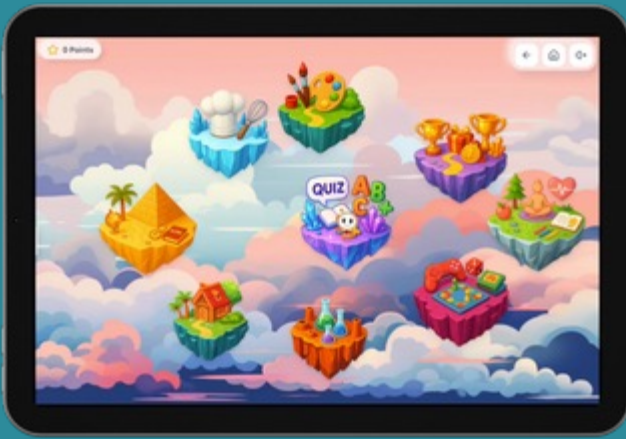


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Dreaming Soldiers Book Study - Year 3-4

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DREAMING SOLDIERS BOOK STUDY

OUR LEARNING JOURNEY



1. PREDICT & QUESTION

Use clues from the cover, blurb, words and illustrations.



2. FOLLOW CHARACTER EVIDENCE

Notice actions, dialogue, thoughts, reactions and relationships.



3. EXPLORE LANGUAGE

Build compound words. Visualise similes and personification.



4. MAKE CONNECTIONS

Link the text to yourself, other texts and the world.



5. RESPOND WITH RESPECT

Use evidence. Recognise that First Nations Peoples and cultures are diverse.



YEARS 3-4 ENGLISH



CHARACTER EVIDENCE CARDS



Cut apart the cards. Read each example.
Sort it by the evidence type it shows.

A

He kept the torn photograph inside his pocket.



B

"I won't leave you behind," she promised."



C

His hands trembled, but he stepped forward.



D

She wondered whether home would feel the same.



E

He smiled when his friend returned.



F

They shared the last drink of water.



G

Mud covered her boots and coat.



H

They trusted each other with the map.





CHARACTER EVIDENCE SORT

Place each evidence card in the category that best fits. Some cards may fit more than one category. Be ready to explain your choice.



APPEARANCE

ACTIONS

DIALOGUE

THOUGHTS

BODY LANGUAGE

REACTIONS

RELATIONSHIPS

CHANGE OVER TIME

PREVIEW



Which card was hardest to place? Why?



What does the evidence suggest about the character?



Name: _____



FIGURATIVE LANGUAGE HUNT

Cut apart the clue cards. Decide whether each example is a **SIMILE**, **PERSONIFICATION** or **LITERAL LANGUAGE**.



A

The moon was like
a silver coin.



B

The wind knocked
at the window.



C

The lantern shone
on the path.



D

Her voice was as
soft as rain.



E

The old house
groaned in the storm.



F

The horse crossed
the field.



G

His worry clung
like a heavy coat.



H

The leaves whispered
together.



I

The train arrived
at noon.



FIGURATIVE LANGUAGE HUNT



Sort the nine clue cards. Place each card where it belongs.

SIMILE

PERSONIFICATION

LITERAL LANGUAGE

PREVIEW

CHALLENGE

Choose one card. Explain how the words help a reader picture, hear or feel the scene.

Card: _____

My explanation: _____

Name: _____





PREDICT & QUESTION



Name: _____

Date: _____



BEFORE READING



What do the cover and title suggest?

What clues from the blurb or illustrations support your idea?



DURING READING



I NOTICE...

I WONDER...

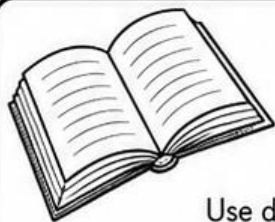


AFTER READING



Which prediction was accurate? Explain with evidence.

What question would you ask the author or illustrator?



CHARACTER PROFILE: JIMMY



Use details from the text and illustrations. Record evidence, then explain what it reveals.

Name: _____



APPEARANCE



ACTIONS



DIALOGUE



THOUGHTS & FEELINGS



RELATIONSHIPS



CHANGE OVER TIME

My strongest inference about Jimmy is...

Evidence:



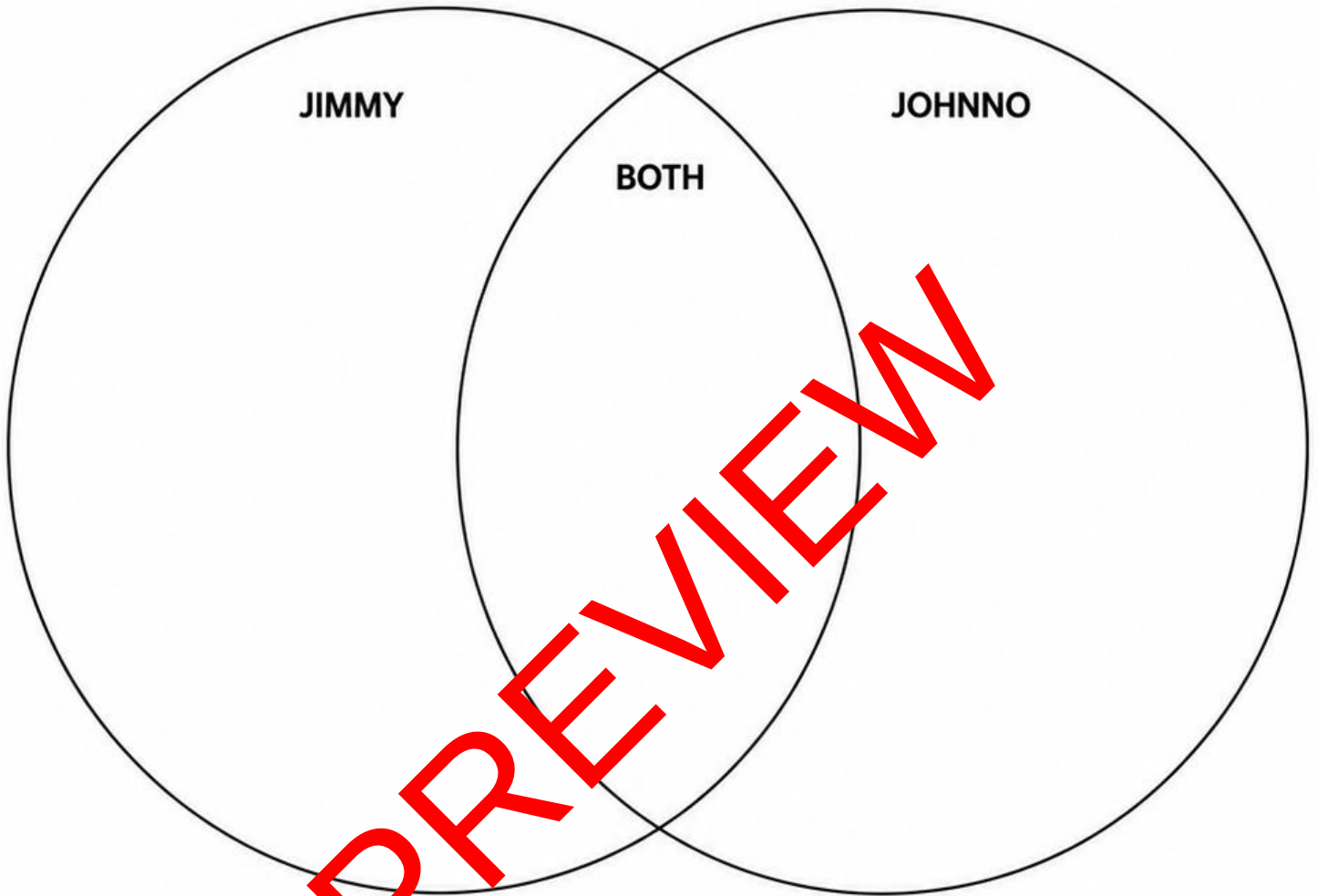


COMPARE JIMMY AND JOHNNO



Use evidence from actions, dialogue, reactions and relationships.

Name: _____



One important similarity is...



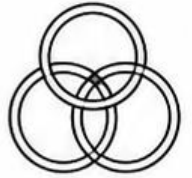
One important difference is...



Which detail best explains their friendship? Why?



MAKING CONNECTIONS



Connections link what we read to ourselves, other texts and the world.

Name: _____

TEXT EVIDENCE	THIS REMINDS ME OF...	CONNECTION TYPE
		☐ SELF ☐ TEXT ☐ WORLD
		☐ SELF ☐ TEXT ☐ WORLD
		☐ SELF ☐ TEXT ☐ WORLD

How does your strongest connection deepen your understanding?

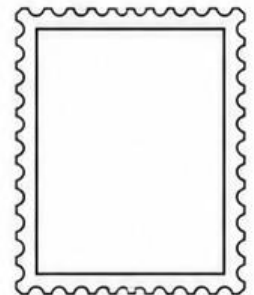


Name: _____

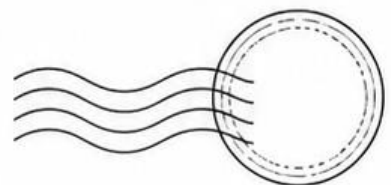
[illegible]

ADDRESS / STAMP

Dear _____



From _____





READER RESPONSE & REFLECTION

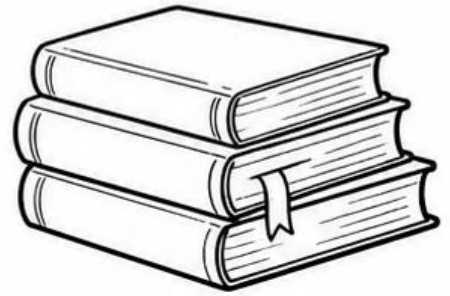


Name: _____

Book: _____

Author: _____

Illustrator: _____



BLURB



Write a short blurb without giving away the ending.



IMPORTANT MOMENT



Sketch the moment.



Why does it matter?

CHARACTER INSIGHT



What did you learn about a character?

LANGUAGE I NOTICED



Record a compound word, simile or example of personification.

CONNECTION



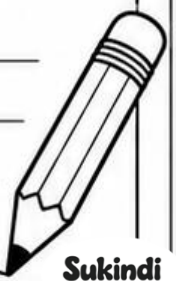
What did the text make you think about?



MY RATING



I would recommend this book because...



SERVICE AND RECOGNITION ACROSTIC

Create an acrostic that honours service, courage and recognition. Use respectful words and ideas supported by what you have learned.

Name: _____

S
E
R
V
I
C
E

PREVIEW

Choose your strongest line. Explain why it matters.



Name: _____



COMPOUND WORDS IN CONTEXT

1. Draw a line to join each beginning and ending. Write the compound word.

camp

yard

water

one

every

heart

end

fire

sweet

hole

stock

less

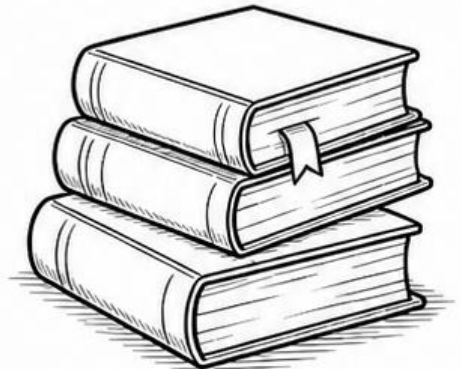
2. Circle the best compound word to complete each sentence.

a. We warmed our hands beside the campfire / waterhole.

b. Everyone / Endless listened carefully.

c. The horses waited near the stockyard / sweetheart.

d. The track seemed endless / campfire.



