

# ART ACROSS THE CURRICULUM | ART AND HISTORY COLONY TO NATION: FIRST CONTACT ADAPTATION FOR EAL

## LEVELS 5-6 (EAL PATHWAY B LEVELS B1 AND B2)

### OVERVIEW

This resource introduces students learning English as an Additional Language (EAL) to Australia's contact history and frontier conflict with original works from the NGV Collection. Students discuss the establishment of a British penal colony in Australia, according to the concept of Terra Nullius, and the effect this had on the original owners of the land. These events will be considered from the perspectives of Aboriginal and Torres Strait Islander peoples, the colonised, and first settlers, the colonisers.

### LEARNING OBJECTIVES

- Describe significant events in Australian history; in particular the arrival of the British and the effect of Terra Nullius on Aboriginal and Torres Strait Islander Peoples.
- Describe the experiences and perspectives of the European settlers and the Gweagal and Kamaygal people at the time of First Contact.
- Use a range of descriptive phrases to analyse and interpret themes, concepts and ideas in Australian works from different times and cultures.
- Identify and connect specific aspects of works to a wider historical, cultural and social context.

## **LINKS TO VICTORIAN CURRICULUM F-10 EAL<sup>1</sup>**

### **Level B1**

- Acquire some information from a small range of images (VCEALC266)
- Use key words to understand the main idea in short texts (VCEALC265)
- Experiment with using a picture or simple English dictionary and/or a home language–English bilingual dictionary to find words (VCEALA276)
- Employ a range of strategies to understand new or unknown words (VCEALA304)
- Construct short utterances that use common adjectives to describe or add emphasis (VCEALL252)
- Use a small range of simple descriptive phrases (VCEALL312)
- Use some conjunctions to connect ideas within a sentence (VCEALL313)
- Follow simple written instructions and questions with support (VCEALC267)
- Use learnt words in speech (VCEALL260)

### **Level B2:**

- Acquire information from different types of visual representations in text (VCEALC347)
- Identify the main idea in short texts using guide questions (VCEALC346)
- Use a simple English dictionary or class word list to find words, and/or check home language – English bilingual dictionary for meanings (VCEALA357)
- Employ a range of strategies to understand and learn unknown words (VCEALA384)
- Describe and identify people, places and things using simple vocabulary for colour, size, place, location, time (VCEALL333)
- Use simple extended descriptive phrases (VCEALL392)
- Use a number of common conjunctions to link ideas to create compound and complex sentences (VCEALL393)
- Follow simple instructions and questions in print or digital texts (VCEALC348)
- Use, in speech, vocabulary and structures learnt from spoken and written texts (VCEALL341)

## GUIDE TO USING THIS RESOURCE FOR TEACHERS

The following worksheets have been designed for use in conjunction with the NGV Art and History resource *Colony to Nation: First Contact*. It includes important background information about the artworks and links to the Victorian History Curriculum. please refer to [https://www.ngv.vic.gov.au/school\\_resource/art-and-history-colony-to-nation-first-contact/](https://www.ngv.vic.gov.au/school_resource/art-and-history-colony-to-nation-first-contact/).

Adaptation for EAL learners	Corresponding section in Art and History resource <i>Colony to Nation: First Contact</i>
Worksheet A. Introduction to First Contact	1. Introduction to first contact. p. 2 2. See, think wonder. p. 3-4
Worksheet B. See, think, feel: Nouns and adjectives	
Worksheet C. See, think, feel: Similarities and differences	
Worksheet D. See, think, feel: Noun groups (Level B1)	
Worksheet E. See, think, feel: Noun groups (Level B2)	
Worksheet F. What's in a shield?	3. What's in a shield? p. 5-7

Before visiting the Gallery, engage EAL learners in discussions about the history of their home countries. Ask them what they know about the history of Australia and make connections with their prior knowledge and understandings. Together, create a K-W-L Chart (What I know, What I want to know, What I learned). \*Note: some topics may be sensitive for refugee students.

