

# Resources

## Year 6



# Finish the Metaphor or Simile

1. She ran like

---

2. When she danced she was

---

3. The man trudged down the road like

---

4. The waves on the ocean were

---

5. Dave was in the water waving like

---

6. On her way to her own birthday party, Lucy was as

---

7. When he looked out from the stage, the audience was

---

8. The rain was

---

9. The trees in the storm were like

---

10. The moon hung in the night sky like

---



# *Wave Hill Walk Off*

What was the issue?

- 

Who were the key players? What were their perspectives, beliefs and values?

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# Maths Learning Slides Year 6

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WEEK 5

# Task 1 - Maths Goals

## Multiplication and

## Division Maths Goals

Using your multiplication and division Goal Sheet, work on your allocated goals.

You can access the Goals Folder on your classes google classroom or click on the 'GOALS' picture on the right hand side of this slide.

When completing your goal, you will need to:

- Watch the instructional video
- Complete the evidence task in your Maths book



# Goals



# Task 2 - Maths Goals

## Multiplication and

## Division Maths Goals

Using your multiplication and division Goal Sheet, work on your allocated goals.

You can access the Goals Folder on your classes google classroom or click on the 'GOALS' picture on the right hand side of this slide.

When completing your goal, you will need to:

- Watch the instructional video
- Complete the evidence task in your Maths book



Goals

# Tasks 3 - Mental Maths

## Mental Maths

Complete Week 5 book.

Choose a Mental Maths book that is suitable for your maths skills. Start with the book you were working through last, if it is not suitable move up or down one letter.

You can complete these Mental Maths tasks all in one session or spread them out over the week and complete them on the allocated days.



# Optional Extras

## Mathletics

Go onto Mathletics and complete any assigned tasks or search for 'Fractions, Decimals and Percentages'.

Once completed, explore and play 'Live Mathletics.

The logo for Mathletics, featuring the word "Mathletics" in a white, sans-serif font inside a dark grey, rounded rectangular shape with a slight gradient and shadow effect.

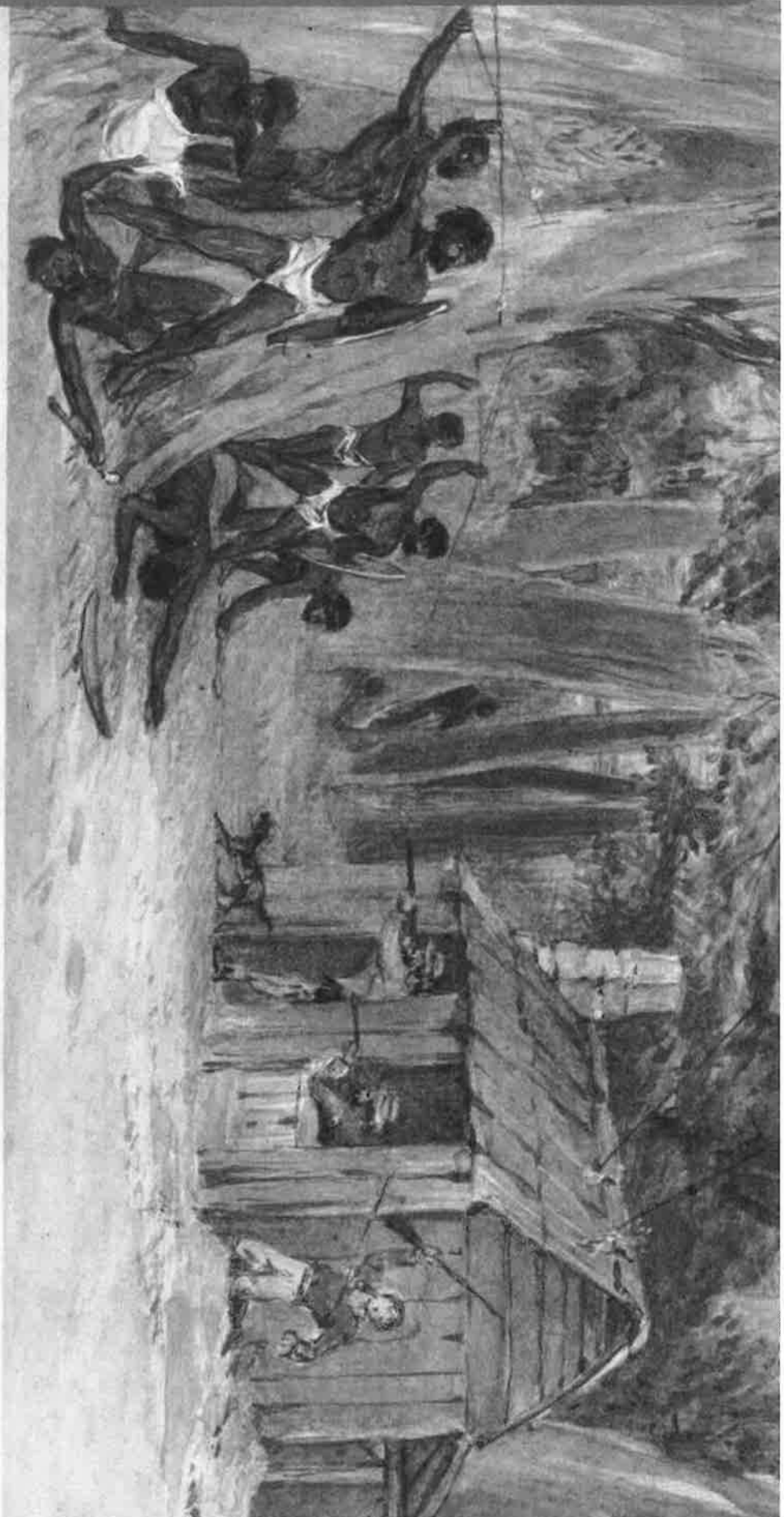
## Hit the Button

Practise your skills and play an interactive game, focusing on your times tables.





# INDIGENOUS CONFLICTS



## INDIGENOUS CONFLICTS

**European settlement** in Australia came at great cost to **Indigenous** Australians. As European settlers took over more and more land, Indigenous people lost their **traditional** hunting grounds and sources of food and water. They were separated from the lands they had been closely connected with for thousands of years.

