

ART ACROSS THE CURRICULUM | ART AND HISTORY

COLONY TO NATION: FEDERATION

ADAPTATION FOR EAL

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

OVERVIEW

This resource encourages students learning English as an Additional Language (EAL) to consider multiple perspectives when examining historical events. Students interpret different narratives on the Federation of Australia as expressed in art, comparing and contrasting the meanings and messages in each work.

LEARNING OBJECTIVES

- Recognise that there are different narratives and cultural perspectives associated with Federation.
- Identify features in artworks that relate to the theme of Federation.
- Analyse and evaluate the meaning and different perspectives about Federation in different artworks.
- Give a personal viewpoint on the ideas presented in artworks related to the theme of Federation.

LINKS TO THE VICTORIAN CURRICULUM F-10 EAL

Level B1

- Identify some key points of information in short spoken texts, with guidance (VCEALC245)
- Ask for repetition or clarification to confirm understanding or elicit help (VCEALC242)
- Acquire some information from a small range of images (VCEALC266)
- Engage with a diverse range of picture books that reflect a variety of cultural beliefs, practices and views (VCEALA277)
- Respond to familiar and new content in texts (VCEALA273)
- Provide responses to texts (VCEALC268)
- Build a vocabulary that draws on words of interest, topic words and sight words (VCEALL287)

Level B2

- Identify key points of information in short spoken texts (VCEALC326)
- Ask speaker to repeat or speak slowly, or ask what a word means (VCEALC323)
- Acquire information from different types of visual representations in text (VCEALC347)
- Engage with a diverse range of texts that reflect a variety of cultural beliefs, practices and views (VCEALA358)
- Respond to cultural ideas in texts (VCEALA354)
- Express a personal response to an imaginative text or elements of the text (VCEALC349)
- Apply knowledge of letter–sound relationships to read new words with some support (VCEALL368)

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: Federation*. 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-federation/

Adaptation for EAL learners	Corresponding section in Art and History resource <i>Colony to Nation: Federation</i>
Worksheet A. Generations of Federation: See, think, wonder	3. Generations of Federation, 3.1 See, think, wonder, p. 4-5.
Worksheet B. Tuning in: Faces of Federation	3.2 Faces of Federation, p. 6.
Worksheet C. Julie Dowling's view: Ongoing effects of federation	3.3 Beyond the faces of Federation p. 4-7.
Worksheet D & E. Reading history through art	4. Reading history through art, p. 8

INTRODUCING GENERATIONS OF FEDERATION

Before visiting the Gallery, EAL students will need to develop their background knowledge about the meanings of the following themes that Julie Dowling addresses in her work:

- The Stolen Generations
- Policy of assimilation in Australia
- Aboriginal activism
- Native title
- Wik and Mabo judgements
- National Days (e.g. Reconciliation Week, Sorry Day, NAIDOC Week)

Discuss

Engage EAL students in a discussion before or during the Gallery visit to consolidate their understanding of the themes addressed in Julie Dowling's work. Remember to allow for 'thinking time' so that EAL students have time to reflect on the question before answering.

Example questions may include:

- Why were Aboriginal children taken away from their families?
- What happened to them?
- When did it happen?
- How do you think they felt? How do you think their parents felt?
- What are some challenges the children might have had?
- What are some of the laws that brought change?
- What special days in Australia acknowledge these changes?

Resources

The following list is a suggestion of video resources and picture books to tune EAL students into the topic. We recommend that you turn subtitles on when watching with EAL students.

Video Resources

- 'Australia Since Cook', Behind the News¹ - takes a brief look at how Australia has changed in the 250 years since Cook's arrival
- 'Stolen Generations', Behind the News² - explains what the Stolen Generations are and the importance of the Prime Minister's apology.
- 'Apology 10th Anniversary', Behind the News³ - talks about the 10 year anniversary of former Prime Minister Kevin Rudd saying sorry to the Stolen Generations
- 'Reconciliation Week', Behind the News⁴ - talks about celebrating the first Australians and trying to make the country a more equal place.

Picture Books

- 'Stolen Girl', Trina Saffioti and Norma MacDonald⁵
- 'Sorry Day', Coral Vass and Dub Leffler⁶
- 'Our Home, Our Heartbeat', Adam Briggs⁷
- 'The Lost Girl', Ambelin Kwaymullina and Leanne Tobin⁸
- 'Took the Children Away', Archie Roach and Ruby Hunter⁹
- 'Commemorative Days', Katherine Steward¹⁰

WORKSHEET A. GENERATIONS OF FEDERATION: SEE, THINK, WONDER.

This worksheet provides students with a writing frame to put their observations and thoughts onto paper. The writing frame can also be used to support EAL students' to analyse other artworks in the Gallery.

WORKSHEET B. TUNING IN: FACES OF FEDERATION.

This resource can be used at the gallery before undertaking the activity 'Faces of Federation' to help support students' to tune into Julie Dowling's story of her family. Students should be encouraged to use it when listening to the story to identify the different portraits.

