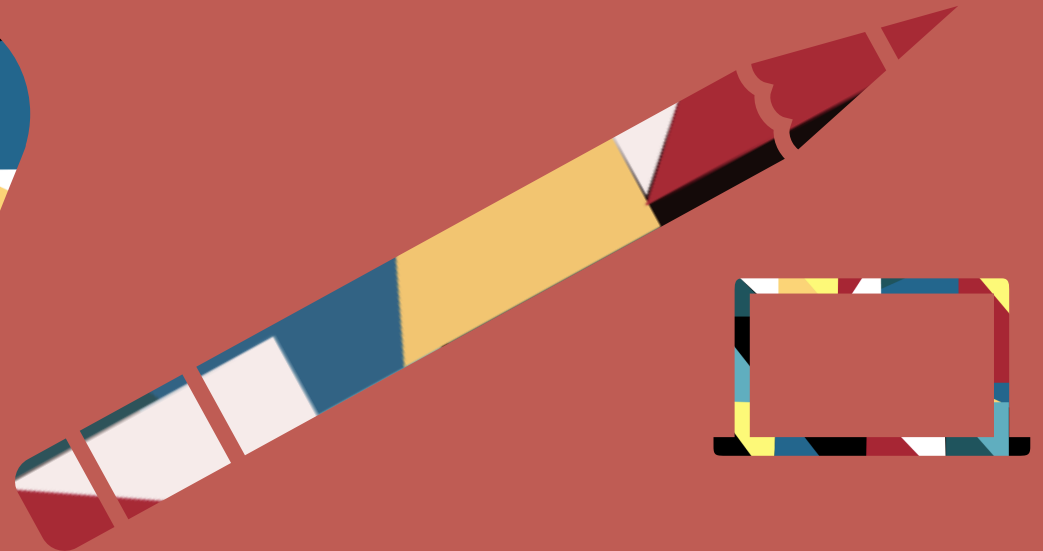
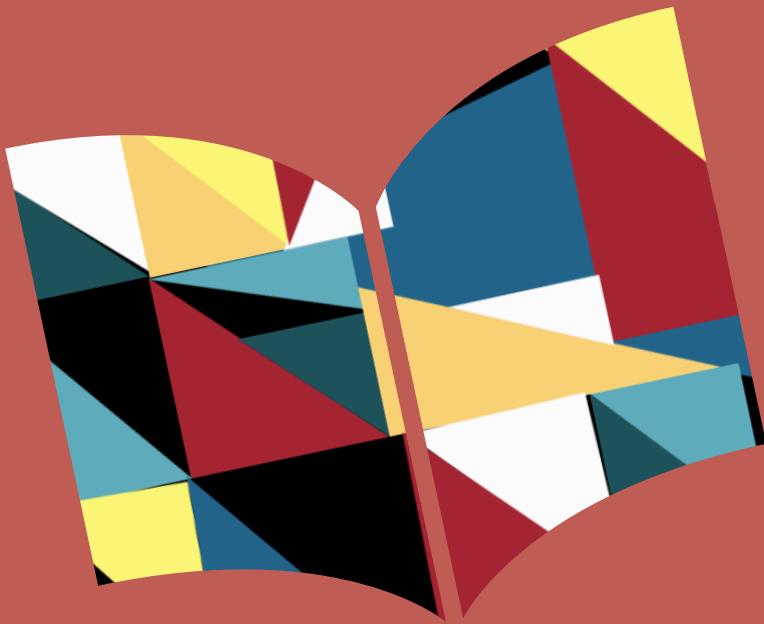
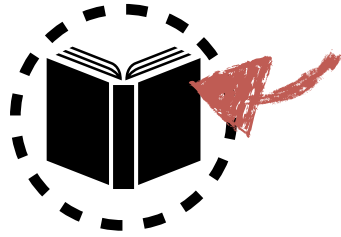


