

# ART ACROSS THE CURRICULUM | ART AND HISTORY COLONY TO NATION: CHANGES TO AUSTRALIA'S ENVIRONMENT DURING THE NINETEENTH CENTURY

LEVELS 5–6 (EAL PATHWAY B LEVELS B1 AND B2)

## OVERVIEW

This resource introduces students learning English as an Additional Language (EAL) to the ways the Australian environment was altered by colonial settlement and European pastoral and agricultural practices during the nineteenth century. Prompted by John Glover's depictions of Van Diemen's Land, students will evaluate the causes and effects of these environmental changes and generate ideas to counter and reverse them. Students will then produce and present an illustrated poster promoting a course of action that could reverse the negative environmental impact of the colonisation and settlement of Australia.

## LEARNING OBJECTIVES

- Practise key vocabulary needed to interpret ideas and attitudes towards the Australian environment in John Glover's artworks.
- Identify the causes and effects of significant environmental changes in Australia during the nineteenth century.
- Describe the ways these changes impacted upon the lives of Aboriginal peoples, as well as the native flora and fauna/environment.
- Design and present a poster suggesting a course of action to restore balance to the natural environment.

## **LINKS TO THE VICTORIAN CURRICULUM F-10 EAL**

### **Level B1**

- Acquire some information from a small range of images (VCEALC266)
- Build a vocabulary that draws on words of interest, topic words and sight words (VCEALL287)
- Employ a range of strategies to understand new or unknown words (VCEALA304)
- Use some conjunctions to connect ideas within a sentence (VCEALL313)
- Write 'real world' texts (VCEALC297)
- Use the most basic forms of modality (VCEALL257)
- Rehearse or role-play short scenarios or exchanges (VCEALC246)

### **Level B2**

- Acquire information from different types of visual representations in text (VCEALC347)
- Apply knowledge of letter–sound relationships to read new words with some support (VCEALL368)
- Employ a range of strategies to understand and learn unknown words (VCEALA384)
- Use a number of common conjunctions to link ideas to create compound and complex sentences (VCEALL393)
- Write simple texts that present a point of view (VCEALC377)
- Use simple forms of modality (VCEALL338)
- Initiate and maintain short, structured social interactions with increasing fluency (VCEALC322)
- Comprehend social English in most familiar contexts, and use conversation partners to support understanding (VCEALC324)

## 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: Changes to Australia's Environment*. 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-changes-to-australias-environment/](https://www.ngv.vic.gov.au/school_resource/art-and-history-colony-to-nation-changes-to-australias-environment/)

Adaptation for EAL learners	Corresponding section in Art and History resource <i>Colony to Nation: Changes to Australia's environment during the 19th century</i>
Worksheet A. Visual flashcards	All sections
Worksheet B & C. Cause and Effect	4. Cause and effect p. 7-8
Guide to adapting Poster Design: A Proposal for Environmental Restoration	5. Poster design: A proposal for environmental restoration. p. 9-10

## WORKSHEET A. VISUAL FLASHCARDS

This visual resource can be used to support overall building of EAL students' understanding of key vocabulary needed to analyse and interpret John Glover's artworks.

New vocabulary can be added to the flashcards as they come up through discussions and activities related to the artworks.

Some ideas for using the flashcards include<sup>1 2</sup>:

- Study cards to learn new words (students can write the word in their home language on the back of the cards)
- Visual prompts for students to refer to when discussing artworks
- Labelling the key features on a copy of the artworks
- Oral language games to practise and remember new words (e.g. Memory, Go Fish, Tic tac toe, Connect four, Charades, Bingo)
- Barrier games (e.g. Describe and draw, Battleships, Find the difference)
- Reading activities (e.g. sorting words into syllables, pronunciation practice)

## WORKSHEETS B & C

EAL students will require explicit teaching around the concept of cause and effect and the use of binding (subordinating) conjunctions to give reasons for environmental changes.

The worksheets are scaffolded to allow students to go from guided practice where they identify the cause and effect in the provided sentences, to then gradually developing their own sentences and ideas based on the models.

# GUIDE TO ADAPTING POSTER DESIGN: A PROPOSAL FOR ENVIRONMENTAL RESTORATION

## Identifying the problem

EAL students may need support with narrowing down an environmental change to focus on for their poster. Review some of the key points from the artworks and previous activities with students before selecting a topic.

## Planning the solution

Adapt some of the questions and use visual examples about the land, flora, fauna and people (refer to the flashcards provided) to support students' understanding.

