Springboard

Connect


25a The Lion Lights

25b Chilly Dog!

25c Heroes of the Wilderness

25d The Great Christmas Island Red Crab Migration

25e Birds and Pterosaurs

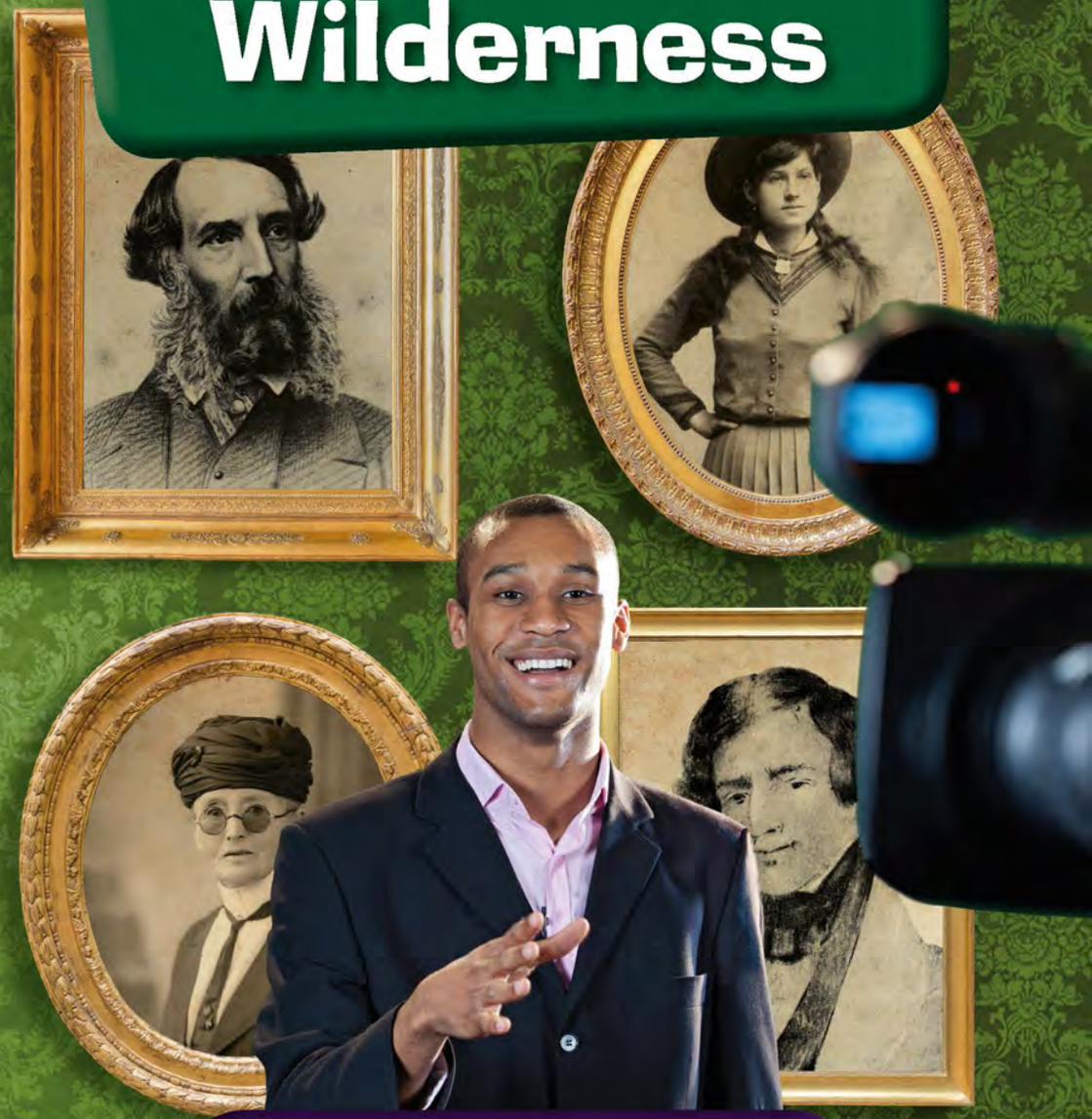


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# Heroes of the Wilderness




Written by Andrew Einspruch

| | |
|---|---|
| Word Count | 749 |
| Text Type | Factual Description |
| High-Frequency Word Focus | |
| Content Words | camp, desert, land, performer, society, trip, wild, worker |
| Language Features and Text Structure (specific text features, sentences, punctuation, vocabulary, sound and letter knowledge) | interview format;<br>past tense;<br>modal verbs;<br>prefix *un*;<br>suffix *ful* |

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Front cover photographs: frames, courtesy of CGTextures; Edward John Eyre (top left) and Jedediah Smith (bottom right), courtesy of commons.wikimedia.org; Daisy Bates (bottom left), courtesy of the State Library of South Australia, SLSA:B 6799 - Daisy Bates, 1936; Annie Oakley (top right), photonewzealand/Corbis/Bettmann; presenter (bottom right), shutterstock.com/antb; background, shutterstock.com/Graphic design.
Alamy/INTERFOTO, **5** Eyre's group; courtesy of CGTextures, frames **used throughout**; courtesy of commons.wikimedia.org, **2** Edward John Eyre, **2** Jedediah Smith, **4–5** Edward John Eyre, **10** Frank Butler, **18–19** Jedediah Smith, **20** Jedediah Smith, **22** Edward John Eyre and Jedediah Smith; Courtesy of State Library of Victoria/Pictures Collection, Accession no IAN01/01/91/SUPP/12, **7**; courtesy of the State Library of South Australia/SLSA: B 6799 - Daisy Bates, 1936, **2** Daisy Bates, **14–15** Daisy Bates, **22** Daisy Bates, /SLSA: B 70068 – Daisy Bates leaving Eucla, 1914, **16**, /SLSA: B 45287/1 – Ooldea railway station, c.1920, **17**; photonewzealand/Corbis/Bettmann, **2** Annie Oakley, **8–9** Annie Oakley, **12** Annie Oakley, **22** Annie Oakley; shutterstock.com/antb, **3**, **4** presenter, **8** presenter, **14** presenter, **18** presenter, **22** presenter, /Graphic design, background, /photocell, brass plate **used throughout**; The Granger Collection, NYC — All rights reserved, **11**, **13**.