3. Build two new compound words. Use each in a sentence.

Compound word: _____

Sentence: _____

Compound word: _____

Sentence: _____



ANSWERS



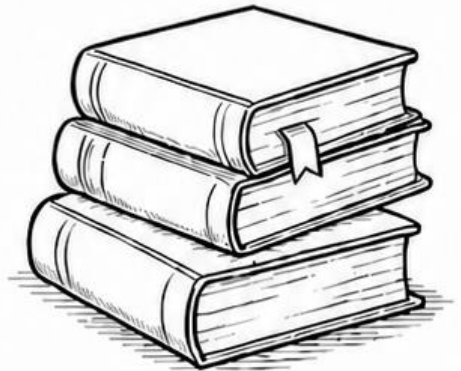
COMPOUND WORDS IN CONTEXT

1. Draw a line to join each beginning and ending. Write the compound word.

camp	yard	campfire
water	one	waterhole
every	heart	everyone
end	fire	endless
sweet	hole	sweetheart
stock	less	stockyard

2. Circle the best compound word to complete each sentence.

- a. We warmed our hands beside the campfire / waterhole.
- b. Everyone / Endless listened carefully.
- c. The horses waited near the stockyard / sweetheart.
- d. The track seemed endless / campfire.



3. Build two new compound words. Use each in a sentence.

Compound word: Answers will vary.

Sentence: Answers will vary.

Compound word: Answers will vary.

Sentence: Answers will vary.



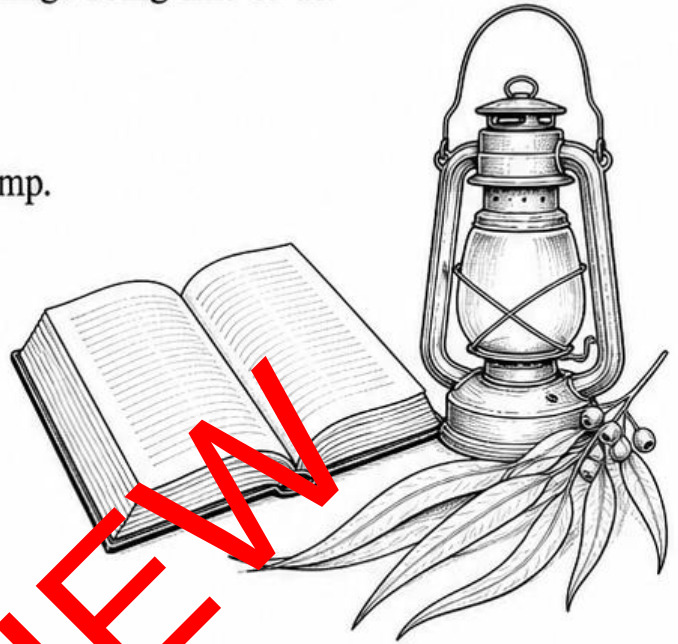
Name: _____

SIMILES THAT PAINT A PICTURE

A simile compares two things using like or as.

1. Circle the comparison word or words.

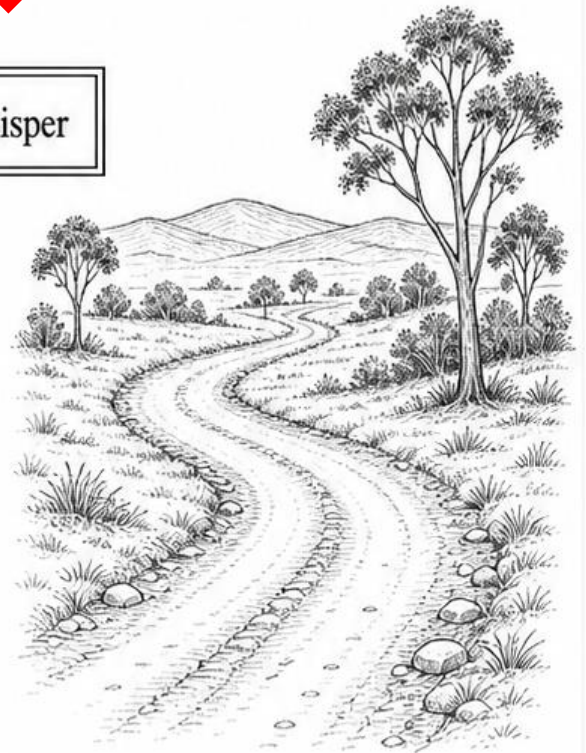
- a. The sun was like a golden coin above the camp.
- b. Jimmy moved as quietly as a shadow.
- c. The clouds gathered like a dark blanket.
- d. The horse was as steady as an old tree.



2. Complete each simile. Use the word bank.

silver ribbon • strong oak • bright lantern • whisper

- a. The campfire glowed like _____.
- b. His voice was as soft as a _____.
- c. The track stretched like a _____.
- d. Johnno stood as firm as a _____.



3. Write your own simile to create a clear picture.

The night sky was like _____

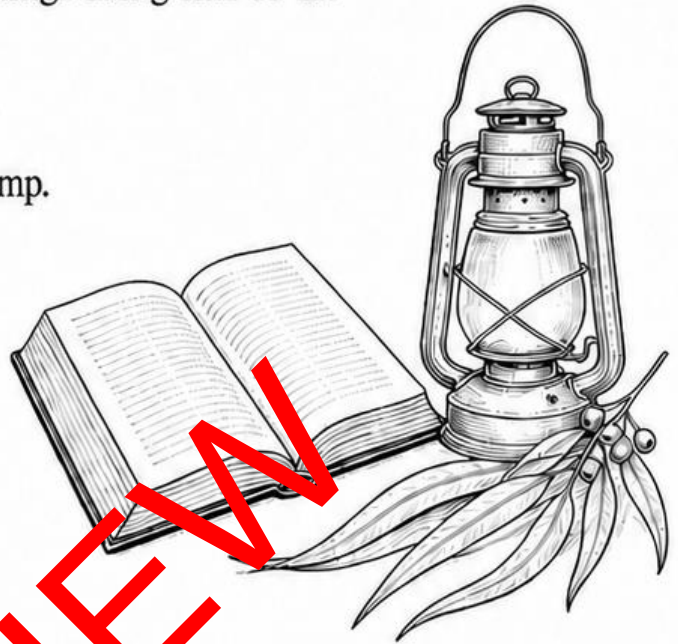
ANSWERS

SIMILES THAT PAINT A PICTURE

A simile compares two things using like or as.