### WORKSHEET A. INTRODUCTION TO FIRST CONTACT

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

Possible steps for explicitly teaching detailed reading<sup>2</sup> of 'Introduction to First Contact' include:

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

## **WORKSHEETS B & C. SEE, THINK, FEEL**

These activities provide students with opportunities to analyse and interpret the artworks through the different language modes (Speaking & listening, Reading & viewing, and Writing).

Allowing students to move between their home language and English (translanguaging) enables them to develop their knowledge and skills<sup>3</sup>. This can be supported through the use of a bilingual dictionary and creating personal word lists.

## **WORKSHEETS D & E. SEE, THINK, FEEL: NOUN GROUPS (LEVELS B1 & B2)**

Each worksheet has been differentiated for levels B1 and B2 and provides examples and models for students to use the target language. They are then able to create words and sentences using their own thoughts and ideas.

When describing what they see, think and feel, students will need to be explicitly taught specific grammatical structures (e.g. creating noun groups and using conjunctions in compound and complex sentences).

This pre-visit warmup activity can be extended into the activity: See, think, wonder at the Gallery. Students can continue using descriptive phrases to talk about the artworks and share their thoughts, ideas and questions.

### **Brief overview of Noun groups:**

- Describers (adjectives) describe the thing (noun) and follows a specific order: 1) opinion, 2) size, 3) shape, 4) condition, 5) age, 6) colour, 7) pattern
- Classifiers (also adjectives) explain what category the thing (noun) belongs to (e.g. kind/type): 8) origin, 9) material, 10) purpose
- Qualifiers provide additional information to the noun (thing). Most qualifiers start with either a relative pronoun (which, that), prepositional phrase (in, with, under, on, by, etc.) or an embedded clause containing a verb (e.g. running, holding, walking, found)

## **WORKSHEETS F & G. WHAT'S IN A SHIELD?**

Provide EAL learners with a coloured copy of the Picture dictionary and Glossary either at school or in the gallery to assist with new and unfamiliar words (colours, shapes, patterns, materials).

At the gallery, give students a brief overview about the history of shields in Australia. Ask students to use the new vocabulary to talk about what they can see. Students can then draw and label two shields using the template.

Ask students to imagine who the maker of one of the shields is. They can either talk or write about the maker using the prompt questions This can later be used a prompt for students to talk or write a short story about the maker.

# WORKSHEET A.

## INTRODUCTION TO FIRST CONTACT

### Detailed reading

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

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

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

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



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

Can you see the Gweagal people in the background?

**E. Phillips FOX**

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

oil on canvas

192.2 x 265.4 cm

National Gallery of Victoria, Melbourne

Gilbee Bequest, 1902

# Cloze activity

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

In 1770, Lieutenant James Cook sailed on a boat and landed on the east \_\_\_\_\_ of \_\_\_\_\_.

He named it \_\_\_\_\_ and claimed it for Britain. Aboriginal people had already been living in Australia for over 65,000 years, but the British described it as Terra Nullius which means "land belonging to \_\_\_\_\_". This could mean unoccupied or uninhabited by law. James Cook told the British \_\_\_\_\_ that it would be a good place for people from Britain to settle.

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

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

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

## WORD BANK

officers

no one

convicts

New South Wales

colonies

unfamiliar

Australia

Aboriginal

government

crime

conflict

Botany Bay

coast

British

exciting

land

## WORD STUDY: SYNONYMS

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

1. arrived: **landed**

5. live: \_\_\_\_\_

2. empty: \_\_\_\_\_

6. strange: \_\_\_\_\_

3. owned: \_\_\_\_\_

7. fight: \_\_\_\_\_

4. criminals: \_\_\_\_\_

## VISUAL REPRESENTATION

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

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

Draw a picture to illustrate your ideas.

# Reading comprehension

Read the questions and write your answers in full sentences.