▲ European settlement led to frequent clashes between white settlers and Indigenous Australians.

As a result, **conflict** between European settlers and Indigenous people was often unavoidable. In some cases, large numbers of Indigenous people were killed by settlers, especially if the settlers felt threatened by them, or thought that their **property**, such as **livestock**, might be stolen.



## Colonial wars

Although many Europeans died in conflicts with Indigenous people, many more Indigenous people lost their lives. On several occasions, large numbers of settlers attacked and killed Indigenous people, including women and children.

### Pinjarra Massacre

On 28 October 1834, in Pinjarra, Western Australia, at least 25 Indigenous people were killed by a group of soldiers, police officers and other settlers. The attack was led by Governor James Stirling, after a series of violent conflicts between settlers and local Indigenous people. Indigenous men, women and children were all victims of the attack. The survivors were forced to give up their traditional way of life.

### Myall Creek Massacre

On 10 June 1838, a group of convicts and former convicts murdered up to 30 Indigenous people, mostly women and children, on the Myall Creek sheep station in northern New South Wales. Eleven men were charged with two of the murders, but were found not guilty. Seven of the men were later charged with some of the other murders. This time they were found guilty and were hanged for their crime.

IN MEMORY OF THE WIKIARAAY PEOPLE WHO WERE MURDERED ON THE SLAVES OF THIS BARGE IN AN UNPROVOKED BUT PREMEDITATED ACT IN THE LATE AFTERNOON OF 10 JUNE, 1838

ERECTED ON 14 JUNE 2016 BY A GROUP OF ABORIGINAL AND NON-ABORIGINAL AUSTRALIANS IN AN ACT OF RECONCILIATION AND IN ACKNOWLEDGEMENT OF THE TRUTH OF OUR SHARED HISTORY.

WE REMEMBER THEM  
NGRANI WIRANGAY GANUNGA

## FACT!

On 10 June each year, a ceremony is held at Myall Creek to pay tribute to the victims of the 1838 massacre.

◀ The Myall Creek memorial

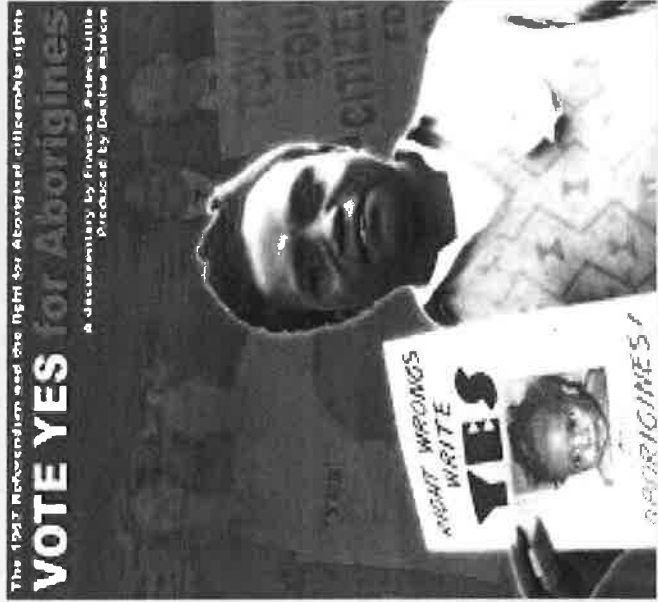
## QUESTIONS

1. What impact did European settlement have on Australia's Indigenous people?
2. Why do you think some European settlers wanted Indigenous people to give up their traditional ways?
3. Watch the series of events of the Pinjarra Massacre at <http://qrs.ly/724wzm0>. Why do you think the site's author chose to show the events in that way? What effect does it have on you as a reader/viewer?
4. The tracking skills of Indigenous Australians were highly valued by European settlers, and trackers were even used to help catch Ned Kelly and his gang. Identify at least three inquiry questions about Aboriginal trackers.
5. Research the role of Aboriginal trackers in early colonial life to find the answers to your inquiry questions. Write a brief report of your findings.



# The 1967

# Referendum



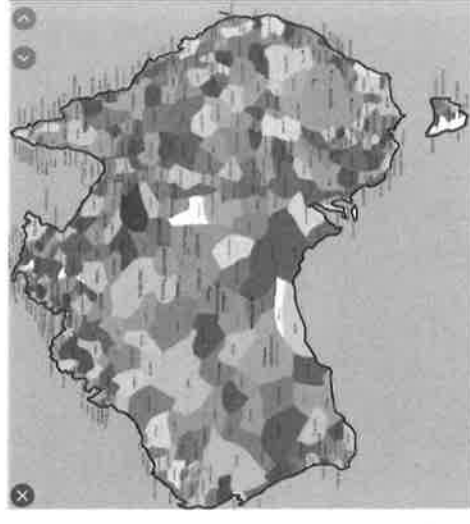
## Learning Intention

I can identify significant events in Australian history and why the 1967 Referendum was one of these.

I can explain how the 1967 Referendum impacted Indigenous Australians.

