

# Curriculum Links

## Subject Areas/Strands

### English

#### *Language*

- **(Texts)** Students experiment with interrelating ideas and information when writing about familiar topics within a small range of text types.
- **(Contextual Understanding)** Students recognise that certain text types and features are associated with particular purposes and audiences.
- **(Linguistic Structures & Features)** Students control most basic features of written language and experiment with some organisational and linguistic features of different text types.
- **(Strategies)** Students experiment with strategies for planning, reviewing and proofreading own writing.

#### *Literature*

- **(Texts)** Students interpret and discuss some relationships between ideas, information and events in written text with familiar content and a small range of unfamiliar words and linguistic structures and features.
- **(Contextual Understanding)** Students identify simple symbolic meanings and stereotypes in texts and discuss their purpose and meaning.
- **(Linguistic structures and features)** Students identify and uses the linguistic structures and features characteristic of a range of text types to construct meaning.
- **(Strategies)** Students integrate a variety of strategies for interpreting written and visual texts. With teacher guidance, students use several strategies for identifying resources and finding information in texts.

### English

#### *Literacy*

- **(Texts)** Students interact for specific purposes with people in the classroom and school community using a small range of text types.
- **(Strategies)** Students reflect on own approach to communication and the ways in which others interact.

# Teachers' Notes

*The Amazing Survival Stories Book* was designed to provide high interest language activities. The book aims to encourage interest in reluctant readers through providing literature and activities based upon real life stories of human endurance and survival.

This book may be used in a number of ways:

- As a general library resource.
- As a home or supplementary reader.
- In small group reading circles.
- As a tool for the individual tutoring of students at educational risk.

The photocopiable activities are structured to provide comprehension, vocabulary, grammar and open ended language based tasks. There are approximately five activities designed to relate to each one of the corresponding stories.

The *Amazing Survival Stories* provide high interest topics for upper primary/lower secondary students. The vocabulary and syntax in the book is relatively simple so as not to discourage these readers. The "Words You Will Need" section at the beginning of each chapter provides some of the more difficult words within the piece. Talking through this vocabulary before reading will give students confidence in approaching the text and, in particular, these words as they encounter them.

Each topic can be extended within the classroom.

**Some possible extension ideas for *Amazing Survival Stories* are:**



## Story 1: Air Acrobats

**Continue the discussion of World War 11. Students can research and write a report on life for children in World War 11.**

The following websites may be helpful:

- ▶ <https://www.historylearningsite.co.uk/world-war-two/children-and-world-war-two/>
- ▶ <https://www.iwm.org.uk/history/growing-up-in-the-second-world-war>
- ▶ <http://www.primaryhomeworkhelp.co.uk/war/children.htm>
- ▶ <https://www.theschoolrun.com/homework-help/world-war-2>
- ▶ <https://www.mylearning.org/stories/childrens-experiences-during-ww2/487?>



## Story 2: The Ice Children

**Children can perform different scientific experiments involving ice, and record and report their results.**

Some suggested experiments can be found at the websites below:

- ▶ <https://www.sciencefun.org/kidszone/experiments/ice-fishing/>
- ▶ <https://www.sciencekids.co.nz/experiments/icecubemagic.html>
- ▶ [www.sciencekidsathome.com/science\\_fair/what\\_is\\_an\\_experiment.html](http://www.sciencekidsathome.com/science_fair/what_is_an_experiment.html) - how long does an ice cube take to melt? Change and test different variables.

# Air Acrobats



Image Source: Wikipedia Public Domain

## Words You Will Need

- **during**
- **mission**
- **pilot**
- **exploded**
- **bail**
- **parachute**
- **air raid**
- **declared**
- **force**
- **amazingly**



On the night of November 4, 1944, Joe Herman, an Australian pilot from Queensland, had an experience he would never forget. He took off from Driffield in England that evening with his crew, heading towards Germany on a bombing mission. When they flew over Germany they were nearly spotted by searchlight, but Herman was a skilful pilot and they got closer towards their target without being seen. Herman had a bad feeling, though, that something was about to go wrong and he told the rest of the crew in the plane to clip on their parachutes. Herman didn't follow his own orders as he was too busy up front.

