Teaching focus**
In this passage, the author details the changes that were happening in the area at that time (1886). He writes from the Bunuba point of view. He positions the reader to know that the sheep and cattle will have a disastrous impact on the Bunuba people and their country. He does this with adjectives and by comparing the way the foreign animals eat the grass and foul the waterholes (scarce and valuable resources) with the nibbling of the kangaroos and wallabies. The superior weapons of the whites are described from the Bunuba point of view, which enables the reader to empathise with the powerlessness of the Bunuba. This in turn is contrasted with their attributes of pride, independence and hope. Conflict is foreshadowed in the last sentence of the passage.
But now, things were changing.

White men had come with huge mobs of weird, woolly, bleating animals – and worse, great horned beasts which snorted and bellowed as they fouled the waterholes and greedily gobbled the grass previously only nibbled at by kangaroos and wallabies.

All the flat country to the west had been simply stolen by these powerful red-faced savages, mounted on enormous riding animals and armed with a kind of spear that they could use to kill a person or animal just by pointing it in the right direction.

With an ear-piercing boom the spear would spit fire and smoke – and a man, woman or child 50 paces away would simply fall down dead!

The whites were a force to be reckoned with for sure, as the coastal and lowland Aborigines had learnt. Those people had lost their land so quickly!

Orientation
Authors can write in an objective style or, as in this case, they can write advancing a certain point of view. This passage describes the changes that were happening from the Bunuba point of view. Initially, the author makes a strong statement, which will need expanding.

Event sequence (that tells how things were changing)
1. Who came and what they brought
The event sequence expands on the first statement by telling how things were changing. First, the author tells who came into the land and what they brought with them. The author describes these changes using language which a Bunuba person could have used at the time. So the sheep are described as woolly, bleating animals and the cattle as great horned beasts. Other emotive language is used to convey to the reader how disastrous the behaviour of these newcomers can be.

2. How much land had been stolen, how they travelled and behaved
Next, the author writes about the whites’ behaviour, again from the Bunuba point of view. They are savages who steal land, ride enormous riding animals and, most importantly, have special spears.

When authors need to emphasise the importance of something, they sometimes describe it in great detail. In this case, the possession of guns is the most important factor in the whites’ dominance of the people and the land. So John Nicholson describes the guns in detail. He describes them as a Bunuba person would, by contrasting them with spears.

Summary
After expanding on the major changes happening in the lives of the Kimberley Aborigines, the author now provides a summary of the situation so far. Again, this seems to be from the Bunuba perspective.
This part explains the foregoing sequence of events as what the Bunuba have observed so far.

Summary – Foreshadowing conflict
Now the author reinforces an emotional aspect to his writing as he describes the Bunuba and their desire to remain independent. As he foreshadows the coming conflict, the author implies that it remains to be seen whether the hopes of the Bunuba will be realised.

Spelling
The spelling segment of the Accelerated Literacy teaching sequence follows transformations once the teacher is reasonably sure that students are able to recognise many of the words from the text out of context. Teachers are then able to use the students’ ability to hold a stable image of a word in their memory to show how that word can be broken into letter pattern chunks. Spelling activities include joint reconstructed writing.

How to choose spelling words
Keep the following points in mind when choosing words to work on in spelling:

- Are there any words that have patterns (or letters) that students have worked on before?
- Are there any new patterns that occur more than once or are commonly occurring?
- Are there any words that have interesting origins or roots that will help students develop an understanding of English?
- Which words will help students with joint reconstructed writing?
- Which words that students have already been taught need revision?
- Consider students’ age and stage of spelling development.

Suggestions for spelling
This text has been benchmarked at Upper Primary / Secondary level and so it would be reasonable to assume that students studying this text would be well into negotiating the transitional stage of spelling, with many students experiencing spelling success. Consequently, work on words that help students use visual strategies to notice larger chunks of letters that go together to make orthographic patterns. Some students may still be negotiating the phonetic stage of spelling, so work on initial consonants and blends will be essential for them in developing decoding skills in reading.
Examples from passage one

The chart below shows some patterns that exploit the words from passage one. Keep building on these charts throughout the year to make the most of words that have been studied carefully.

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| compound words |
|----------------|---|
| lime/stone | |
Etymology

Etymological information on selected words is always interesting for students. Many websites, as well as dictionaries and other books, provide etymological information. Two informative websites are [http://www.etymonline.com](http://www.etymonline.com) and [http://www.thefreedictionary.com](http://www.thefreedictionary.com)

Example

Cliff. Old English. clif, from Proto-Germanic, kliban, perhaps from Proto-Indo-European base gleibh- “to adhere, be attached.”

Joint reconstructed writing

Joint reconstructed writing provides a transition from spelling activities to writing activities and works best when taken from transformations. Joint reconstructed writing involves the teacher and students working together to reconstruct the text using the same words as the author. It successfully reduces the stress associated with working out what to write about, what to write and how to write it. Stress associated with spelling is greatly reduced, giving students the mental space to think about subject matter and language choices.