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For teachers' instruction ONLY

## GETTING STARTED

**Activating prior knowledge:** Ask students what they would expect to find if they went to a museum. Ask if they have ever been to a shop or a museum that features only one kind of exhibit or product.

**Book introduction and prediction:** Read the book's title to students. Discuss the different photographs on the cover. Ask students to flick through the book, taking note of the "interviewer," the photographs, and maps. Have them use the graphics and structure to suggest the text type and predict what the book may be about. Read the entries on the contents page to confirm their predictions. Identify and discuss any words or features that may cause concern.

**Outlining focuses:** Explain to students that as well as reading about famous people, they will talk about the interview format, past tense language, modal verbs, prefix *un*, and suffix *ful*.

## DURING THE READING SESSION

### Literacy

**Modelling:** Depending on what is appropriate to the group, you can remind students of, and model, specific reading strategies, such as how to approach unfamiliar words and identify signal words.

**Guiding:** Ask students to read their books independently. As you move about the group, use your knowledge of each student's ability to help you decide when to intervene or assist. For example, if a student cannot read a word, or can read it but appears not to understand it, give prompts or clues to assist. Suggest strategies, such as using picture cues and knowledge of letter/sound patterns.

**Interacting, interpreting, analysing and evaluating:** At appropriate intervals, and/or at the conclusion of reading, ensure that students make meaning from the text by asking questions and encouraging discussions. What problems were faced by Edward John Eyre and his group? How did Annie Oakley's shooting skills help her become a star? What kind of work did Daisy Bates do? What is your opinion of the "interview" structure of the text? Have students discuss whether this is an imaginative, informative, or persuasive text and the audience to which they think the author was directing the book.