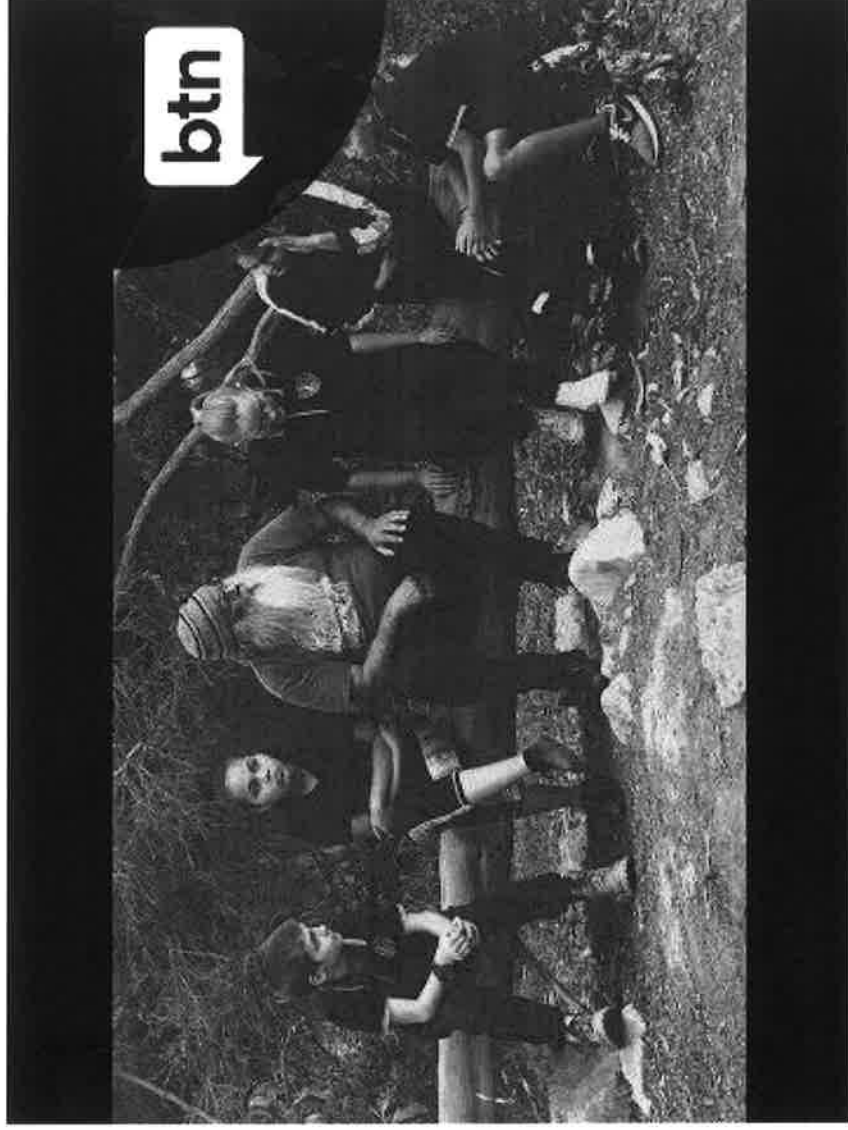
### **Success Criteria:**

I can explain why the 1967 Referendum was such an important moment in Indigenous and Australian history.





# What is the 1967 Referendum?



On 27 May 1967, the Australian Government held a referendum. This was a momentous turning point in Australian history. The 1967 referendum altered the Australian Constitution. **More than 90 per cent of Australian voters chose 'Yes'** to count Aboriginal and Torres Strait Islander peoples in the census and give the Australian Government the power to make laws for Aboriginal and Torres Strait Islander peoples.

# What events led to the 1967 Referendum?

**1963**—The Equal Wages for Aborigines Committee is formed and campaigns against labour exploitation and for wage equality for Indigenous workers.

Elders of the Yirrkala clans send a petition against the proposed mining of their traditional lands to the prime minister on a bark painting.

**1964**—The FCAA changes its name, at the urging of the Torres Strait Islander people, to the Federal Council of the Advancement of Aborigines and Torres Strait Islanders (FCAATSI).

**1965**—The Freedom Ride, inspired by the African American Civil Rights movement in the United States, is organised by a group of students, and led by Aboriginal student Charles Perkins from the University of Sydney, to bring attention to the racism and segregation in western New South Wales towns.

**1966**—Indigenous workers at Wave Hill Station walk-off, led by Vincent Lingiari, a spokesman for the Gurindji people, as a protest over wages and poor working conditions on the station.

**1967**—Prime Minister Harold Holt announces that the *Constitution Alteration Bill* has passed in both Houses of Parliament allowing for a referendum to be called on whether or not Australia should change the wording of the constitution. The date is set for 27 May 1967. The constitution is formally changed on 10 August 1967.

# How did the Referendum impact Indigenous Australians?



- The referendum did draw attention to living standards in Aboriginal communities and allowed for more money for states with large Indigenous populations.
- It allowed the federal government to pass the (Northern Territory) Land Rights Act, which has benefited many Indigenous Australians.
- Even though the Referendum revealed a desire to extend equal rights to Indigenous people, the referendum did not guarantee equality. The Referendum gave the Federal Government the power to make laws for Indigenous people, but it did not require that those laws would ensure equality and would not be discriminatory.
- The Referendum's failure to improve all aspects for Indigenous people resulted in disillusionment and a new wave of activism in the 1970's

# Shaping our Australia's Identity

As we have just read, the 1967 Referendum did not 'fix' all of the issues related to the treatment and rights of the Indigenous people. However, it was an important step forward for Australia.



Things to consider:

- Why do you think it took so long for this Referendum to occur?
- Do you think this Referendum was a sign that attitudes were changing around Australia? Why?
- Do you think the Immigration Scheme after World War Two made Australian people more accepting of other cultures they had previously feared or seen as 'different'? Did this play a part in the Referendum vote?

# Activity

Create a timeline where you can plot there most significant events that lead up to the 1967 referendum

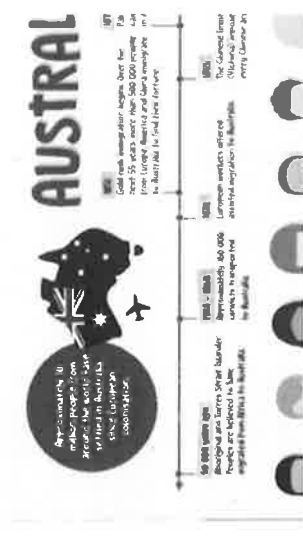
**OR**

Call or chat with a grandparent or family member and discuss the following topics;