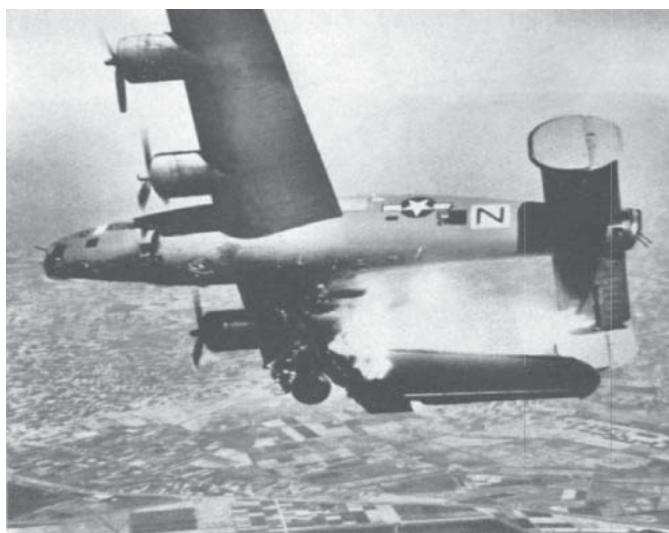


Image Source: Wikipedia Public Domain

## Facts about World War II:

- **World War II began on September 3, 1939 when British and France declared war on Germany.**
- **In Britain, children and some women were moved from the cities to the country where it was safer.**
- **People carried gas masks to protect themselves and built air raid shelters to go to when they were being bombed.**
- **Everyone had to paint or cover their windows with black to trick enemy planes overhead that were looking for the lights of cities.**



Image Source: Wikipedia Public Domain

### Another Free Fall Escape

Joe Herman is not the only person to escape without a parachute during the war. Nick Alkemade was a tail gunner in a Lancaster bomber in World War II. On March 23, 1944, his plane was flying near Berlin, Germany, when he was attacked and his plane caught fire. Alkemade turned to get his parachute and was ready to jump when he realised that it had caught fire as well. He decided it was better to die quickly than be burnt so he jumped. He fell 5500 metres towards the ground.

Luckily for Alkemade he fell first onto some soft pine tree branches and then into fresh snow. Apart from a broken ankle he was fine. He lay there quietly in the snow for a while feeling very happy with himself. Soon after, Alkemade was caught by the Germans. The Gestapo (the German secret police) did not believe his story of falling out of the plane without a parachute. They thought he was a spy. Finally after looking closely at the crash site and the burned parachute they believed him. He was saved further punishment and was sent to a prisoner of war camp.

# Frozen, Starving and Stranded

**Read the parts of the story in the different boxes and imagine the scene.**

Draw a small sketch under each description. When you have finished, cut out the story parts and glue them onto a blank piece of paper in the correct order.

Mawson arrives back at the base to see his ship, the *Aurora*, leaving in the distance.

On 7 January, 1912 they reach a place that Mawson names Commonwealth Bay. They set up camp in fierce winds.

Ninnis and his dogs fall down a crevasse and are lost.

Douglas Mawson sets off on his ship, the *Aurora* on his way towards Antarctica.

Mawson sets out on 10 November with Mertz and Ninnis and a team of huskies.

Mertz is badly poisoned from eating the dogs' livers. He cannot get out of his tent and dies a few days later.

# Word Page

**Synonyms** are words which have similar meanings.

**Antonyms** are words which have opposite meanings.

## 1. Find synonyms for these words from the word box:

- a) disappeared \_\_\_\_\_
- b) exploring \_\_\_\_\_
- c) strangely \_\_\_\_\_
- d) sledge \_\_\_\_\_
- e) salty \_\_\_\_\_
- f) friend \_\_\_\_\_
- g) growing \_\_\_\_\_

- searching
- peculiarly
- companion
- sleigh
- saline
- becoming
- vanished

## 2. Find antonyms for these words from the word box:

- a) weak \_\_\_\_\_
- b) fresh \_\_\_\_\_
- c) windy \_\_\_\_\_
- d) arrived \_\_\_\_\_
- e) deep \_\_\_\_\_
- f) sick \_\_\_\_\_
- g) missing \_\_\_\_\_

- departed
- shallow
- calm
- strong
- stale
- found
- well



# Pitch for a Movie



You have just arrived in Los Angeles with the dream of becoming a movie producer. You realise that many Americans may not have heard the story of Douglas Mawson and you think it could become a really exciting movie about a battle against the odds – now all you have to do is convince the producers.

1. **Setting the scene:** First you will have to set the scene – use adjectives that will make the producers feel like they’re in Antarctica.

The movie begins ... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. **The story line:** Write a brief outline of the story – make it sound as adventurous and thrilling as possible.

The movie is about ... \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. **The actors:** Suggest actors for the movie – they could be already famous actors or a friend or relative that you can see as an actor that you think would play the part well.

*Douglas Mawson:* \_\_\_\_\_

*Ninnis:* \_\_\_\_\_

*Mertz:* \_\_\_\_\_

*Supporting roles:* \_\_\_\_\_