The teacher ‘thinks aloud’ to reconstruct a passage with the students, using the writer’s language choices. This is a culmination of all the shared knowledge built up so far about language choices used in the construction and positioning of particular phrases and includes the dimensions of letter formation, the role of initial consonants and blends, and visual patterns.

Reconstruct sentences, paragraphs and sections of text as appropriate for the requirements of later writing workshops.

Below is a plan to be used with the class to reconstruct the beginning of study passage one.

**Location / Time**  On a hot West Kimberley day in 1886,

**Character**  a young man picks his way

**Habitat**  down the steep limestone cliffs of the Napier Range onto the plains below.

**Character**  He is 13, short and strong, and he moves quickly and easily.

**Habitat**  even through this rugged country.
Writing

Writing activities should not be based only on patterning, but also on a principled understanding of why writers use specific techniques. For example, it is not much use substituting words to write a ‘new’ sentence or paragraph if students do not know what the skill they are learning is about or when to use it.

Writing goals consist of goals for the whole teaching sequence (overall goals), as well as goals for individual lessons (short-term goals).

Goals for Kimberley Warrior would include:

- overall goals such as writing an orientation to an oral history recount of the life of a significant person
- short-term goals such as introducing a specific individual into an historical setting, introducing a specific setting, or introducing both an individual or group and a setting.

Workshops

The following writing activities would be suitable for older students. Younger students may enjoy contributing orally while the teacher writes on a whiteboard or butcher’s paper. Once students can jointly construct a paragraph and understand why language choices are made, they are ready to use it as a resource for writing their own paragraph.

Before commencing, create a scenario and discuss what information is needed. Teachers may need to brainstorm new vocabulary to support workshop activities.

Workshop one

Introduce an individual into an historical setting using the headings from the high order literate orientation on the first two sentences of study passage one as a plan. Begin by modelling writing a paragraph. The teacher thinks aloud as she/he writes. Jointly negotiate one or more sentences. Students should move into independent writing as they feel ready. Some may continue jointly constructing texts.
Suggested writing plan  
**Example of jointly constructed text**

**Location / Time**  
On a calm Florida morning in 2005,

**Character**  
an Australian astronaut descended

**Habitat**  
the long narrow ladder of the Space Shuttle, *Discovery*, into the cockpit below.

**Character**  
His space suit, perfectly clean, protruded from his body as he struggled to push his way through the narrow entrance.

**Workshop two**
Describe the setting of an oral history recount. Include how a particular character relates to the setting. Use adjectives to draw vivid images in the readers’ mind. Write the description in the third person. Teachers may need to brainstorm location vocabulary.

**Location**  
The Napier Range

**First description of habitat**  
is slashed with deep cracks and fissures separating razor sharp rocky ridges –

**Second description of habitat**  
sharp enough to cut open even this boy’s hard feet if he should miss his step.

**Third description of habitat**  
The range forms a natural stone wall between the flat grassy plains he is heading for and the rolling, lightly treed country behind.

**Example**

**Location**  
Old Cherrabun Station

**First description of habitat**  
is a cool shady haven by the river, full of happy memories and old people’s stories from long ago.

**Second description of habitat**  
On the flat a small distance from the flowing waters is where many Yakanarra people were born and lived in simple shelters of canvas and tin.

**Third description of habitat**  
This is their country, their home, their heritage.
Appendices
Sample weekly plan

The following weekly plan is included as a guide only to the way teachers could move through the teaching sequence over a period of time. The plan’s content has been condensed. In reality, working through this text will take some weeks, and the following one-week plan could actually take two or even three weeks to complete. Parts of a session that are not finished in one lesson can be picked up in the next. Teachers will need to introduce the subsequent lesson/s carefully so students know what to expect, what the purpose of the lesson is, and where they are in the teaching sequence.
## Sample weekly plan

### Teaching focus: The orientation of an historical recount.

#### Strategy

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
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<tbody>
<tr>
<td><strong>Low order literate orientation</strong></td>
<td>Discussion about how John Nicholson introduces the main character into an historical setting. Read chapters 1-2. Introduction to an historical recount.</td>
<td>Discussion about Jandamarra’s divided loyalties. Read chapters 3-5. What we know about the boy. Stockyard skills and also initiated.</td>
<td>Discussion about the harsh environment and Jandamarra’s strategies. Read chapters 6-8.</td>
<td>Discussion about the demise of Jandamarra. Read chapters 9-10.</td>
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</tbody>
</table>

#### High order literate orientation

- **On a hot West Kimberley day in 1886,** a young man picks his way down the steep limestone cliffs of the Napier Range onto the plains below. Focus on all the information provided in this first sentence.

- **He is 13, short and strong,** and he moves quickly and easily, even through this rugged country. Focus on how the young man is portrayed.

- **The Napier Range is slashed with deep cracks and fissures separating razor sharp rocky ridges – sharp enough to cut open even this boy’s hard feet if he should miss his step.** Focus on expansion of information on setting.