WORKSHEET C. JULIE DOWLING'S VIEW: ONGOING EFFECTS OF FEDERATION

For Level B1 EAL students, these questions can be used as an alternative to writing a paragraph summarising Julie Dowling's views on the ongoing effects of Federation on her family. The questions help provide explicit links between the themes previously studied and her paintings. Students can either write or draw depending on their language level and confidence.

WORKSHEETS D & E. READING HISTORY THROUGH ART

Dictogloss is an activity that integrates listening with speaking, reading and writing.¹¹ These activities can be used to help students understand the theme features of different artworks through a short passage selected by the teacher. They can be adapted for different levels as follows:

- EAL Level B1 – The teacher reads the passage several times and students listen carefully and record the missing words in the cloze.
- EAL Level B2 – The teacher reads the passage several times and students listen and write the key words. In pairs or groups, students recreate the text together in full sentences (some texts may need to be simplified for different language levels). The aim is to produce a text with the same information about the artwork as the original, but not necessarily word for word.
- Split dictation: Students work with a partner to read the sentences to each other and fill in the missing words (see Worksheet E).

WORKSHEET A.

GENERATIONS OF FEDERATION: SEE, THINK, WONDER

See

What do you see? How did the artist do it?
What techniques did they use (objects, figures, colours, shapes, lines, symbols, background, etc.)?

I see...

Think

What do you think about the artwork?
What is the artist trying to say?
What story/narrative does it tell?

I think...

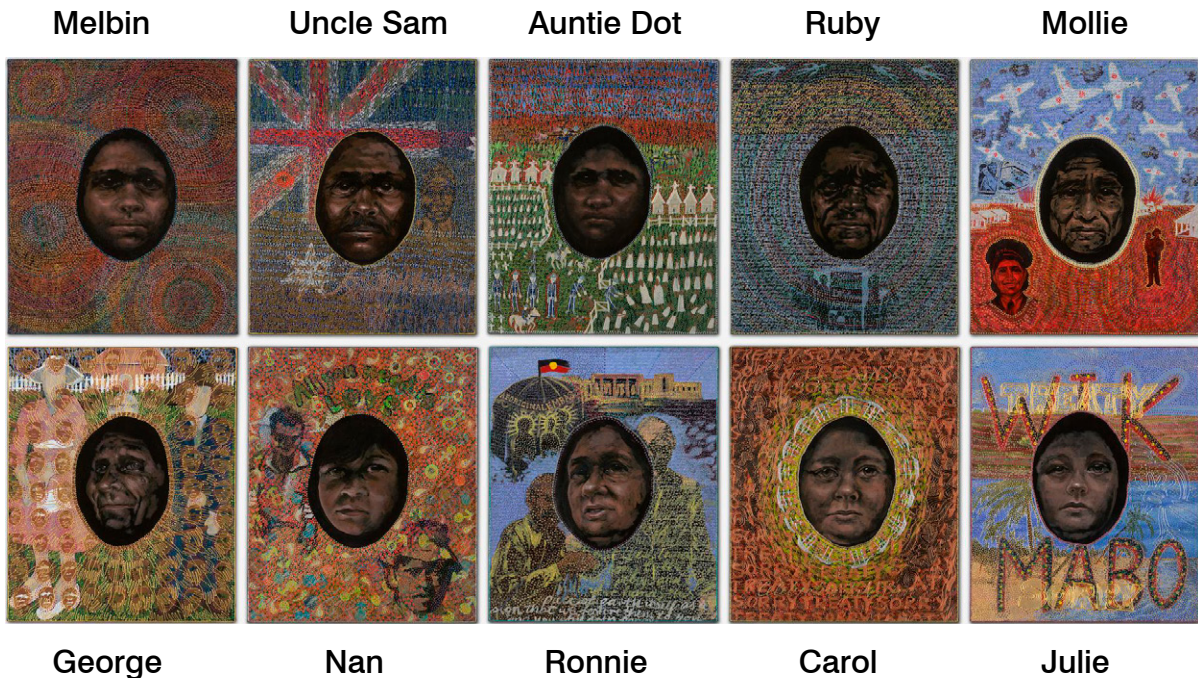
Wonder

What does the artwork make you wonder?
How does it make you feel?

I wonder...
I believe...
I feel...
In my opinion...
I would say...

WORKSHEET B.

TUNING IN: FACES OF FEDERATION



Which portrait has...

an Australian flag?

the words "WIK" and "MABO"?

a man and woman with children's faces on it?

the Aboriginal flag?

the words "all you need is love"?

aeroplanes with red dots?

the word "sorry"?

signs for female and male?

dotted circles?

four blue figures?

Julie Dowling

Federation series: 1901-2001 2001

synthetic polymer paint, earth pigments, metallic paint and glitter on canvas

National Gallery of Victoria, Melbourne Purchased through the NGV Foundation with the assistance of Rupert Myer, Governor, 2001© Julie Dowling/Licensed by Copyright Agency, Australia

WORKSHEET C.

JULIE DOWLING'S VIEW: ONGOING EFFECTS OF FEDERATION

Answer the questions below to help you think and talk about Julie Dowling's point of view of the ongoing effects of Federation on her family.

