



OMNIBUS BOOKS

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Title	Going Bush with Grandpa
Authors	Sally Morgan and Ezekiel Kwaymullina
Illustrator	Craig Smith
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Teachers' Notes

Going Bush with Grandpa

Sally Morgan and
Ezekiel Kwaymullina
Illustrated by Craig Smith

Teachers' Notes by Rae Carlyle

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Introduction

Pete is named after his grandfather, and just like Grandpa does, Pete loves travelling into the bush to prospect for gold. Together with their dog Ace, and Grandpa's brand new extra-fancy metal detector, the two set off hopefully. Pete and Grandpa set up camp near a waterhole, and over the next three days Grandpa teaches Pete about camping, prospecting, and the country around them. They spend their days searching for gold and their evenings around the campfire singing songs and telling stories. As the last day dawns the tension builds – will they strike it lucky or will they have to go home empty-handed?

About the Authors

Bestselling author and artist Sally Morgan teams with Ezekiel Kwaymullina to produce the first of a series of chapter books based on Indigenous children, country and family. Sally Morgan is an Australian Aboriginal author, dramatist and artist, widely known for her first book, a family biography, *My Place*. Her artwork is represented in many collections in Australia and overseas. Her son Ezekiel Kwaymullina has written fantasy for young readers and collaborated with Sally on this and other stories. He has also written a picture book, *The Two-hearted Numbat*, which was illustrated by his sister Ambelin Kwaymullina. Sally and her family live in Perth.

About the Illustrator

Craig Smith is one of Australia's busiest illustrators, and has illustrated hundreds of educational and other books since the 1970s, when he began his career. Early picture books include the classics *Whistle up the Chimney* by Nan Hunt and *Black Dog* by Christobel Mattingley. He has illustrated many picture books and junior novels for Omnibus Books, his latest being the award-winning *Bungawitta* by Emily Rodda. He now combines illustrating with delivering talks and drawing workshops in schools around Australia. He lives in Melbourne.

Activities

English

The character of Grandpa is centrally important to the story in *Going Bush with Grandpa*. Discuss as a class the various ways the authors develop Grandpa's character throughout the story.

- 1) The authors do not directly describe Grandpa physically; instead Pete describes the things that Grandpa loves. Make a list of the phrases used to describe Grandpa's clothes and belongings.
- 2) Look at the illustrations throughout the book. Do the pictures match the descriptions you listed?
- 3) Not everything shown in the illustrations has been described by the authors. Write a list of phrases that describe some other aspects of Grandpa's clothes and belongings that you can see in the illustrations.
- 4) Write a short paragraph describing the clothes and belongings of a family member or friend of yours, using the format ' _____ loves his/her _____ '.
- 5) Swap paragraphs with a classmate. Draw a picture based on their description while they draw a picture based on your description. How well do the descriptions match the pictures? Is there anything you would change about your description to make a drawing more accurate next time?

Grandpa uses colloquial phrases throughout the story when talking to Pete that were common in Australia when he was young. Some examples are:

- | | |
|--------------------------|-----------------------|
| - little ripper | give it a whirl |
| - you little beauty | by gee |
| - will you look at that? | little fella |
| - my clever little mate | well, I'll be blowed! |
| - pretty penny | |

In contrast, Pete uses language such as 'wicked' and 'I sure hope so'.

- 6) As a class, make a list of as many other Australian catchphrases and slang terms as you can think of, both modern and classic.
 - Divide your list into two lists, one for phrases commonly used today, and one for phrases that used to be common.
 - Write a short dialogue between a boy and his grandfather. Use phrases from your lists within the dialogue.

- Discuss the dialogue. What impression would a reader get of your characters based on their speech? What impression would you get if your characters used each other's language?

When Grandpa was a small boy, he used to go out into the bush with his uncle, who took him to corroborees and taught him the dances. One night by the campfire Grandpa starts teaching Pete how to dance, just as his uncle taught him. All families and cultures have their own traditions and activities that are passed down from the older generations, and these are all valuable and important to the people in the family and culture.

- 7) Think about your own family, and what some of your traditions are, and things that you have been taught by older family members. Write a short paragraph describing a skill that you have been taught by an older family member, how you felt when they taught you, and possibly who taught them. It might be learning a traditional dance, or a song, how to cook or eat a special food, or a craft activity like sewing or knitting.

Maths and Science

Pete and Grandpa have to pack enough supplies to last them the entire time they are out in the bush. They eat dinner from a tin every night that they heat over the campfire, bake damper, and drink billy tea.