- **The range forms a natural stone wall between the flat grassy plains he is heading for and the rolling, lightly treed country behind.** This is his country, Bunuba Country, the best in the world. Focus on importance of the wall for the story.

- **From the Barker River and the King Leopold Ranges far to the north and west, down through the rugged limestone country of the Napier and Oscar Ranges and out onto the rich blacksoil plains of the mighty Fitzroy River,** Focus on language choice which builds a map-like image.

#### Transformations

- **On a hot West Kimberley day in 1886,** a young man picks his way down the steep limestone cliffs of the Napier Range onto the plains below. Why has the author included this information in this first sentence? Setting, date, character, landforms.

- **He is 13, short and strong,** and he moves quickly and easily, even through this rugged country. Why has the author written this expansion of information on a young man from the first sentence? His age, physical attributes etc.

- **The Napier Range is slashed with deep cracks and fissures separating razor sharp rocky ridges – sharp enough to cut open even this boy’s hard feet if he should miss his step.** Why has the author written this powerful description of the Range? Metaphor: the Range as an entity.

- **The range forms a natural stone wall between the flat grassy plains he is heading for and the rolling, lightly treed country behind.** Focus on author’s way of building an image of the location of this recount.

- **This is his country, Bunuba Country, the best in the world.** Focus on the personal aspect now given to the landscape. Why has the author done this?
Class: Year 7

Text: Kimberley Warrior by John Nicholson

Teaching focus: The orientation of an historical recount.

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<tr>
<td></td>
<td>w/east</td>
<td>on/to</td>
<td>plan/s</td>
<td>Joint reconstructed writing the first sentence.</td>
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<td>s/t/ee/p</td>
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<td>Writing</td>
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<td>Joint construction</td>
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<td>Use structure to plan and write together with the class.</td>
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<td>Students use structure/plan to produce their own writing.</td>
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On a hot West Kimberley day in 1886, a young man picks his way down the steep limestone cliffs of the Napier Range onto the plains below.

He is 13, short and strong,

and he moves quickly and easily, even through this rugged country.

The Napier Range is slashed with deep cracks and fissures separating razor-sharp rocky ridges –

sharp enough to cut open even this boy’s hard feet

if he should miss his step.

The range forms a natural stone wall between the flat grassy plains he is heading for and the rolling, lightly treed country behind.

This is his country, Bunuba Country, the best in the world.

From the Barker River and the King Leopold Ranges far to the north and west, down through the rugged limestone country of the Napier and Oscar Ranges and out onto the rich blacksoil plains of the Kimberley Warrior – Study passage one (212 words)
mighty Fitzroy River, this country was home for many small family groups who spoke the Bunuba language, about 2000 people in all.

They ranged across the land,

they hunted,

swam,

camped,

talked,

married,

had children.

For generations, they had performed ancient and mysterious songs and dances in their ceremonial places.

Many of these sacred places could be visited only by the oldest and wisest Bunuba people.
But now, things were changing.

White men had come with huge mobs of weird, woolly, bleating animals – and worse, great horned beasts which snorted and bellowed as they fouled the waterholes and greedily gobbled the grass previously only nibbled at by kangaroos and wallabies.

All the flat country to the west had been simply stolen by these powerful red-faced savages, mounted on enormous riding animals.
and armed with a kind of spear

that they could use to kill a person or animal

just by pointing it in the right direction.

With an ear-piercing boom the spear would spit fire and smoke –

and a man, woman or child 50 paces away would simply fall down dead!

The whites were a force to be reckoned with for sure,

as the coastal and lowland Aborigines had learnt.

Those people had lost their land so quickly!

The Bunuba had looked on
while the whites moved in,

took over the hunting grounds,

and then put the lowlanders to work on sheep and cattle stations.

The Bunuba were different – proud hill people, and fiercely independent.

The whites would not so easily take over their land.
Secondary Teaching Notes

These notes have been written to help teachers use the Accelerated Literacy teaching strategies in Years 6 and 7. However, they could also be used in Year 5 and up to Year 8 where students have difficulties with reading.

Outcomes of the teaching sequence

At the end of this teaching sequence, students should be able to:

- read the passages studied fluently and with a high level of inferential comprehension
- discuss the story; give opinions about the author’s language choices; identify the story’s structure, theme and ideology
- spell chosen words and understand related spelling strategies
- use the story as a model for writing.

Notes

- The following notes have been written for teachers who have attended professional development workshops in teaching Accelerated Literacy. The notes presume some understanding about how to teach the program.
- For a detailed explanation of how to implement the teaching sequence, please refer to the teachers’ handouts from the first professional development workshop. Additionally, you could refer to http://www.nalp.edu.au.
- It is also assumed that teachers have read the text on which these notes are based and have a detailed understanding of the text before beginning a teaching sequence.
- Teachers are responsible for ensuring the suitability of the text on which these notes are based for their particular teaching context.

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