1. Who sailed on a boat to Australia in 1770? **Lieutenant James Cook sailed on a boat to Australia in 1770.**

2. Where did James Cook first arrive in Australia? \_\_\_\_\_

3. What does Terra Nullius mean? \_\_\_\_\_

4. Who watched the British people arrive in Australia? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

5. When did British settlement begin in Australia? \_\_\_\_\_

6. How long have Aboriginal people lived in Australia? \_\_\_\_\_

7. How many ships did the British arrive on? \_\_\_\_\_

8. Why do you think the land was exciting and unfamiliar? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

9. Why do you think James Cook told the British that Australia would be a good place to settle?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

10. How do you think the Aboriginal owners of the land felt about the British people coming to Australia?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# WORKSHEET B.

## SEE, THINK, FEEL: NOUNS AND ADJECTIVES

These words could describe the experiences of European settlers and the Gweagal and Kamaygal people at the time of First Contact. Translate these words into your home language using a bilingual dictionary and write down whether these words are **nouns** (things) or **adjectives** (describers).

Look at E. Phillips Fox's artwork *Landing of Captain Cook at Botany Bay* to help you write your own words in the extra spaces.

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

# WORKSHEET C.

## SEE, THINK, FEEL: NOUNS AND ADJECTIVES

Use the word bank from Worksheet A to help you create a list of words to describe the perspective of the young British soldier arriving in Botany Bay in 1770 and the child of a Gweagal Elder watching Cook and his crew arrive. What might they see, think and feel?

Highlight the words that are **the same** for the young British soldier and the child of the Gweagal Elder and write the words at the bottom of the table.

Young British soldier	Child of a Gweagal Elder
e.g. beach, spears, people, excited, scared, anxious	e.g. flag, boats, people, angry, worried, scared
<b>Words that are the same for both</b>	
e.g. scared, people	

# WORKSHEET D.

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

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

I see...

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

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

e.g. I see **a red, white and blue flag**.

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

I see \_\_\_\_\_

I see \_\_\_\_\_

## I feel...

Look at the model sentence and examples to help you describe how you would **feel** from the perspective of a young British soldier or a child of a Gweagal Elder. Read your sentences aloud.

I feel...(adjective) because...(reason).

e.g. (young British soldier): I feel **amazed** because **the beach is very beautiful**.

e.g. (child of a Gweagal Elder): I feel **worried** because **there are strange people here**.

I feel \_\_\_\_\_

because \_\_\_\_\_

I feel \_\_\_\_\_

because \_\_\_\_\_

## I think...

Look at the model sentence and examples to help you describe what you would **think** from the perspective of a young British soldier or a child of a Gweagal Elder. Read your sentences aloud.

I think...(thoughts and ideas).

e.g. (young British soldier): I think **we have arrived somewhere new**.

e.g. (child of a Gweagal Elder): I think **there are new people here on boats**.

I think \_\_\_\_\_

I think \_\_\_\_\_

# WORKSHEET E.

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

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

I see...

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

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

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

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

I see \_\_\_\_\_

\_\_\_\_\_

I see \_\_\_\_\_

\_\_\_\_\_

# I feel...

Look at the model sentence and examples to help you describe how you would feel from the perspective of a young British soldier or a child of a Gweagal Elder. Read your sentences aloud.

I feel...(adjective) because...(reason).

e.g. (young British soldier): I feel **relieved** because **the journey was so long and we finally arrived in this new place.**

e.g. (child of a Gweagal Elder): I feel **anxious** because **I don't know if these strange people are our friends or enemies.**

I feel \_\_\_\_\_ because \_\_\_\_\_

I feel \_\_\_\_\_ because \_\_\_\_\_

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Look at the model sentence and examples to help you describe what you would think from the perspective of a young British soldier or a child of a Gweagal Elder. Read your sentences aloud.

# I think...

I think...(thoughts and ideas).

e.g. (young British soldier): I think **we have arrived somewhere new and I am excited to start my new life here.**

e.g. (child of a Gweagal Elder): I think **there are new people here on boats who are going to cause trouble.**