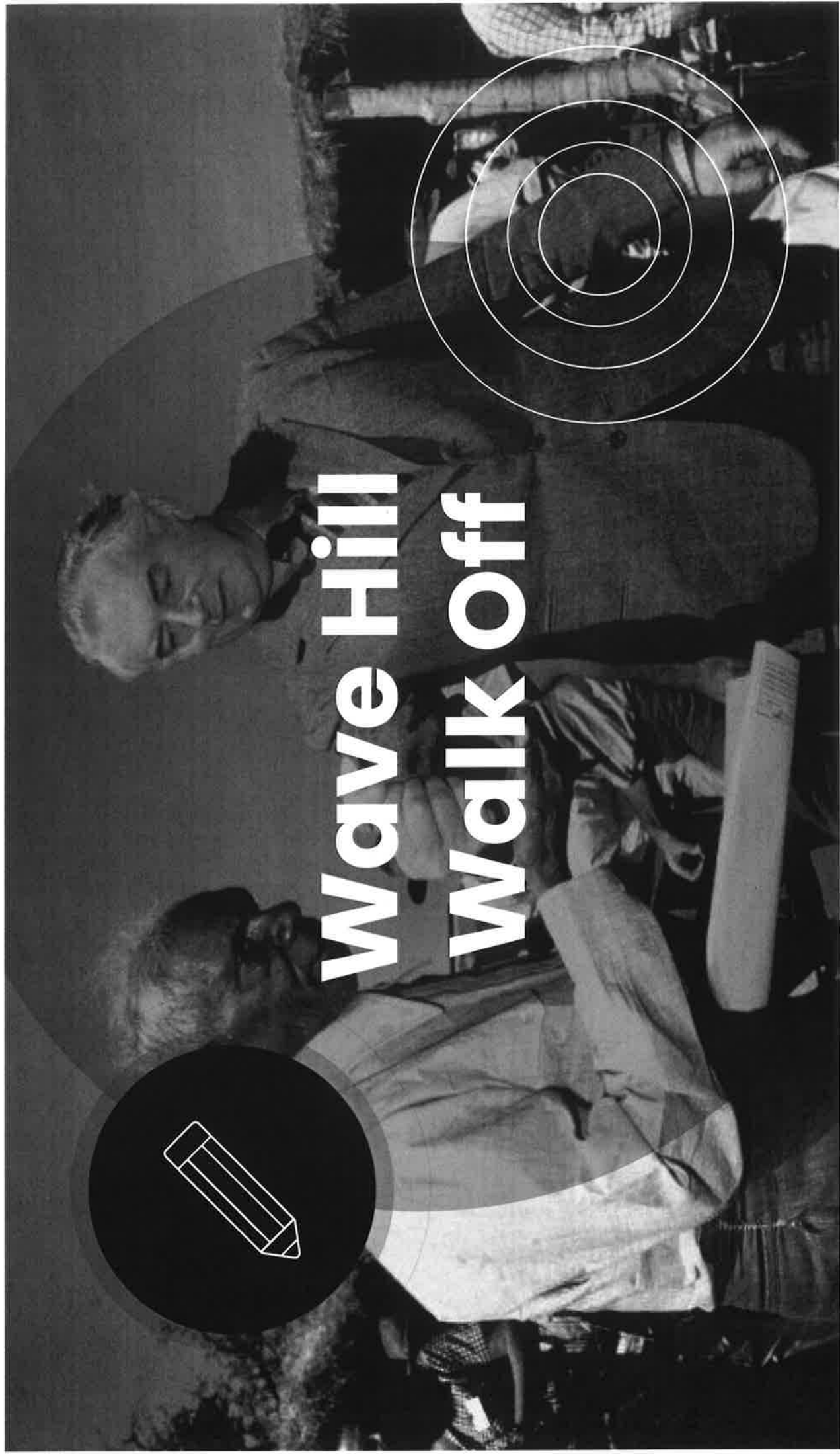
1. What is a referendum?
2. Why are referendums important?
3. What does being an Australian citizen mean to you?
4. What rights do Australian citizens enjoy?
5. It is many years since the referendum occurred on 27 May 1967.

Do you think life is better or worse for Aboriginal and Torres Strait

Islander people today? Why?







# Wave Hill Walk Off





L

I can identify different views on a contemporary issue relating to democracy and citizenship

I can describe different perspectives, beliefs and values of people and groups in the past





Identify the **main issue** surrounding the Wave Hill Walk Off

- Identify **who was involved** and their **perspectives, beliefs and values**

# Wave Hill Walk-off/ Gurindji Strike

The 1960's was a significant time of change for the rights of the Australian Indigenous people.