- 8) Why do they eat tinned food while they are camping?
- 9) What would happen if they packed food such as milk, butter, and sausages?
- 10) What other types of food would be suitable to take on a camping trip?
 - Make a list of different foods that would be suitable to take on a camping trip.
 - Make a chart grouping the list items into different categories based on if and how they have been preserved. The categories might be:
 - Shelf stable dry goods (flour, dried lentils, oats etc.)
 - Tinned goods (baked beans, tinned soup and stews)
 - Food in jars (jam, chutney, piccalilli)
 - Vacuum sealed pre-made meals
 - Ultra Heat Treated goods
 - Smoked or dried goods (dried fruit, beef jerky)
 - Look at the chart and discuss which category would be best to take on a long trip away from town, and why. What other issues apart from shelf-life need to be considered (e.g. weight, water content, nutritional value)?

- 11) As a class make a bar graph showing everyone's favourite canned foods. Make a pie chart showing how many people's favourites are complete meals such as tinned stew as opposed to ingredients like canned fruit or condensed milk.
- 12) Before refrigerators were invented, what other methods were commonly used to keep food from spoiling? What difference has the invention of refrigeration, and refrigerated trucks and container ships, made to the types of meals people in Australia eat?

While they are prospecting Pete finds a rock striped with bright colours. He says that it 'looks like the country is in the rock'.

- 13) What sorts of rock are common in your part of the country?
- 14) Go for a walk around the school or local area and record the different types and colours of rock you can find. Collect some samples and create a display in the classroom.
- 15) Research one of the rocks you found. How was it formed? What is it called? Where else is it found?

When Pete and Grandpa are camped near the waterhole, Grandpa warns Pete to keep his swag rolled up during the day so that a snake doesn't slither into it. One evening they stay very quiet and still and see an olive python leaving the rocks.

- 16) Australia has many different types of snake. Research which snakes can be found in your local area.
- 17) What should you do if you see a snake? Make an information sheet about snakes, and what to do if you see one, or if you are bitten. Include the names and descriptions of snakes that can be found in your area.
- 18) Choose one Australian snake to study. Research where it lives, what it eats, how big it grows, where it lays its eggs, and what it looks like. Make a poster about your snake and present your findings to the class.

History and Geography

When Grandpa is talking to Pete, he tells him a story about when he was a cattle drover. Cattle drovers play an important role in Australian history, and feature heavily in Australian literature.

- 19) Find an Australian poem or story in the library that mentions drovers or droving and share it with the class.

- 20) Research drovers in Australia, and write a short paragraph outlining the different reasons why large herds of cattle might need to be moved from one place to another.
- 21) What is 'the long paddock', and why was it needed?
- 22) Do drovers still exist in Australia? Where and why would they be found?
- 23) Research cattle grazing in Australia. Draw a map showing the areas where cattle are grazed. What sort of countryside supports cattle? What crops and stock do farms in the rest of Australia have? Mark these on the map as well.

When Pete is describing their trip from home to the campsite, he talks about 'a cloud of red dust flying behind'. Red dirt is common in Australia, but there are also areas where it is yellow, orange, or various shades of brown.

- 24) What colour is the dust and dirt where you live? Go outside and walk around the school. How many different colours of earth can you find?
- 25) Find or draw a large map of Australia. Research different colours found in the soil in the different parts. You can search for images on the internet, look in books in the library, or call friends and family who live far away to ask them.
 - Mark on the map the different colours of soil.
 - Discuss the reasons why the earth is different colours in different places.

When gold was found in Australia in the 1800s, people came from all over the world to hunt for it.

- 26) Research the gold rush. Make a poster illustrating the places and times that major gold strikes were found.
- 27) On a map of Australia, mark the places where gold nuggets have been found since the 1800s. Research gold mining in Australia today. Mark the sites of modern gold mines.
- 28) At the end of the book Pete and his Grandpa find three gold nuggets. Write a paragraph describing how you would spend the money if you found a nugget.

Creative Activities

- 29) Pete and Grandpa each compose a song about themselves. Write a song or poem about yourself.

- 30) Go for a walk around the school and collect small samples of as many different colours of soil as you can find. Draw a scene depicting an Australian landscape, and colour it in by glueing the soil to the paper or cardboard.
- 31) Research different damper recipes, and bake several. Take a class vote to decide the best.
- 32) Write and illustrate a short story that features the countryside near you. Make sure to include descriptions of the trees, rocks, soil and other natural features.
- 33) Pete and Grandpa find many things other than gold. Go for a walk around/nearby the school and see how many different things you can find. If you have access to a metal detector, use it to help you. Use your finds to make a sculpture.
- 34) If you found a gold nugget, what shape would you like it to be in? Write a newspaper article describing your find and illustrate it with a picture of your ideal nugget. Remember to include captions.
- 35) Find a rock. Create a design to go on a teeshirt based on the lines, colours, patterns and shapes you see in the rock.