- **Impacts:** What are some negative (bad) impacts on the environment?
- **Restoration:** What will the environment look like when it is restored (fixed)?
- **Possible Actions:** What can we do to restore (fix) the environment?

The language in the table may need to be adapted to cater for the language levels of B1 and B2 students.

## Designing and producing your poster

EAL students will need to be provided with examples of persuasive language (modality) to include on their poster<sup>3 4</sup>. This may include:

- Imperatives to call for actions to be taken (e.g. Stop, Plant, Help, Come)
- Modal verbs (auxiliaries) (e.g. must, ought to, should, have to, need to)
- Modal adverbials (adjuncts) (e.g. definitely, absolutely, certainly, undoubtedly)
- Other emotive language/strong adjectives (e.g. terrible, filthy, fragile, devastating, spectacular, magnificent, picturesque)

## Present your proposal for restoration

Provide EAL students with sentence starters to support their oral presentation:

- The environmental change I focused on is...
- In order to fix the environment we need to...
- I showed this in my poster by using...(pictures, words, diagrams, etc.)
- I believe it's important to fix the environment because...

# WORKSHEET A.

## VISUAL FLASHCARDS



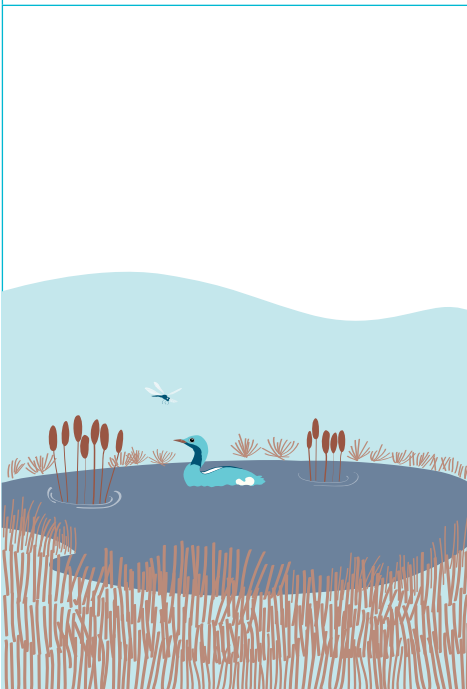
Environment



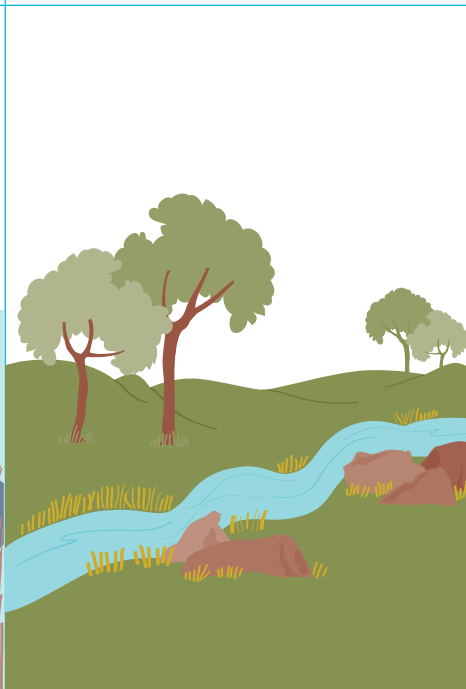
Nature



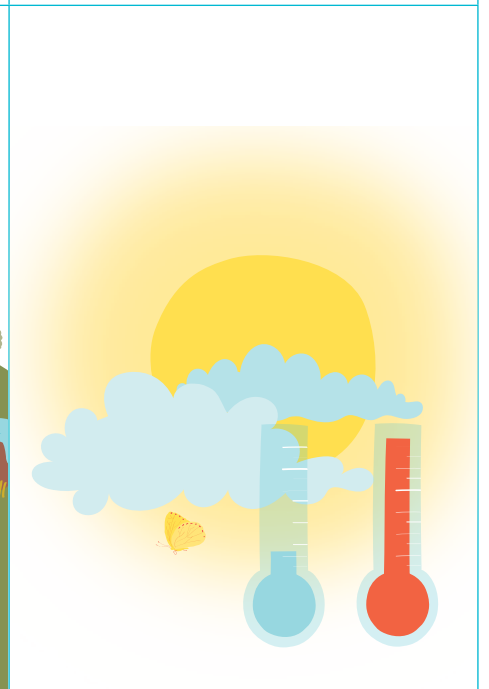
Landscape



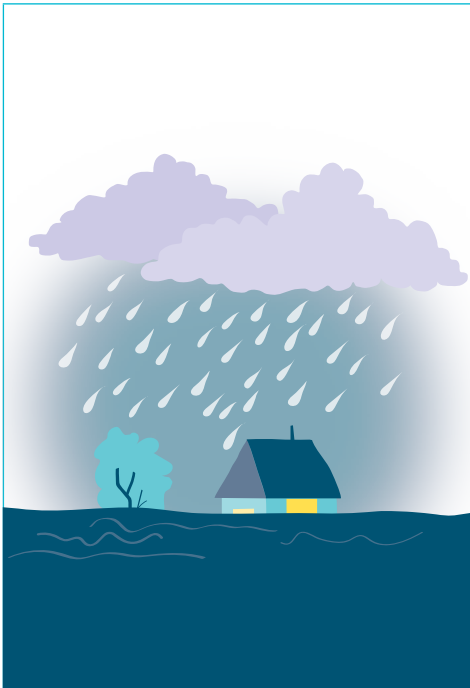
Lagoon



River



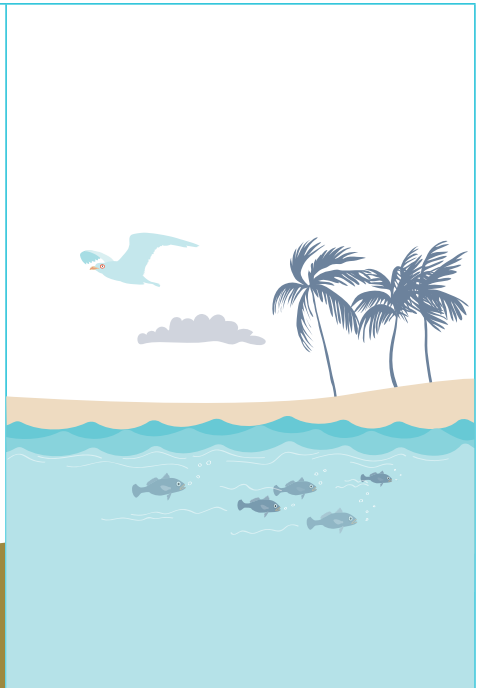
Climate



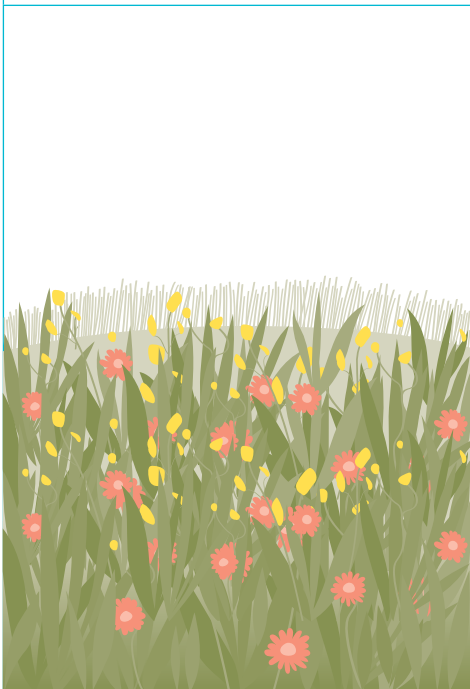
**Flood**



**Drought**



**Bay**



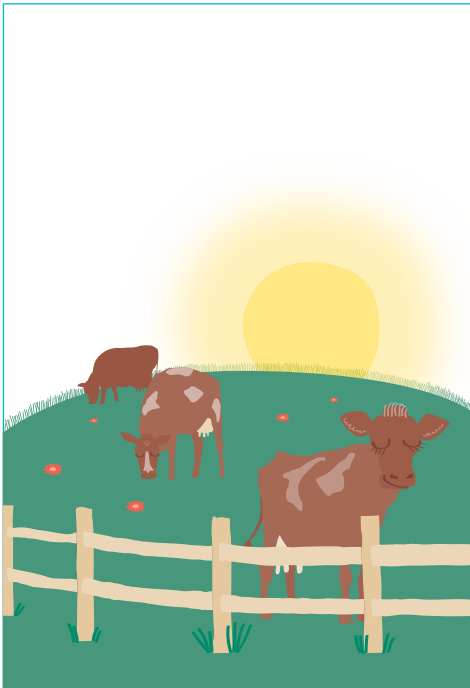
**Grassland**



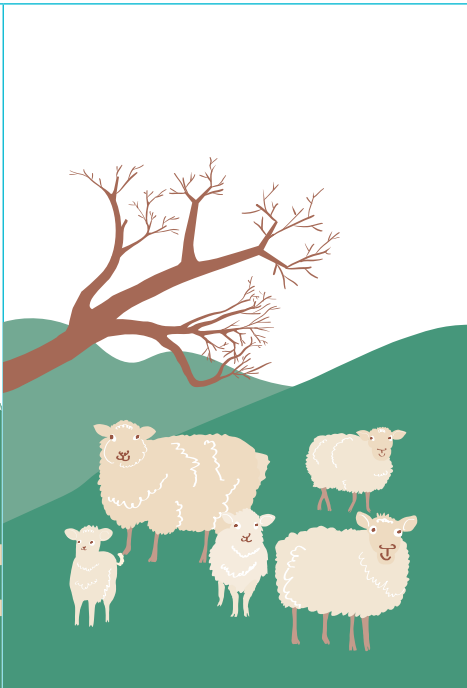
**Mountain**



**Wool**



**Cattle**



**Sheep**



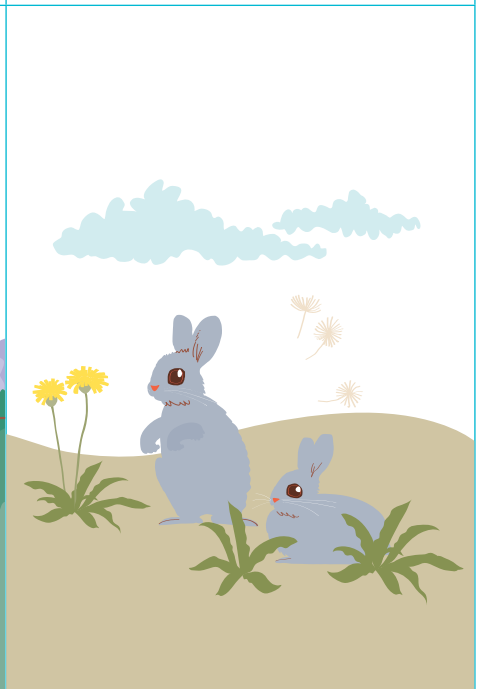
**Agriculture**



**Native species**



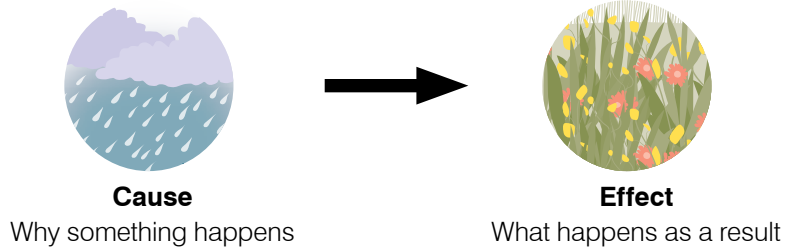
**Property**



**Introduced species**

# WORKSHEET B.

## CAUSE AND EFFECT (LEVEL B1)



- Conjunctions**
- So
  - Because
  - Therefore
  - As a result

Think about the causes and effects of changes to the environment. Read the sentences below and write the cause and effect in the correct boxes:

e.g. The number of Australian animals decreased **because** hunting dogs ate animals such as kangaroos.

**Cause:**  
Hunting dogs ate animals such as kangaroos.

**Effect:**  
The number of Australian animals decreased.

1. Free settlers came and took over the land to build houses, **therefore** many Aboriginal families were forced to leave their homes.

**Cause:**

**Effect:**

2. The free settlers wanted to build farms and make lots of money, **so** they cut down lots of trees and cleared the land.

**Cause:**

**Effect:**



# Fill in your own causes and/or effects

3. Sheep ate and drank near the creeks and rivers and made the Aboriginal communities' water dirty.

As a result, .....

.....

**Cause:**  
Sheep ate and drank near the creeks and rivers and made the Aboriginal communities' water dirty.



**Effect:**

4. ...., so  
many Aboriginal people became incredibly sick and died due to their lack of immunity.

**Cause:**



**Effect:**

5. ....

.....

**Cause:**



**Effect:**

6. ....