Chapter Ten

# Historical Voices



# How to Use This Workbook



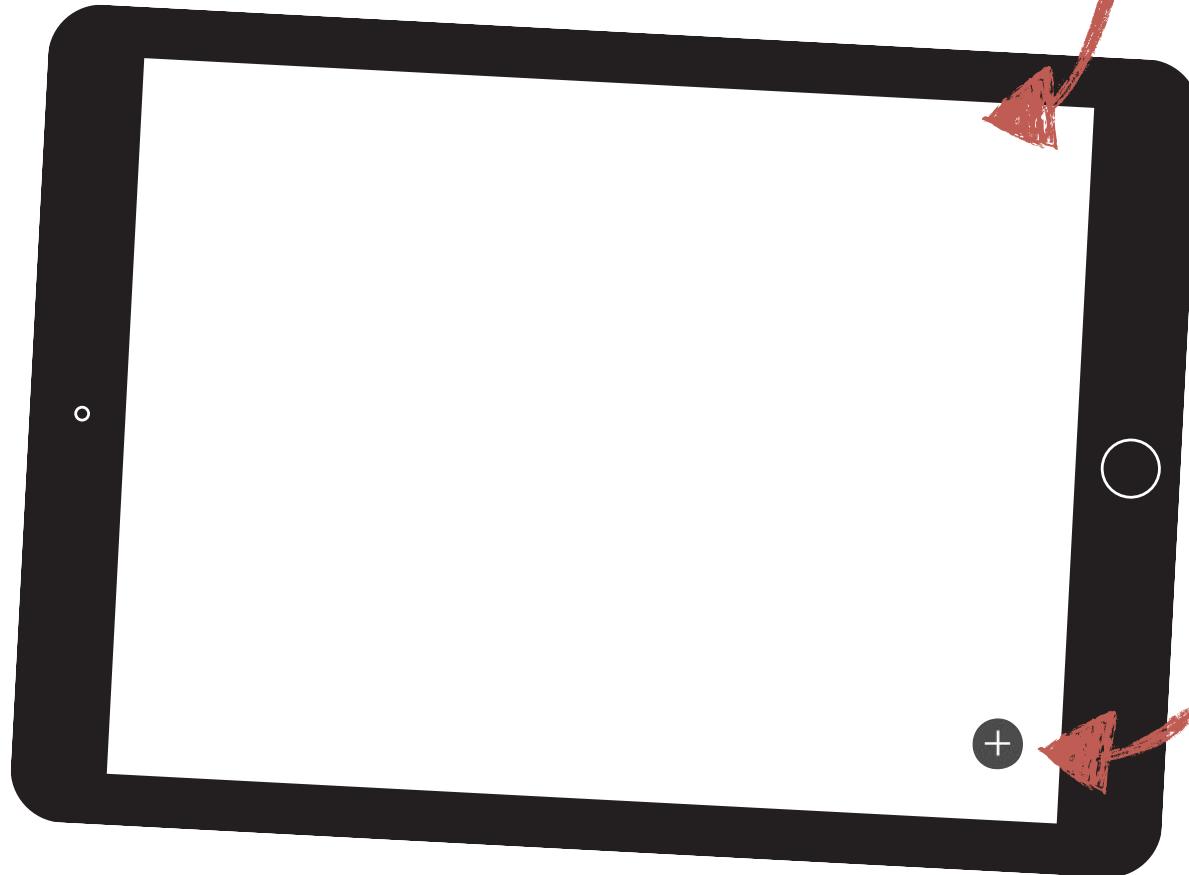
Look out for symbols like these ones throughout the journal. This is where we would like you to add something that you have created in another App and add it into the journal to show your learning.




Learn more with the Everyone Can Create Guide.



Tap  then  then  to add your own voice reflections.



Look for the  to add your own work



Look out for the audio icon on each of the pages of the journal. This will assist you with hearing some of the content and learning experiences that are included, and to support you in your learning where needed.