1. Explain the following terms in your own words:

a. The Stolen Generations

b. Policy of assimilation in Australia

c. Aboriginal activism

d. Native title

e. Wik and Mabo judgements

2. In which portraits has Julie Dowling shown **the Stolen Generations**? How has she shown **the Stolen Generations**? What pictures and images has she used to show this?

3. In which portraits has Julie Dowling shown **assimilation in Australia**? How has she shown **assimilation in Australia**? What pictures and images has she used to show this?

4. In which portraits has Julie Dowling shown **Aboriginal activism**? How has she shown **Aboriginal activism**? What pictures and images has she used to show this?

5. In which portraits has Julie Dowling shown **native title**? How has she shown **native title**? What pictures and images has she used to show this?

6. In which portraits has Julie Dowling shown **Wik and Mabo judgements**? How has she shown **Wik and Mabo judgements**? What pictures and images has she used to show this?

READING HISTORY THROUGH ART

FREDERICK MCCUBBIN'S *THE PIONEER*, 1904



The first panel shows a young couple in an area of undisturbed bush. The horse and wagon suggest they have recently arrived and are setting up camp for the first night in their new surrounds. While the man is lighting a fire to boil the billy, the woman sits quietly and pensively, perhaps contemplating an unknown future or lamenting her past.

Extension

The second panel appears to depict the same couple and setting but several years later. There is evidence of the land being cleared for a modest house and the woman is holding a baby.

Frederick McCubbin

The pioneer 1904

oil on canvas

225.0 x 295.7 cm

National Gallery of Victoria, Melbourne

Felton Bequest, 1906

WORKSHEET D.

DICTOGLOSS



Listen to the
passage and fill in
the missing words.

The first panel shows _____ in an area of undisturbed
_____. The _____ suggest they have recently
arrived and are setting up _____ for the first night in their new surrounds.
While the man is lighting _____ to boil _____,
the woman sits quietly and pensively, perhaps contemplating an unknown _____
or lamenting her _____.

Extension

The second panel appears to depict the same couple and setting but _____.
There is evidence of the land being cleared for _____ and the woman is holding
_____.

WORKSHEET E.

SPLIT DICTATION: PARTNER A



Take turns to read the sentences to your partner and fill in the missing words.

1. The first panel shows _____ in an area of undisturbed bush.
2. The horse and wagon suggest they have _____
3. and are _____ for the first night in their new surrounds.
4. While the man is lighting a fire _____,
5. the woman sits _____ and pensively,
6. perhaps contemplating an unknown future or lamenting _____.

WORKSHEET E.

SPLIT DICTATION: PARTNER B



Take turns to read the sentences to your partner and fill in the missing words.

1. The first panel shows a young couple in an area of _____.
2. _____ suggest they have recently arrived.
3. and are setting up camp for _____ in their new surrounds.
4. While the man _____ to boil the billy,
5. the woman sits quietly and _____ ,
6. perhaps contemplating _____ or lamenting her past.

NOTES

1. Behind the News, *Australia Since Cook*, Australian Broadcasting Corporation (ABC), 2020, <https://www.abc.net.au/btn/classroom/australia-since-cook/12176924>
2. Behind the News, *Stolen Generations*, Australian Broadcasting Corporation (ABC), 2020, <https://www.abc.net.au/btn/classroom/stolen-generations/10542138>
3. Behind the News, *Apology 10th Anniversary*, Australian Broadcasting Corporation (ABC), 2020, <https://www.abc.net.au/btn/classroom/apology-10th-anniversary/10521928>
4. Behind the News, *Reconciliation Week*, Australian Broadcasting Corporation (ABC), 2020, <https://www.abc.net.au/btn/classroom/reconciliation-week/10526496>
5. Trina Saffioti & Norma MacDonald, *Stolen Girl*, Magabala Books, 2011
6. Coral Vass & Dub Leffler, *Sorry Day*, NLA Publishing, 2018
7. Adam Briggs, *Our Home, Our Heartbeat*, Little Hare Books, 2020
8. Ambelin Kwaymullina and Leanne Tobin, *The Lost Girl*, Walker Books Australia, 2017
9. Archie Roach and Ruby Hunter, *Took the Children Away*, Simon & Schuster Australia, 2020
10. Katherine Steward, *Commemorative Days*, Pearson Australia, 2010
11. Pauline Gibbons, *Scaffolding Language, Scaffolding Learning: Teaching Second Language Learners in the Mainstream Classroom*, Hienemann, 2002, 'Dictogloss' p. 110-111, 143

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

The National Subject Association for EAL, *Access and engagement in art: Teaching pupils for whom English is an additional language*, DfES Publications, 2002 https://www.naldic.org.uk/Resources/NALDIC/Teaching%20and%20Learning/sec_ks3_en_access_engage_art.pdf, accessed 12 November 2020

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THIS RESOURCE WAS DEVELOPED BY LEE-ANN DERRICK AND REBEKAH JONES
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The NGV gratefully acknowledges the Packer Family and Crown Resorts Foundations for their support of the Your NGV Arts Access Program for Students, Children and Families.

The NGV warmly thanks Krystyna Campbell-Pretty AM and Family for their support of the NGV School Support Program.