### Literature

**Responding and examining:** Ask students if the interview format of this book had an impact on their general interest in informational texts.

### Language

**Text structure and organisation:** Use the text on pages 4 and 5 to have students locate and discuss the use of past-tense language. Ask why the text on these pages, and in the sections, is in the past tense.

**Expressing and developing ideas:** Explain that we use modal verbs along with the main verbs to express how certain, possible, or probable it is that something will happen, or to ask/give permission. Draw attention to the modal verbs *could* on page 5 and *should* on page 6. Have students identify the verbs with which the modals are working. Ask them to give you examples of how they could use these and other modal verbs in their writing.

Focusing on the words *unfortunately* and *unexplored* on page 6, ask students how the prefix *un* has changed the words *fortunately* and *explored*. Have them list other words beginning with this prefix.

Looking at page 16, ask students how the suffix *ful* has changed the type and meaning of the word *success*. List other words to which the suffix *ful* can be added.

## PUTTING THE LEARNING INTO PRACTICE

**Small group/independent activities:** Have students reread the text independently, then proceed to the activities listed in the Teacher Guide.

For teachers' inspection ONLY

# Heroes of the Wilderness

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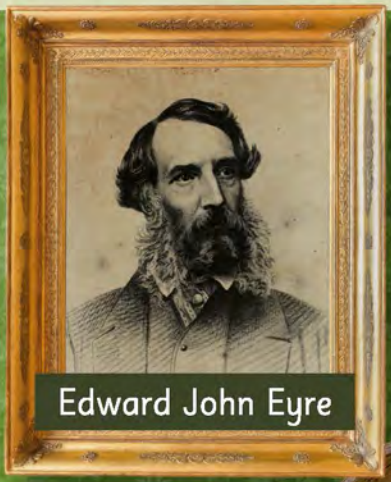
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Written by Andrew Einspruch

# Introduction

For teachers' inspection ONLY

**Springboard Connect:** Unlike us, people in the past lived close to the wild. Wouldn't it be fun to talk to someone who lived in the wilderness? How about someone who went to new places and saw new things, an **explorer**? What would you ask them? Let's reach back across the years. We will chat with four heroes of the wilderness.



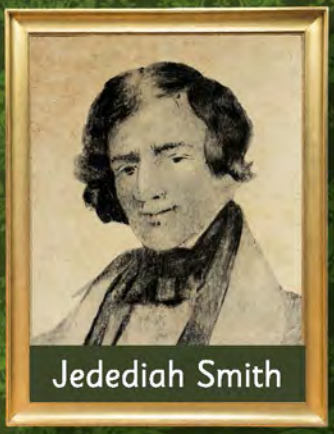
Edward John Eyre



Annie Oakley



Daisy Bates



Jedediah Smith

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# Edward John Eyre

For teachers' inspection ONLY



**Springboard Connect:** Our first guest is explorer Edward John Eyre. He went from South Australia to Western Australia. He was the first to make this trip from east to west. Mr Eyre, can you tell us about it?



**Edward John Eyre:** The plan was to go north from Adelaide. We thought we might find a safe path that people could use for travel, a **route**. We were hopeful that we could find a route into the middle of the land, the **interior**.

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A painting of Eyre's group setting off on an earlier trip to explore Australia

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**EJE:** We tried two times to get into the interior. Unfortunately, we weren't successful. The unexplored desert stumped us. Finally, I thought we should head west to King George Sound. It was 1,368 km away.

## Map of Edward John Eyre's Route



For teachers' inspection ONLY

For months, we trudged along, starving. We fried in the desert. We froze at night. Not all of us made it. Finally, we reached King George Sound. Only my Aboriginal friend Wylie and I were left.



After a long and difficult journey, Eyre and Wylie arrived at King George Sound on July 7, 1841.