I think \_\_\_\_\_

I think \_\_\_\_\_

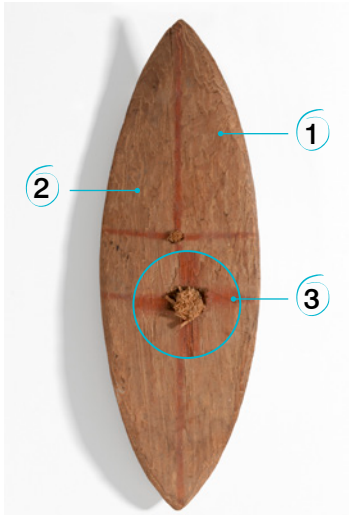
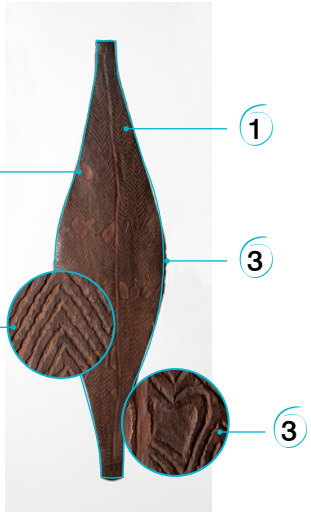

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# WORKSHEET F.

## WHAT'S IN A SHIELD?

### Picture Dictionary

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

 <p>1 shield (n) 2 cane (n) 3 crosses (n) / crossed (adj)</p>	 <p>1 wood (n) / wooden (adj) 2 circle (n) / oval (n) / round (adj) 3 leaf-shaped (adj) 4 zig-zags (n) / zig-zagged (adj) 5 engraved (adj) / incised (adj) / carved (adj)</p>	 <p>1 pipeclay (n) 2 lines (n) / lined (adj) / stripes (n) / striped (adj) 3 marks (n) / markings (n) / marked (adj) 4 earth pigments (n)</p>
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### Glossary of terms

**wood (n)** – a hard material that comes from trees

**pipe clay (n)** – a fine white clay.

**earth pigments (n)** – natural minerals that come from the earth.

**cane (n)** – the hollow stem of a tall grass like sugar cane or bamboo.

**engraved / incised / carved (adj)** – marked or decorated on the surface with cuts.

(n) = noun (thing)

(adj) = adjective (describer)

# DRAW AND LABEL

## Find 2 shields in the Gallery

**Talk** about what is the same and what is different?

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

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

**Shield 1**

**Shield 2**



## Choose 1 shield

Who do you think made the shield? Answer the questions:

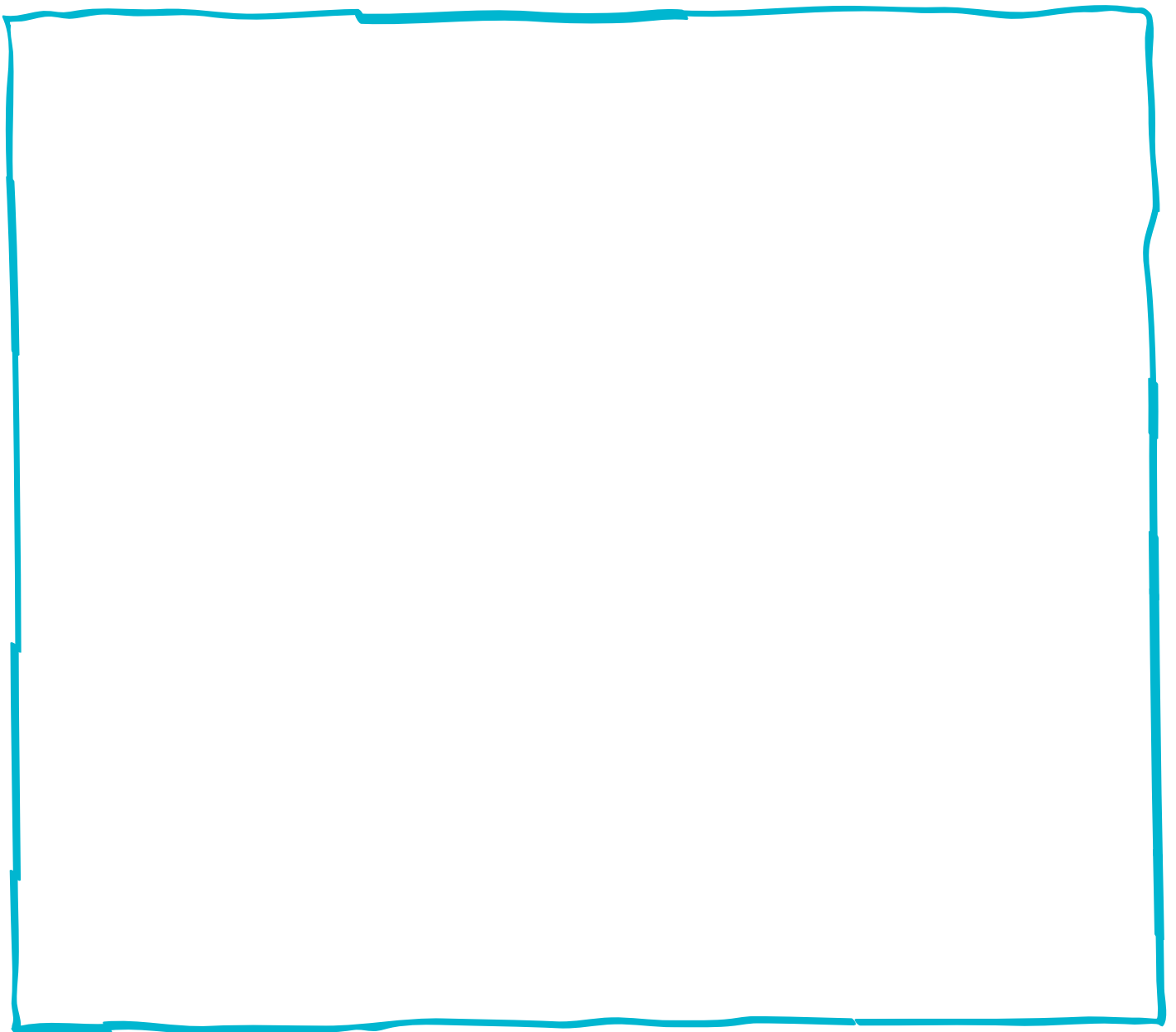
What is the shield maker's **name**? \_\_\_\_\_

How did he/she **make** the shield? \_\_\_\_\_

Where did he/she **live**? \_\_\_\_\_

What did he/she use the shield **for**? \_\_\_\_\_

Draw a picture of the maker using the shield:



## NOTES

1. For links to the Victorian History Curriculum please refer to National Gallery of Victoria, 'Colony to Nation First Contact', 2020, NGV, Victorian Government, [https://www.ngv.vic.gov.au/school\\_resource/art-and-history-colony-to-nation-first-contact/](https://www.ngv.vic.gov.au/school_resource/art-and-history-colony-to-nation-first-contact/), accessed 7th January 2021.
2. David Rose, *Reading To Learn – Accelerating Learning and Closing the Gap* (2014 ed), Tamale Creative, 2014, 'Reading to Learn – Book 4 – Detailed Reading and Rewriting', p. 1-29.
3. Jeremy Harmer, *The Practice of English Language Teaching* (4th ed), Pearson, 2012, 'Monolingual, Bilingual and Multilingual' p. 132-136.

## FURTHER RESOURCES

Victorian Curriculum and Assessment Authority (VCAA), 'Foundation-10 English as an Additional Language (EAL) Curriculum, Pathway B: Mid immersion', Victorian State Government <https://victoriancurriculum.vcaa.vic.edu.au/english/english-as-an-additional-language-eal/pathway-b-mid-immersion/curriculum/f-10>, accessed 7th October 2020.

Literacy Teaching Toolkit, 'Close Reading', Victorian Department of Education and Training, <https://www.education.vic.gov.au/school/teachers/teachingresources/discipline/english/literacy/readingviewing/Pages/teachingpracclose.aspx>, accessed 7th October 2020.

Beverly Derewianka, *A New Grammar Companion for Teachers* (2nd ed), Primary English Teaching Association Australia (PETAA), 2020, 'The Noun Group' p. 41-59.

Pauline Gibbons, *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, Heinemann, 2002.

### NGV SCHOOLS PROGRAM PARTNERS



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