# Meet The Author



[Watch Jackie's Video Here](#)



## Jackie French

**What books have you written?**

*Diary of a Wombat* with Bruce Whatley; *Hitler's Daughter*; *Pennies for Hitler*; *Goodbye Mr Hitler*; *Tom Appleby* *Convict Boy*; *Pirate Boy of Sydney Cove*; *The Schoolmaster's Daughter*; *A Waltz for Matilda* and the other books in that series, plus many more!

**What was the first story you wrote?**

*Tresses and the Unghostly Ghost* – I was six years old, very bored on a Sunday afternoon, and I'd run out of books to read. That was the day I discovered that writing a story can be even more enthralling than reading one, because when you write a story it can be exactly the book you feel like reading – like a story about a horse haunted by a ghost.

**When did you first get published?**

Possibly *Tresses and the Unghostly Ghost* – the headmistress had copies printed for the school. The first book published for young people was *Rainstones*, but by then I had regular columns and articles published on gardening, pest control, living in the bush, philosophy, wombats and other subjects published, as well as short stories for adults.

**What advice do you have for digital writers and storytellers?**

Write about what fascinates you. A good book has an invisible smile – the smile of a writer who was totally engrossed in their story as they wrote it. The reader may not be able to see the smile, but the book will feel empty if it isn't there.



# Lesson Experience One

Jackie French encourages us to listen to the voices from the past. Stories are all around us, and many of them are inside people you know. So why don't you interview someone and find out about a story from their past? Asking questions can lead to finding fascinating answers – and great stories.

- 1 Choose someone to interview in person – it could be a parent, grandparent, member of your family, teacher, netball coach, or someone you admire that you know.

Record in the box some people you could interview and why you think they would be a great person to interview.

*Type or write your notes here.*

2

Great interviews are like uncovering great mysteries. Try finding out something you might not know about that person. Some questions you might like to ask could include:

1. Where did you grow up?
2. Can you describe your neighbourhood and the first street you lived on?
3. What was the biggest trouble you got into as a kid?
4. What did you want to be when you were a kid?
5. Tell me something I don't know about you.

Draft your own interview questions in the box below.

*Type or write your notes here.*

3

Watch the *How To* video in the resources section of the journal, this video will show you how to use the App *Voice Memo*. Once you have planned your interview questions, organise a time to interview the person. Use the App to record the interview.

Add your final recording to your journal.



# Lesson Experience Two

Jackie encourages us to find voices of the past in so many places. One of her main tips is to research historical resources, read old cookbooks, look at old newspapers and find local records at your community or school library. Doing this research is important as it will help you to understand how to tell the voices of the past in your writing.

1

Think about the person you interviewed in *Lesson Experience One*. What do you think their neighbourhood looked like when they were a kid? What do you think their favourite toy looked like or their classroom looked like?

Use the *Sketches School App* to draw a picture of what you think these things looked like in the past.

2

It's time to research and collect some sources to help you piece together some of the historical perspectives to share your story. Ask your parents or grandparents if they have any photo albums or keepsakes to show you. Visit your local council or local library in person or their website to find some sources. Collect these sources and put together an archive album to help you piece together the voices of the past. Drop these into the gallery below.



If you can't make it to your local library or are getting stuck finding sources, check out [this website](#) - try researching your street's history!

# Lesson Experience Three

How can we get to the heart of the story? Jackie encourages us to explore the stories that are passed down to us through generations, by asking questions, talking to your grandparents or even your great grandparents, or by exploring the historical sources that we might find in our local library. Now think about how we can take these ideas and move them into our writing to tell a story. Step into the shoes of a character from a different time and start thinking about how to write about the voices of the past.

Start thinking about the design of your story. There are some important things to think about when writing a historical narrative. Is your story going to be in **first person** or **third person**? If you are writing in first person you are the voice of the character. You will use 'I' and 'we' when writing. If you are writing in third person, you are the narrator, looking from the outside in and telling the story. You will use the character's name, and 'he/she' and 'they'.