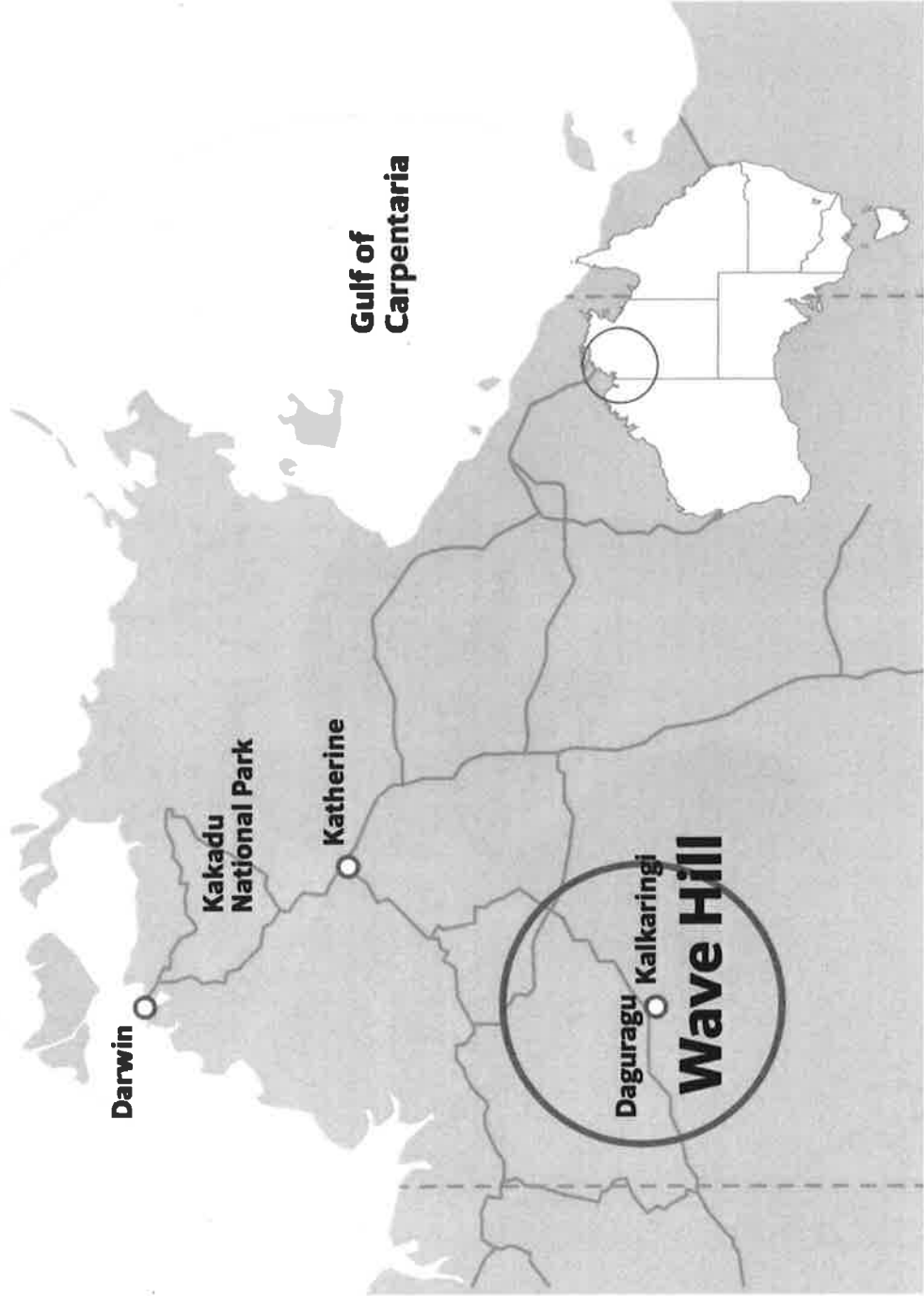
In August 23rd 1966 ( a year after the Freedom Ride), a group of 200 courageous stockmen (people who work with livestock) and families commenced a strike, known as the Gurindji Strike or Wave Hill Walk-off.

The Gurindji Strike was about indigenous workers fighting to receive equal pay and rights. The strike was led by the famous indigenous rights activist, Vincent Lingiari.

The strike created national attention to the inequality of pay that the Aboriginal workers were receiving around Australia. This strike was instrumental in beginning the change in the Australian public's attitudes towards the rights (wages and land rights) of the Indigenous people.

It was such a significant event, that a famous Australian musician, Paul Kelly, wrote a song about it that is still popular today.

# Wave Hill





From Little Things Big Things Grow  
**Paul Kelly**

Using a music streaming platform, Youtube or Google, look up:

Paul Kelly- From Little Things, Big Things Grow.

Listen to the song as you read the words on the next few slides.

# From Little Things Big Things Grow

Gather round people I'll tell  
you a story  
An eight year long story of  
power and pride  
'Bout British Lord Vestey  
and Vincent Lingiari  
They were opposite men  
on opposite sides  
Vestey was fat with money  
and muscle  
Beef was his business,  
broad was his door  
Vincent was lean and  
spoke very little  
He had no bank balance,  
hard dirt was his floor  
From little things big things  
grow  
From little things big things  
grow  
Gurindji were working for  
nothing but rations  
Where once they had  
gathered the wealth of the  
land  
Daily the oppression got  
tighter and tighter  
Gurindji decided they must  
make a stand  
They picked up their swags  
and started off walking  
At Wattie Creek they sat  
themselves down  
Now it don't sound like  
much but it sure got  
tongues talking  
Back at the homestead  
and then in the town

by **Paul Kelly and Kev  
Carmody**

# From Little Things Big Things Grow

From little things big things  
grow  
From little things big things  
grow  
Vestey man said I'll double  
your wages  
Seven quid a week you'll  
have in your hand  
Vincent said uhuh we're  
not talking about wages  
We're sitting right here till  
we get our land

Vestey man roared and  
Vestey man thundered  
You don't stand the chance  
of a cinder in snow  
Vince said if we fall others  
are rising  
From little things big things  
grow  
From little things big things  
grow  
Then Vincent Lingiari  
boarded an aeroplane

Landed in Sydney, big city  
of lights  
And daily he went round  
softly speaking his story  
To all kinds of men from all  
walks of life  
And Vincent sat down with  
big politicians  
This affair they told him is a  
matter of state  
Let us sort it out, your  
people are hungry