1. Circle the comparison word or words.

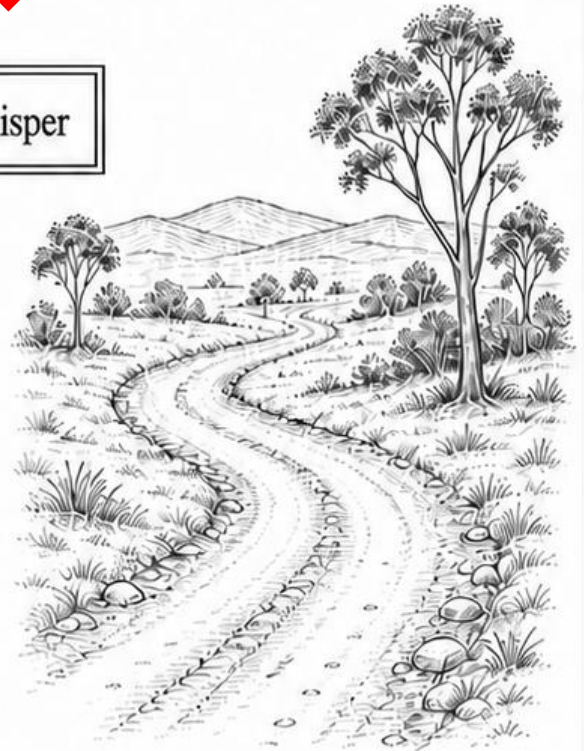
- a. The sun was like a golden coin above the camp.
- b. Jimmy moved as quietly as a shadow.
- c. The clouds gathered like a dark blanket.
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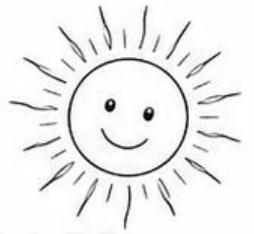
- a. The campfire glowed like a bright lantern.
- b. His voice was as soft as a whisper.
- c. The track stretched like a silver ribbon.
- d. Johnno stood as firm as a strong oak.



3. Write your own simile to create a clear picture.

The night sky was like Answers will vary.

Name: _____



WHEN THE WORLD ACTS HUMAN

Personification gives human actions or feelings to non-human things.



1. Circle the sentence that uses personification.

- a. The wind whispered through the grass. / The wind moved through the grass.
- b. The sun smiled over the camp. / The sun was bright over the camp.
- c. The old house groaned at night. / The old house made a noise at night.
- d. The moon watched the quiet track. / The moon shone above the quiet track.

2. Circle the best personification to complete each sentence.

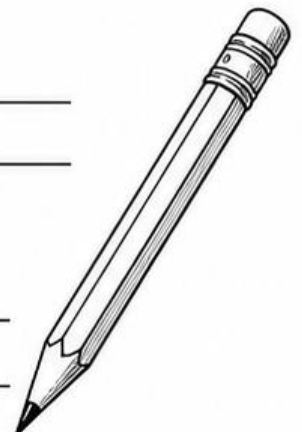
- a. The fire (danced / burned) beside us.
- b. The leaves (waved / fell) from the tree.
- c. The storm (stamped / moved) across the hills.
- d. Morning (knocked / arrived) at the window.



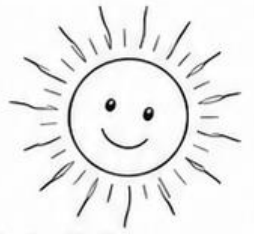
3. Rewrite each sentence using personification.

- a. The rain fell on the roof.

- b. The creek flowed past the trees.



ANSWERS



WHEN THE WORLD ACTS HUMAN

Personification gives human actions or feelings to non-human things.



1. Circle the sentence that uses personification.

- a. The wind whispered through the grass. / The wind moved through the grass.
- b. The sun smiled over the camp. / The sun was bright over the camp.
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- a. The fire (danced) / burned / resided us.
- b. The leaves (waved) / fell / from the tree.
- c. The storm (stamped) / moved / across the hills.
- d. Morning (knocked) / arrived / at the window.



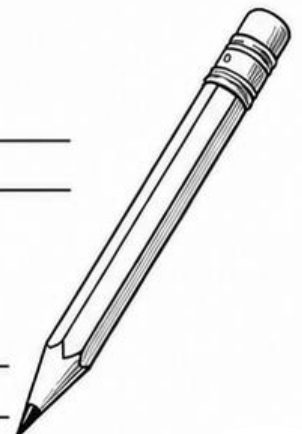
3. Rewrite each sentence using personification.

- a. The rain fell on the roof.

The rain tapped a drumbeat on the roof.

- b. The creek flowed past the trees.

The creek hurried past the trees.



FIRST NATIONS AUSTRALIANS IN SERVICE

Courage, contribution and determination

CHOOSING TO SERVE

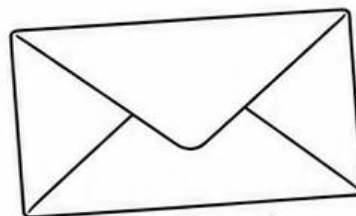
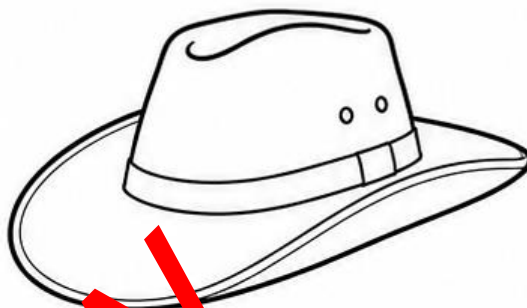
Before and during the world wars, government rules often restricted Aboriginal and Torres Strait Islander Australians from enlisting. Even so, many volunteered. Some travelled long distances and tried more than once to join. Their choices showed determination and a strong wish to serve their country.

MANY KINDS OF WORK

First Nations Australians served in Australia and overseas. They worked as soldiers, sailors, airmen, nurses, labourers and support workers. Service records did not always identify a person's cultural background, so exact totals are difficult to establish. Historians compare records, photographs, letters and family stories to build a fuller picture.