.....

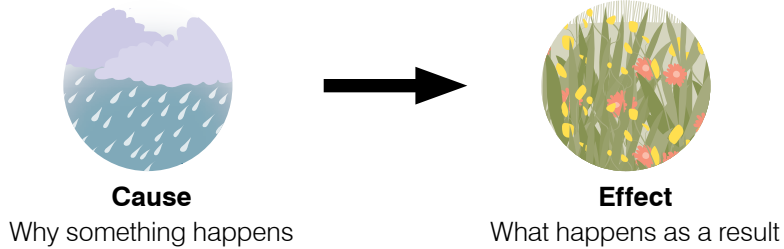
**Cause:**



**Effect:**

# WORKSHEET C.

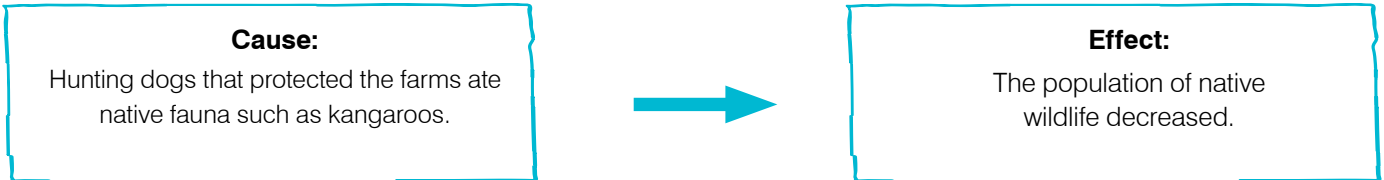
## CAUSE AND EFFECT (LEVEL B2)



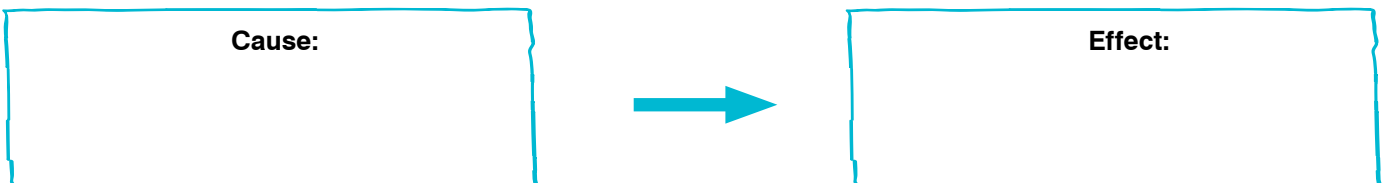
- Conjunctions**
- So
  - Because
  - Therefore
  - As a result
  - Since

Think about the causes and effects of changes to the environment. Read the sentences below and write the cause and effect in the correct boxes:

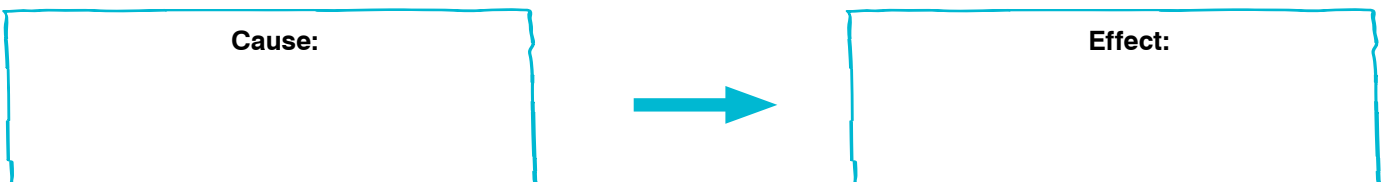
e.g. The population of native wildlife decreased **because** hunting dogs that protected the farms ate native fauna such as kangaroos.



1. Free settlers came and took over the land to build homesteads and farms, **therefore** many Aboriginal communities were forced off their traditional homelands.



2. The free settlers that arrived in Australia after 1820 were very ambitious and wanted to earn lots of money by building farms, **so** they cut down lots of trees and cleared the land.