by **Paul Kelly and Kev  
Carmody**

# From Little Things Big Things Grow

Vincent said no thanks, we  
know how to wait

From little things big things  
grow

From little things big things  
grow

Then Vincent Lingiari  
returned in an aeroplane

Back to his country once  
more to sit down

And he told his people let  
the stars keep on turning

We have friends in the  
south, in the cities and  
towns

Eight years went by, eight  
long years of waiting

Till one day a tall stranger  
appeared in the land

And he came with lawyers  
and he came with great  
ceremony

And through Vincent's  
fingers poured a handful of  
sand

From little things big things  
grow

From little things big things  
grow

That was the story of  
Vincent Lingiari

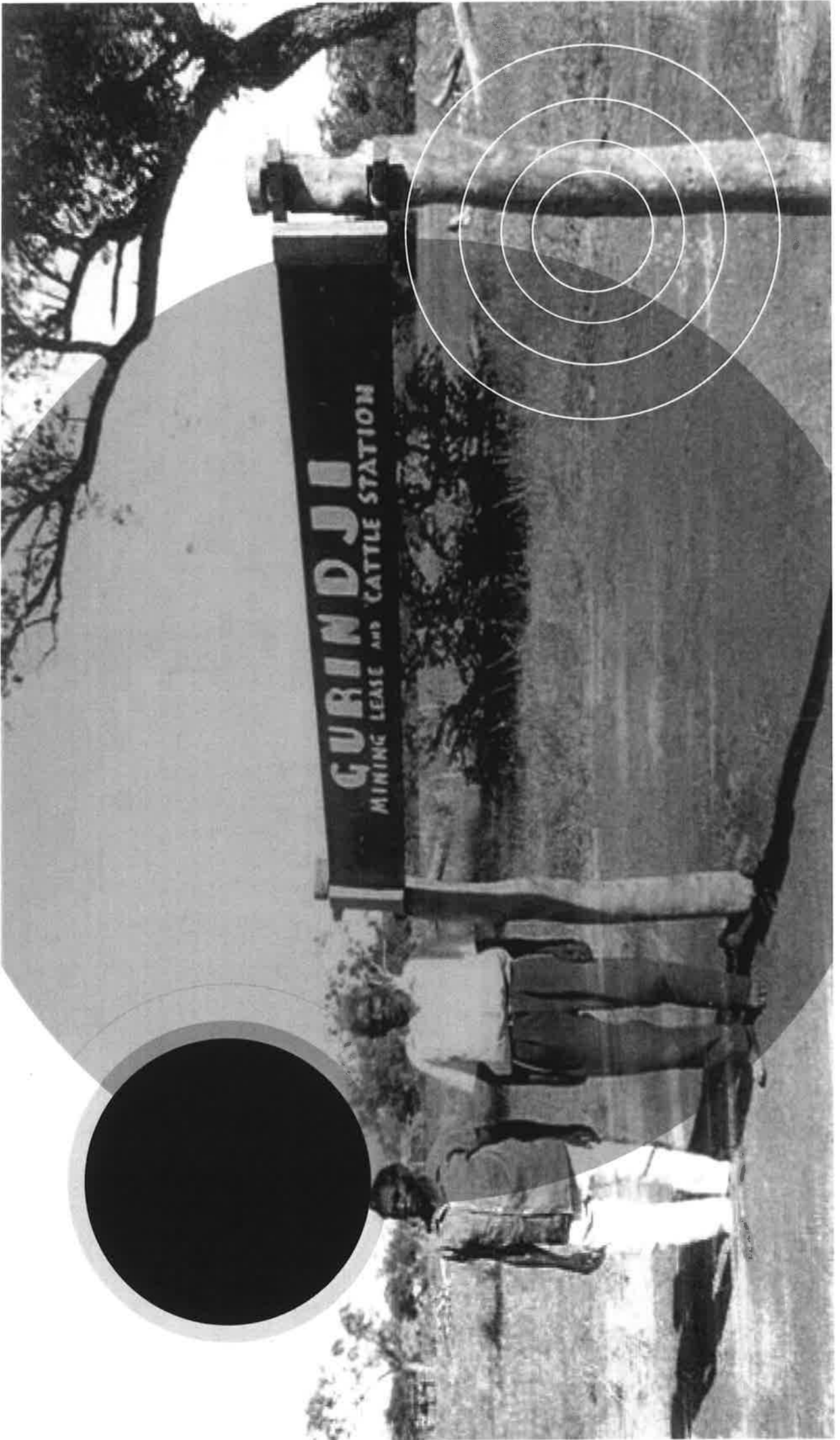
But this is the story of  
something much more

How power and privilege  
can not move a people

Who know where they  
stand and stand in the law

by **Paul Kelly and Kev  
Carmody**





**GURINDJI**  
MINING LEASE AND CATTLE STATION

**/// I bin thinkin' this bin  
Gurindji country. We bin  
here longa time before  
them Vestey mob. Vincent  
Lingiari. [1]**

# The Facts

- The walk off began in August 1966
- A year later the protesters camped at Wattie Creek (Daguragu)
- In 1967 after hearing Minister for the Interior Peter Nixon's plan to dismiss the Gurindji claim to their land, Ted Egan wrote 'Gurindji Blues'



# Gurindji Blues

by Ted Egan

Poor bugger me, Gurindji

My name is Vincent Lingiari, came from Daruragu, Wattie Creek station.

Me bin sit down this country

Long time before the Lord Vestey

All about land belongin' to we

Oh poor bugger me, Gurindji.

Poor bugger blackfeller; Gurindji

Long time work no wages, we,

Work for the good old Lord Vestey

Little bit flour; sugar and tea

For the Gurindji, from Lord Vestey

Oh poor bugger me.

Poor bugger me, Gurindji,

Man called Vincent Lingiari

Talk long allabout Gurindji

'Daguragu place for we,

Home for we, Gurindji:

But poor bugger blackfeller, Gurindji

Government boss him talk long we

'We'll build you house with electricity

But at Wave Hill, for can't you see

Wattie Creek belong to Lord Vestey'

Oh poor bugger me.

Poor bugger me, Gurindji

Up come Mr: Frank Hardy

ABSCHOL too and talk long we

Givit hand long Gurindji

Buildim house and plantim tree

Longa Wattie Creek for Gurindji

But poor bugger blackfeller Gurindji

Government Law him talk long we

'Can't givit land long blackfeller, see

Only spoilim Gurindji'

Oh poor bugger me.

Poor bugger me, Gurindji

Peter Nixon talk long we:

'Buy you own land, Gurindji

Buyim back from the Lord Vestey'

Oh poor bugger me, Gurindji.

Poor bugger blackfeller Gurindji

Suppose we buyim back country

What you reckon proper fee?

Might be flour, sugar and tea

From the Gurindji to Lord Vestey?

Oh poor bugger me.

Oh ngaiyu luyurr ngura-u

Sam m v country Gurindji

# The Facts

- They petitioned the Governor-General in 1967, and leaders toured Australia
- In 1972, Prime Minister Whitlam announced that funds would be made available for the purchase of properties that were not on reserves
- Lord Vestey offered to surrender 90 square kilometres to the Gurindji people

## **Land rights march in Melbourne, 1968**

Students, Aboriginal activists and others respond to Cabinet's refusal to make tribal lands available to the Gurindji of Wave Hill.