WORKING TOGETHER

During service, First Nations and non-Indigenous Australians often trained, worked and faced danger together. For some people, military life offered more equal pay and treatment than they experienced at home. These experiences did not remove racism, but they showed what cooperation and respect could look like.



PAUSE AND THINK

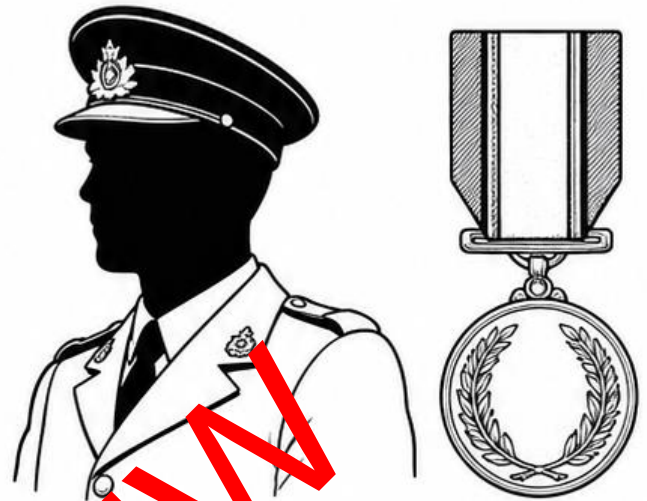
What does volunteering, despite unfair restrictions, reveal about a person's character?

SERVICE, RETURN AND RECOGNITION

Reginald Saunders and a changing Australia

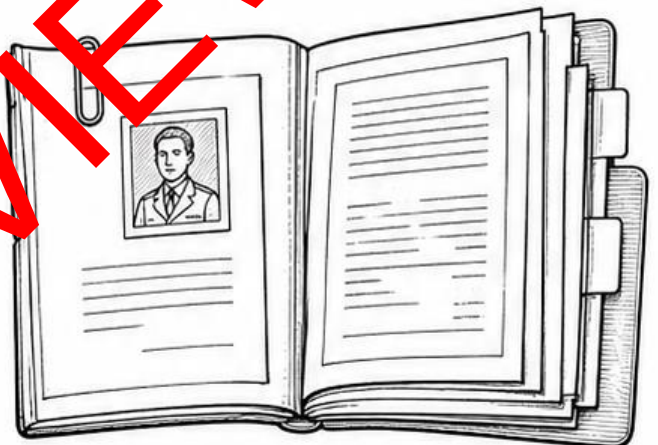
REGINALD SAUNDERS

Reginald Walter Saunders was a Gunditjmara man from Victoria. He enlisted in the Australian Army in April 1940. He served in North Africa, Greece, Crete and New Guinea. In December 1944, he was commissioned as a lieutenant, becoming the first Aboriginal Australian commissioned as an officer in the Australian Army. He later served in the Korean War.



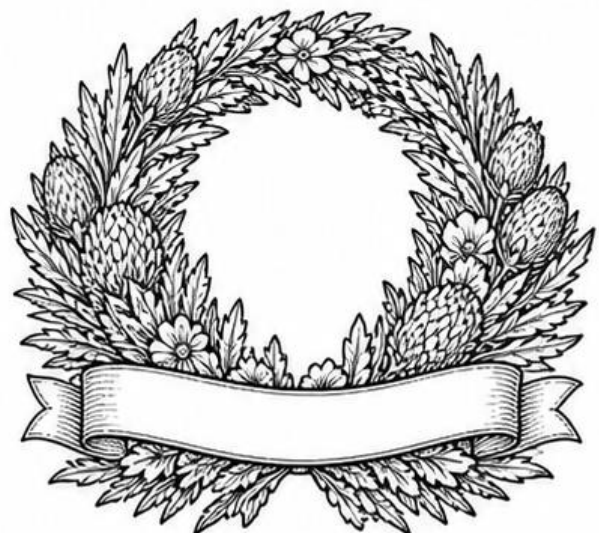
COMING HOME

Many First Nations veterans returned to the same discrimination they had faced before serving. In some places, they were excluded from services and opportunities available to other veterans. Their wartime contribution did not immediately bring equal rights. This contrast is important when we study Australian history.



REMEMBERING WITH EVIDENCE

Today, communities, families and historians work to recognise First Nations service. Reliable accounts draw on service records, oral histories, letters, photographs and memorials. A careful reader asks: Who created this source? When was it made? What evidence does it provide?



PAUSE AND THINK

Why is it important to compare more than one source when learning about the past?

Name: _____

READ, THINK, RESPOND: PAGE 1

Use First Nations Australians in Service.



1. Why did some people need determination to enlist?

2. Tick the TWO sources historians could use as evidence.

☐

service records

☐

guesses

☐

letters

☐

rumours

3. True or false? Service records always identified a person's cultural background.

☐

True

☐

False

Copy words from the text that prove your answer.

4. Which inference is best supported by the text?

A. First Nations service was limited to one kind of job.

B. Cooperation during service could show fairer possibilities.

C. Military service ended discrimination everywhere.

D. Historians need only one source.

5. Complete the idea.

Working together did not remove racism, but it showed _____

ANSWERS

READ, THINK, RESPOND: PAGE 1

Use First Nations Australians in Service.



1. Why did some people need determination to enlist?

Government rules restricted enlistment; some people travelled far or tried more than once.

2. Tick the TWO sources historians could use as evidence.



service records



guesses



letters



rumours

3. True or false? Service records always identified a person's cultural background.



True



False

Copy words from the text that prove your answer.

did not always identify a person's cultural background

4. Which inference is best supported by the text?

A. First Nations service was limited to one kind of job.

B. Cooperation during service could show fairer possibilities.

C. Military service ended discrimination everywhere.

D. Historians need only one source.

5. Complete the idea.

Working together did not remove racism, but it showed what cooperation and respect could look like.

Name: _____

READ, THINK, RESPOND: PAGE 2

Use Service, Return and Recognition.