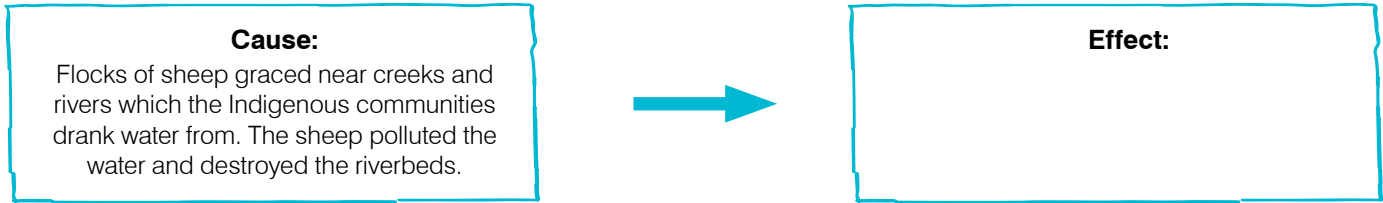


# Fill in your own causes and/or effects

3. Flocks of sheep grazed near creeks and rivers which the Indigenous communities drank water from. The sheep polluted the water and destroyed the riverbeds.

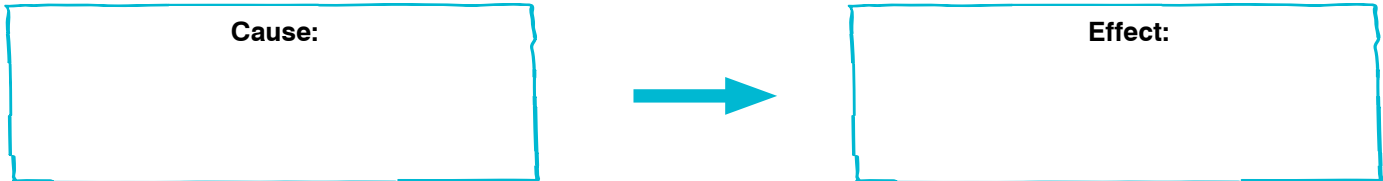
**As a result,** .....

.....



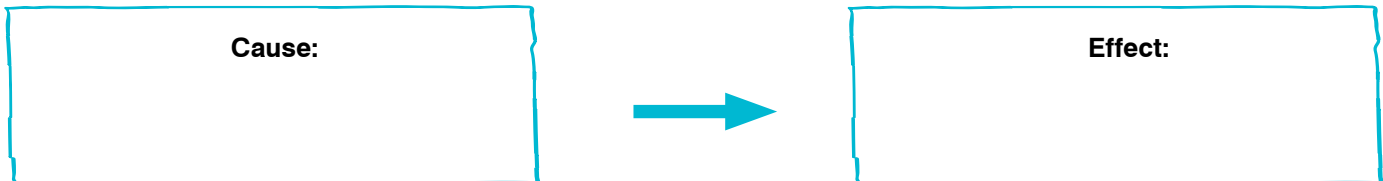
4. ...., **so**

many Aboriginal people became incredibly sick and died due to their lack of immunity.



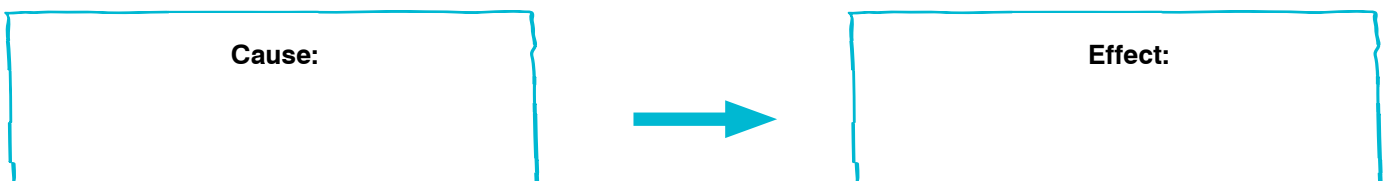
5. **Since** native plants were cut down and new species of flora were introduced, .....

.....



6. ....

.....



## NOTES

1. Pauline Gibbons, *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, Hienemann, 2002, p. 141-152
2. ESL KidStuff.com, 'ESL Kids Flashcard Games & Activities', Focal Point EdTech Lda, 2020, <https://www.eslkidstuff.com/flashcardgamescontent.htm>
3. Beverly Derewianka, *A New Grammar Companion for Teachers (2nd ed)*, Primary English Teaching Association Australia (PETAA), 2020, 'Modality' p. 131-135
4. Sally Humphrey, Louise Droga & Susan Feez, *Grammar and Meaning (New ed)*, Primary English Teaching Association Australia (PETAA), 2012, 'Modality: taking positions in interactions' p. 94-99

## 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 7 October 2020

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