

Teachers Notes (Primary)

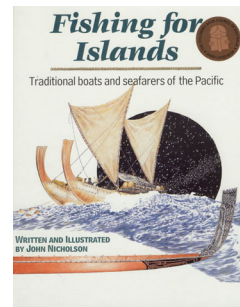
by Peter Legge

Fishing for Islands

by John Nicholson

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Suggested Activities for:	1
Social Sciences/ SOSE	2
English	3
Science	3
The Arts	3
Technology	3



(Special Note for Victorian teachers: these activities relate to Level 4 and 5 of the Curriculum and Standards Framework II of the Victorian Department of Education. Indications as to which CSF II outcomes are addressed are given after each activity)

SOCIAL SCIENCE/SOSE

1. Use the Introduction and Chapter 1 as background reference for an investigation into how the Aboriginal and Torres Strait Islanders migrated to Australia. The map on pp 6-7 is very useful in explaining how the Australian Aborigines would have been able to travel to Australia when sea levels were low using the simple crafts described on pp 8-10. Students could trace a likely route that the Aborigines would have taken from South-East Asia to northern Australia.

(Victorian CSF II outcomes addressed: SE 4.1, SE 4.5)

2. The book can be used to construct an elaborate timeline of the settlement of the Pacific Islands. This would begin at least 4000 years ago and include the settlement of Hawaii, Easter Island and New Zealand. In association, a map could be constructed showing the movement of people across the Pacific area (see p.15).

(Victorian CSF II outcomes addressed: SE 4.3, SE 4.5)

3. Have a day in which students eat what the Polynesian explorers would have been able to take on their journeys. Bananas, sweet potato, sun-dried fruit and coconuts, along with fresh water, should be simple enough to come by and provide an interesting change from sandwiches and packets of chips! Discuss why these foods were suitable for long sea voyages.

(Victorian CSF II outcomes addressed: SE 4.3)

4. The class may choose to study New Zealand or Indonesia as another country in the Asia-Pacific region. The book provides excellent reference about New Zealand in Chapter 2 and about Indonesia in Chapter 3. The role of the sea is central to the development of both of these countries and could be the focus for introductory activities about the more recent history.

(Victorian CSF II outcomes addressed: SE 4.6)

5. The different crafts described in Chapter 3 come from various parts of the Indonesian Islands. Use these as a geographical exercise in locating the main islands of Indonesia and then presenting these on a map complete with geographical conventions of title, scale and north orientation.

(Victorian CSF II outcomes addressed: SE 4.5)

6. The table on page 5 compares types of early ocean-going ships. Students could research a range of these ships either individually or in groups and present the results in the form of posters or booklets for other students to consult. This could be an introduction to the study of another ancient civilisation.

(Victorian CSF II outcomes addressed: H 5.1)

7. Students produce a map of prevailing winds and tides in the Pacific and relate this to the voyages of the Polynesians.

(Victorian CSF II outcomes addressed: G 5.1, 5.2)

ENGLISH

1. Discuss the importance of oral communication for a people such as the Polynesians, who had no written language, not only for cultural activities but also for practical day to day purposes such as those performed by the tahuna (see pp 23-24). In groups, the class could present a performance that enacted a sea voyage such as that described here. Or they could invent a song or poem that included the instructions for completing a quite complex task such as programming the VCR, cooking a meal, travelling to a destination in another suburb or city or looking after your baby sister.

(Victorian CSF II outcomes addressed: English 4.1, 4.3)

2. On page 14, John Nicholson says that he "wrote this book because I love boats". Students choose a topic that they really enjoy and then produce an informative piece of writing about the topic. They can use a chapter from this book as a model and then research the material using encyclopedias, CD-ROMs, Internet searches etc. The final product would include relevant illustrative explanations and diagrams. It could be read to the class or presented as a word processed document alone.

(Victorian CSF II outcomes addressed: English 4.5, 4.8, 4.9, 4.10, 4.11, 4.12)

3. Much of the subject matter of the book is very adventurous. People setting out to explore a great unknown and using the resources that they had to hand. Have the students imagine a great adventure of their own - it may be based on history; it may be one of the voyages described in the book; it may be set in the future. Describe the preparations, the journey, the hardships and problems, the final result. Choose an appropriate format for the writing (diary, journal, history, recall, etc.) OR Imagine life on one of the Indonesian vessels described in Chapter 3. Write a story of the capture of the Sama Saja or what it would be like to live as a Sea Gypsy or in one of

the stilt villages of the Bajau people.

(Victorian CSF II outcomes addressed: English 4.9, 4.10, 4.11, 4.12)

4. Look at the set of instructions on page 22 - Building a waka taua. Discuss how instructions differ from other types of writing and what is required for successful instructional writing - clarity, steps that build on previous information, accompanying diagrams. Students will then write a set of instructions of their own, either 'technical instructions' as in the text or, in a more lighthearted vein 'life instructions' such as may be found in many popular magazines - "How to educate parents" or "How to keep a girlfriend", etc.

(Victorian CSF II outcomes addressed: English 4.9, 4.10, 4.11, 4.12)

SCIENCE

1. Use the star map and the ideas expressed about navigation by the stars to introduce a unit on astronomy and the solar system.

(Victorian CSF II outcomes addressed: Science 4.2)

THE ARTS

1. Look at the way in which the canoes on page 14 and, especially, the Maori war canoe on pp 20-22 have been decorated with elaborate carvings. They are generally symbolic. Students should think of some appropriate symbols to represent themselves (for example, they may be to do with family background, sporting or hobby interests, career ambitions) and then draw a suitable design to symbolise themselves. This can be used to decorate the prow and stern of a boat, or some other appropriate artefact, of their own design. They should be able to explain their design in an accompanying commentary.

(Victorian CSF II outcomes addressed: Visual Arts 4.1, 4.2, 4.3)

TECHNOLOGY

Technology

1. Use the illustrations of the various craft as the impetus for a design brief that addresses the concepts of function and aesthetics. Students would then construct a model of their chosen craft using found materials such as sticks, hollowed branches, twigs and grasses, and pieces of timber. One criterion for success would be if the model floated; another would be if the craft was pleasing to the eye in terms of shape and decoration.

(Victorian CSF II outcomes addressed: Materials 4.1, 4.2)