Source: Courtesy Melbourne Sun, 13 July 1968



# The Outcome

- Daguragu was acquired by the Aboriginal Land Fund Commission
- On **16 August 1975** at Daguragu, Prime Minister Whitlam transferred leasehold title to the Gurindji, symbolically handing soil to Vincent Lingiari



**■** The Gurindji campaign was an important influence on the events leading to passing the

***Aboriginal Land Rights Act (Northern Territory) 1976***

# Key Players

Vincent Lingiari (Gurindji Elder)

Englishman Lord Vestey

Gough Whitlam PM

Peter Nixon MP

Paul Kelly – From Little Things Big Things  
Grow

Ted Egan – Gurindji Blues

Frank Hardy – Controversial writer

Dexter Daniels (Aboriginal union organiser)





# Your Task

Use the template (on Google Classroom)  
to answer the following:

- What was the issue?
- Who were the key players? What were their perspectives, beliefs and values?

## *Wave Hill Walk Off*

What was the issue?

•

Who were the key players? What were their perspectives, beliefs and values?

•	•
•	•



**CONVENTIONS-**

**Commas**

*Writer's Workshop*

## **Learning Intention**

We are learning to identify the different reasons *why* we use commas.

## **Success Criteria**

To create sentences using commas in  
four different ways.

# While follow these slides you need to:

Record sentences as you go through each slide.

Read the example then attempt your own sentences using the rule.

Have a page ruled up in your english book or you can just use any piece of paper to record your sentences.

## **RULE ONE**

Use commas before and after a quotation in a sentence.

*The runner said, "I saw a duck."*

*"I saw a duck," said the runner.*

**Your turn:** Record your own example of a sentence using the above rule

## RULE TWO

Use a comma after common introductory words in a sentence, like *however*, *clearly*, *well*, for example, for instance

*After we won the game, we celebrated at Sizzlers.*

*John, please open the door.*

*Finally, I went running.*

**Your turn:** Record your own example of a sentence using the above rule

## RULE THREE

Use a comma + (and, but, for, nor, yet, or, so) to connect two independent clauses (sentences that could be on their own)

*They wanted to buy it, and they could pay in cash.*

*I would go for a walk, but it's raining outside.*

*The dog is young, but he's well trained.*

*The dog is young but well trained. (Similar sentence to the one above but no comma is present because they are not independent)*

**Your turn:** Record your own example of a sentence using the above rule



## **RULE FOUR**

Use a comma to separate a city and state

*The Big Banana is found in Coffs Harbour, New South Wales.*

**Your turn:** Record your own example of a sentence using the above rule



# Your turn

Apply it! Create a quick write with the goal to use the above 4 rules or continue working on your Writer's Workshop piece. Remember commas improve the sentence structure in your writing!

**Writing Week 5:**

**Similes and Metaphors**

**Y6**

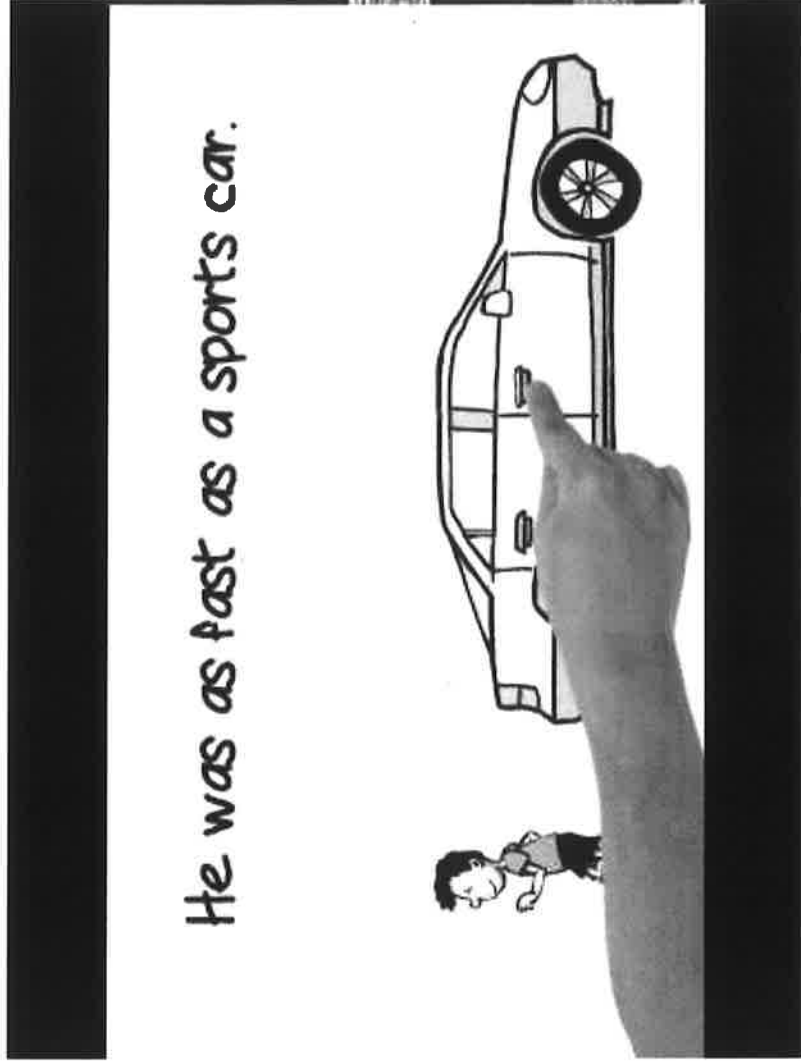
## **Learning Intention:**

We are learning to use metaphor and simile in our writing

## **Success Criteria:**

To understand the effects of metaphor and simile and create examples

Watch:



*He was as fast as a sports car.*

## Similes and Metaphors

Similes and metaphors are often confused.

This work will help you to sort them out.

**Simile** - when something is 'like' or 'as' something.

*E.g. The flower was sweet **like** honey. The flower was **as** sweet **as** honey.*

**Metaphor** - when the object **becomes** what it is being compared to.

*E.g. He **was** a roaring lion. (He wasn't like a roaring lion, or roaring as loud as a lion).*

### Task:

See if you can sort these sentences into simile (S) and metaphor (M):

Her coat was as smooth as silk.

She was as cunning as a fox.

His ears were cauliflowers.

It was raining cats and dogs.