1. Complete the Reginald Saunders fact file.

Cultural identity: _____

Enlisted: _____

Two places he served: _____

Historic achievement: _____

Later conflict: _____



2. Number these events from 1 to 4.

☐

He served in the Korean War.

☐

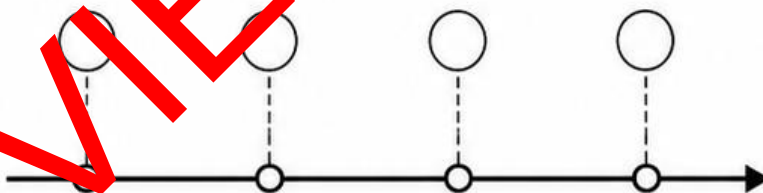
He enlisted in the Australian Army.

☐

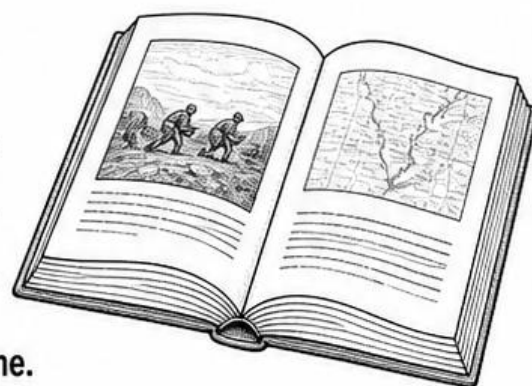
He was commissioned as a lieutenant.

☐

He served in Greece and Crete.



3. Why should a historian compare more than one source?



4. Explain the contrast between wartime service and coming home.

5. Which evidence set would best support a careful account?

A. An anonymous post
and a guess

B. A service record and
a family oral history

C. One drawing
with no date

ANSWERS

READ, THINK, RESPOND: PAGE 2

Use Service, Return and Recognition.

1. Complete the Reginald Saunders fact file.

Cultural identity: Gunditjmara man

Enlisted: April 1940

Two places he served: Greece and Crete

Historic achievement: First Aboriginal Australian commissioned as an Australian Army officer

Later conflict: Korean War



2. Number these events from 1 to 4.

4

He served in the Korean War.

1

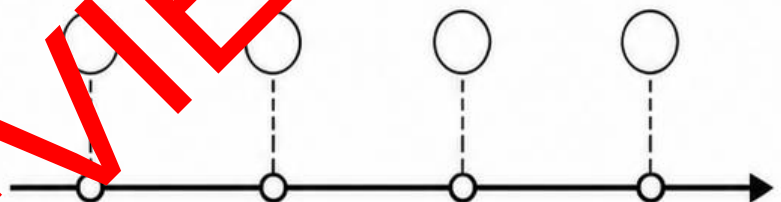
He enlisted in the Australian Army.

3

He was commissioned as a lieutenant.

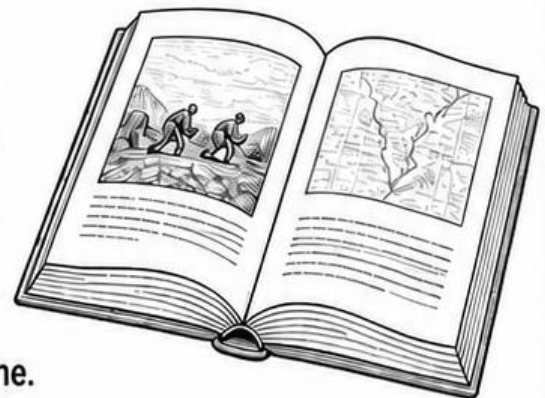
2

He served in Greece and Crete.



3. Why should a historian compare more than one source?

Comparing sources reveals gaps and different viewpoints, building a fuller, more reliable account.



4. Explain the contrast between wartime service and coming home.

People often worked with greater equality during service, yet many returned to discrimination and unequal rights.

5. Which evidence set would best support a careful account?

A. An anonymous post and a guess

B. A service record and a family oral history

C. One drawing with no date

Name: _____

REGINALD SAUNDERS: RESEARCH WITH CARE

Inquiry question: How did Saunders' service challenge barriers in Australian society?

1 START WITH CONFIRMED FACTS

Identity: _____

Enlisted: _____

Places served: _____

Historic achievement: _____



2 ASK STRONG QUESTIONS

Write two questions the reading does not fully answer.

1. _____

2. _____

3 CHECK TWO SOURCES

SOURCE 1

Title or organisation: _____

Date: _____

Key evidence: _____

Why I trust it: _____

SOURCE 2

Title or organisation: _____

Date: _____

Key evidence: _____

Why I trust it: _____

4 BUILD AN EVIDENCE SENTENCE

Both sources show _____

However, _____

This matters because _____

Name: _____

THEN AND NOW: RECOGNITION AND EQUALITY

Use both First Nations service reading pages.



1. THEN: DURING AND AFTER THE WORLD WARS

Enlistment rules

Work and treatment during service

Treatment after returning home

2. NOW: REMEMBERING WITH EVIDENCE

How service is recognised

Sources historians use

Why recognition matters

3. COMPARE

One important change:

One continuing responsibility:

Evidence I used from BOTH pages:

THE BOX BENEATH THE FLOOR

Assessment reading passage

Maya's family had come to help clean out her great-aunt Elsie's weatherboard house before it was sold. Dust danced in shafts of afternoon light. Under a loose floorboard in the back room, Maya found a small tin box. It was as cold as river stone.



Inside lay a faded postcard, a brass button and a note in careful handwriting: "For whoever finds this: ask what this place remembers." Maya wanted to race outside, but she stopped. The wind tapped impatient fingers against the window.



She showed her cousin Leo. "It is treasure," he whispered. "It is evidence," Maya replied. They examined each object. The postcard showed the town's old railway station. The button bore a tiny anchor. On the back of the note was a name: Arthur Bell, 1946.



At the local library, Ms Tran helped them use a newspaper archive. They learned Arthur had worked on supply ships after the war and later helped build the town hall. The article did not explain why the box was hidden. Leo imagined a secret mission. Maya wrote down what the source proved and what remained uncertain.



They returned to Aunt Elsie. She smiled at the button. Arthur was her father. He had kept reminders of work and friends he feared people might forget. After the war, jobs were scarce and he worked long hours. "The box was not hidden from us," she said. "It was waiting for us to ask."



Maya placed the objects on the table like pieces of a puzzle. One newspaper could not tell the whole story, and one memory might miss a detail. Together, the sources created a clearer picture. That evening, the old house seemed to breathe out a long-held story. Maya began a label for each object, careful to separate fact from inference. Maybe the treasure was not the box at all. Maybe it was the questions it opened.



Name: _____

ASSESSMENT: COMPREHENSION AND EVIDENCE

Use The Box Beneath the Floor.



1. Which statement best expresses the main idea?

A. Old houses should always be sold.

B. Careful questions and several sources can recover a fuller story.

C. A newspaper tells everything about the past.

D. Hidden objects are always valuable.

2. Choose a trait for Maya. Support it with evidence.

Trait: _____

Evidence: " _____ "

3. Number the events from 1 to 4.

☐

Aunt Elsie explains who Arthur was.

☐

Maya finds the tin box.

☐

Maya labels each object.

☐

Maya and Leo research at the library.

4. Why does Maya record what the article proves and what remains uncertain?

5. Circle the TWO compound words.

floorboard

careful

newspaper

memory

ANSWERS

ASSESSMENT: COMPREHENSION AND EVIDENCE

Use The Box Beneath the Floor.



1. Which statement best expresses the main idea?

A. Old houses should always be sold.

B. Careful questions and several sources can recover a fuller story.

C. A newspaper tells everything about the past.

D. Hidden objects are always valuable.

2. Choose a trait for Maya. Support it with evidence.

Trait: careful

Evidence: “Maya wrote down what the source proved and what remained uncertain.”

3. Number the events from 1 to 4.

3 Aunt Elsie explains who Arthur was.

1 Maya finds the tin box.

4 Maya labels each object.

2 Maya and Leo research at the library.

4. Why does Maya record what the article proves and what remains uncertain?

To separate fact from inference and avoid claiming the article proves more than it does.

5. Circle the TWO compound words.

floorboard

careful

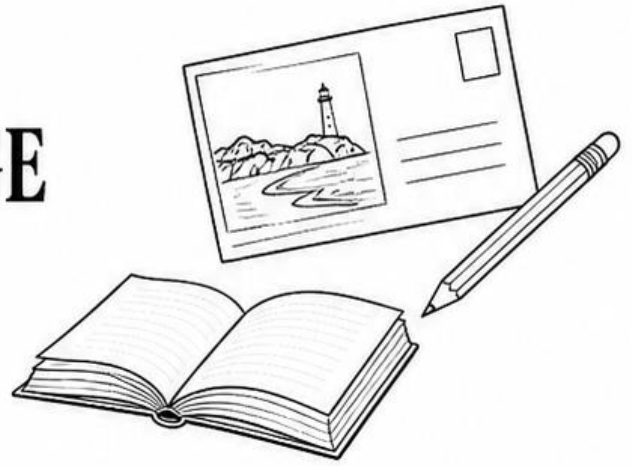
newspaper

memory

Name: _____

ASSESSMENT: LANGUAGE AND PERSPECTIVE

Use The Box Beneath the Floor.



1. Copy one simile. Explain the picture it creates.

Simile: “ _____ ”

Effect: _____

2. Copy one example of personification. Explain its effect.

Personification: “ _____ ”

Effect: _____

3. Rewrite the moment the box is found from Leo's point of view.

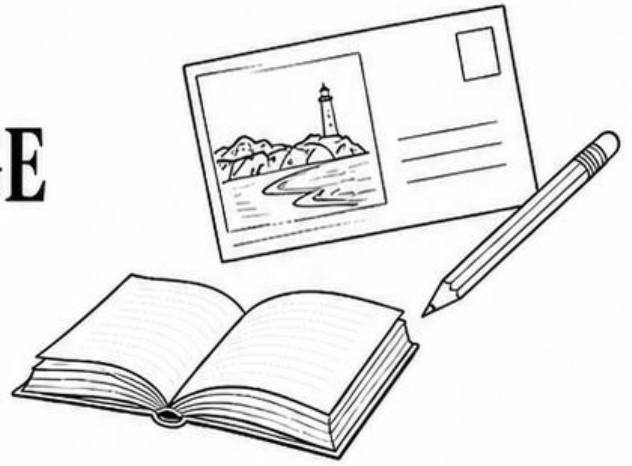
Write 5–6 sentences. Keep the known facts, but show Leo's thoughts and voice.

4. What is the real ‘treasure’ in the story? Use TWO details as evidence.

ANSWERS

ASSESSMENT: LANGUAGE AND PERSPECTIVE

Use The Box Beneath the Floor.



1. Copy one simile. Explain the picture it creates.

Simile: “ **It was as cold as river stone.** ”

Effect: **The box feels extremely cold and hard.**

2. Copy one example of personification. Explain its effect.

Personification: “ **The wind tapped impatient fingers against the window.** ”

Effect: **The wind seems restless and builds anticipation.**

3. Rewrite the moment the box is found from Leo's point of view.

Write 5–6 sentences. Keep the known facts, but show Leo's thoughts and voice.

I saw Maya lift the loose floorboard and pull out a tin box.

My heart jumped because it looked like hidden treasure.

Inside were a postcard, button and note.

I imagined a secret mission.

Maya reminded me that we needed evidence.

I could not wait to discover the story.

4. What is the real ‘treasure’ in the story? Use TWO details as evidence.

The real treasure is the story and the questions it opens.