He was a sneaky snake towards his friends.

His words were like music to my ears.

### Challenge:

Write some of your own metaphors and similes.

## Similes and Metaphors

Look at the following text and identify the similes and metaphors buried in the sentences:

### The Door

Creaking like a floorboard, the door cautiously opened. Eeeek. As it moved, its hinges were shattering glass, emitting a shrill, squeaky sound. Dust tumbled from the door frame as delicately as a floating feather. My heart raced. The air was filled with grime, dancing in the shafts of light. What lay beyond the door had been a mystery for many years. I took a deep breath. I was an archaeologist, no, an adventurer, treading in the footsteps that had been undisturbed for so long. What would I find? My eyes were darts, searching for the target. What would I spot first? My lips became trembling leaves, my fists clenched like a bunch of bananas. Then I saw it...

### Task:

Write similes for these items: an aeroplane, a runner and a feather.







**Writing Week 6:**

**Similes and Metaphors**

**Y6**

## **Learning Intention:**

**We are learning to use metaphor and simile in our writing**

## **Success Criteria:**

**To understand the effects of metaphor and simile and create examples**

**Watch:**

**SIMILIES AND  
METAPHORS IN  
SONGS**

**Can you think of any other songs  
you know that have similes and  
metaphors in the lyrics?**



## Similes and Metaphors

### 'The Highwayman' by Alfred Noyes

The wind was a torrent of darkness among the gusty trees,  
The moon was a ghostly galleon tossed upon cloudy seas,  
The road was a ribbon of moonlight over the purple moor,

And the highwayman came riding-

Riding - riding -

The highwayman came riding, up to the old inn-door.

There are really good examples of metaphors in this poem.  
Can you spot them?

#### Task: Answer the below questions

1. What does the writer compare to a ghostly galleon?
2. Use a dictionary - what does 'inn' mean?
3. Where did the Highwayman stop?

#### Challenge Questions

1. Which metaphor do you think is most effective?
2. Describe the setting, based on the verse you have read here.
3. How do you think metaphors help you to understand the scene?
4. What do phrases such as 'riding-riding-riding' tell you about the Highwayman?

## Similes and Metaphors

Like dopey dormice snuffling quietly,

Like chicks chattering softly,

Like trains rumbling in the distance,

↑ The little baby sleeps.

Like banging drums and clashing cymbals,

Like clattering dishes and nattering adults,

Like howling dogs and bouncing puppies,

↑ The school boy returns home.

This poem is made of plenty of similes.

Similes about being loud and similes about being quiet.

### Challenge:

Add 2 lines to the first verse, before the author writes '... The little baby sleeps.'

Add 2 lines to the second verse, before the author writes '... The school boy returns home.'

### Task:

Collect all of the verbs from this poem and use a thesaurus to see if you can find better ones.

CLOTHING

# pakaian

YEAR 6 TERM 3

TO WEAR

# memakai

panjang — LONG

pendek — SHORT

besar — BIG

kecil — SMALL

bergaris — STRIPED

berbunga — FLORAL

berbintik-bintik — SPOTTED

pakaian dalam



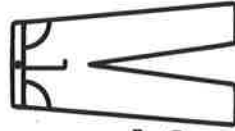
baju kaos



celana jin



celana panjang



dasi



kebaya



kaos kaki



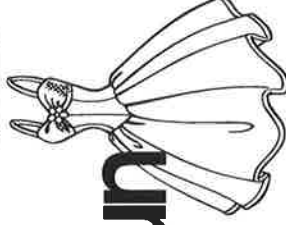
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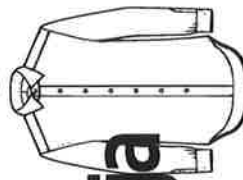
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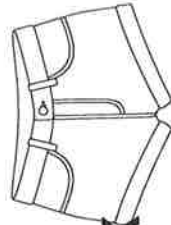


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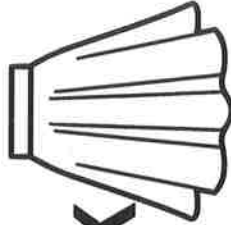
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celana pendek



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CLOTHING

# pakaian

YEAR 6 TERM 3

TO WEAR

# memakai



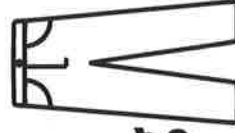
pakaian dalam



baju kaos



celana jin



celana panjang



dasi



kebaya



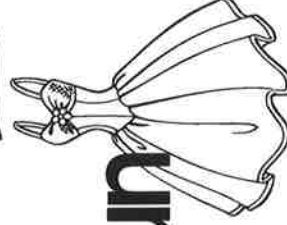
kaos kaki



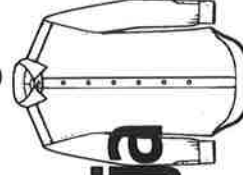
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sweter



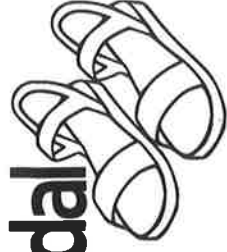
gaun



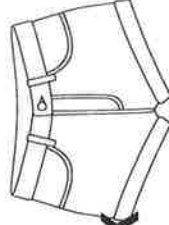
kemeja



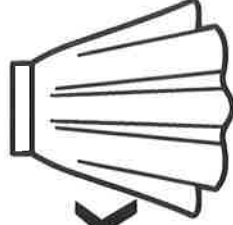
sarung



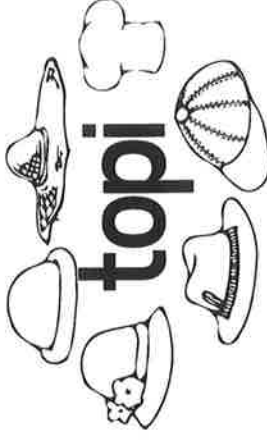
sandal



celana pendek



rok



topi



jas



peci

panjang — LONG

pendek — SHORT

besar — BIG

kecil — SMALL

bergaris — STRIPED

berbunga — FLORAL

berbintik-bintik — SPOTTED