**Maya compares the newspaper with Aunt Elsie's memory,
then labels facts and inferences.**

BOOK STUDY ENGLISH ASSESSMENT RUBRIC

Comprehension • evidence • language • perspective

Criterion	Beginning	Developing	Achieving	Extending	Exceptional
Comprehension	Identifies few key ideas.	Retells basic events.	Explains the main idea and sequence.	Makes supported inferences.	Offers precise, insightful interpretation.
Use of evidence	Provides little relevant evidence.	Uses one simple detail.	Uses relevant details from the text.	Integrates two well-chosen details.	Selects and evaluates multiple details.
Language knowledge	Shows limited recognition.	Identifies one language feature.	Identifies simile, personification and compound words and explains an effect.	Explains how language choices shape meaning.	Gives perceptive, precise language analysis.
Perspective writing	Response is incomplete or unclear.	Shows some viewpoint.	Writes a coherent 5–6 sentence viewpoint using known facts.	Sustains a distinct voice with relevant detail.	Creates a controlled, engaging and convincing voice.
Conventions	Frequent errors impede meaning.	Some correct sentences and punctuation.	Generally accurate spelling, sentences and punctuation.	Accurate conventions and varied sentences.	Precise, polished and fluent control.
Overall level:					

DREAMING SOLDIERS BOOK STUDY





OUR LEARNING JOURNEY

- Predict and question
- Track character evidence
- Explore compound and figurative language
- Make connections and shift perspective
- Respond to history with respect



PREDICT WITH EVIDENCE



- Examine the cover and blurb
- Notice precise details
- Connect relevant prior knowledge
- Predict. I think ... because ...





ASK STRONG QUESTIONS

Before: What might happen?

During: What has changed?

After: Which questions remain?

Strong questions grow from evidence.





CHARACTER EVIDENCE

Look at appearance, actions and dialogue.

Notice thoughts, reactions and relationships.

Ask: What does this detail reveal?



TRACK JIMMY AND JOHINNO



1. Collect evidence for each character.
2. Compare what they say and do.
3. Explain what each detail reveals.





CAUSE AND CHANGE

EVENT → RESPONSE → CHANGE

Name the event.

Describe the response.

Prove the change with one detail.





COMPOUND WORDS

camp + fire = campfire

water + hole = waterhole

every + one = everyone

end + less = endless

Combined words can sharpen meaning.





CHECK THE CONTEXT

1. Read the whole sentence.
2. Test the compound word.
3. Reread for meaning.
4. Explain why it fits.





FIGURATIVE LANGUAGE

Simile compares with like or as.

Personification gives something human action.

Footnote helps readers picture and feel.





SIMILES

“The moon was like a silver coin.”

What two things are compared?

What picture or feeling does it create?





PERSONIFICATION

“The wind knocked down the window.”

What human action is given to the wind?

How does it change the mood?



VISUALISE WITH EVIDENCE



1. Select key words.
 2. Imagine sight, sound and feeling.
 3. Check your picture against the text.
- Evidence comes before illustration.





MAKE CONNECTIONS

Text-to-self: my experience

Text-to-text: another text

Text-to-world: a wider event or idea

Explain the link with evidence.





PERSPECTIVE

A character's viewpoint shapes:

- what they notice
- how they feel
- which details matter
- the words they choose





WRITE IN CHARACTER

Greeting • place and time • event

Emotion • precise detail • sign-off

Use the character's voice—not a narrator's.



HISTORICAL CONTEXT



Some enlistment rules were restrictive.

First Nations Australians still volunteered.

Service could offer relative equality.

Discrimination often continued after return.





READ RESPECTFULLY

Recognise distinct First Nations Peoples.

Ask whose voice is represented.

Use reliable, authoritative evidence.

Avoid broad or simplifying claims.





REGINALD SAUNDERS

Gunditjmara man from Victoria

Enlisted in April 1940

Served overseas and in New Guinea

Commissioned lieutenant in December 1944

First Aboriginal Australian Army officer





SERVICE AND RETURN

Service showed courage and cooperation.

Return could mean renewed discrimination.

Recognition requires truthful evidence.

Honour contribution without simplifying history.





FINAL RESPONSE

IDEA → PRECISE DETAIL → EXPLANATION

Link your evidence to the larger theme.

Separate fact from inference.

Finish with what the evidence shows.





Well Done!



DRIVE

DREAMING SOLDIERS BOOK STUDY QUIZ





QUESTION!

Which prediction is strongest?

- A. A guess with no reason
- B. One supported by cover or blurb evidence
- C. A retelling of the title





ANSWER 1

ANSWER B

A strong prediction names evidence
and explains what it suggests.





QUESTION 2

Name TWO kinds of evidence
that can reveal character.





ANSWER 2

Any two of:

actions • dialogue • thoughts

appearance • reactions

body language • relationships





QUESTION 3

TRUE OR FALSE?

A compound word always means exactly
the same as its two separate words.





ANSWER 3

ANSWER FALSE

Combined words can create
a new or more specific meaning.





QUESTION 11

Which sentence is a simile?

- A. The moon watched the camp.
- B. The moon was like a silver coin.
- C. The moon shone brightly.





ANSWER 4

ANSWER: B

A simile compares using like or as.





QUESTION 5

Explain the personification:

“The wind knocked at the window.”





ANSWER 5

The wind is given the human action
of knocking.
This makes the wind feel active.





QUESTION 6

Which is a text-to-world connection?

- A. Linking to your own memory
- B. Linking to another story
- C. Linking to a real event or issue





ANSWER 6

ANSWER C

Text-to-world connects reading
to wider events, ideas or issues.





QUESTION 7

TRUE OR FALSE?

A postcard from a character should sound
like a neutral narrator.





ANSWER 7

ANSWER: FALSE

Details and word choice should reflect the character's perspective.





QUESTION 8

Which summary is best?

- A. No First Nations Australians served.
- B. Restrictive rules existed, yet 1,000+ volunteered.
- C. Service ended discrimination.





ANSWER 8

ANSWER B

More than 1,000 Indigenous Australians
volunteered during the First World War.
Discrimination often continued after return.





QUESTION 9

Why is Reg Saunders significant
in Australian military history?





ANSWER q

He was the first Aboriginal Australian
commissioned as an officer
in the Australian Army.





QUESTION 10

Which response is most respectful?

- A. Generalise about all First Nations Peoples
- B. Use evidence and recognise distinct Peoples
- C. Ignore who created the source





ANSWER 10

ANSWER B

Be accurate, evidence-based and specific.

Recognise distinct First Nations Peoples.





Well Done!



DRIVE