1

Plan out your story. Think about the story you would like to tell. Take from your interview notes, or the sources you have collected and share a day in the life of a person from the past for example or a funny story that your grandparents might have shared with you. Use the *Notes App* or another App that you feel comfortable to use in order to plan.

Add an image of your planning here.

2

Now that you have planned what story you want to tell, think about how you want to tell it. Have a go at telling the story. Get writing, voice recording, image capturing, movie making or drawing. Voices of the past are brought to life in many different ways so experiment with how you can tell the story in the best way.

Add your finished story to your journal either here or on a new page.



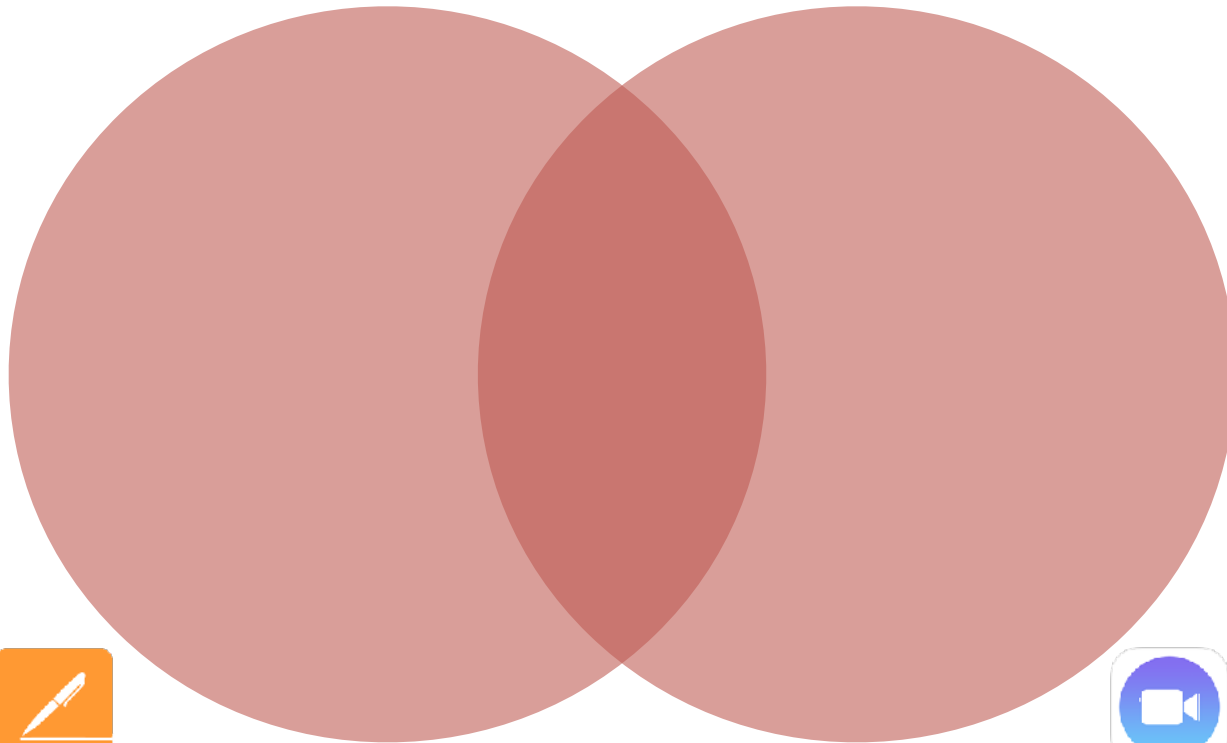
# Lesson Experience Four

In her video, Jackie tells us to ‘walk the land, listen to the voices of the people, animals and the land’ and it is here that you will find everything you need for historical research and to share the voices of the past. Have you thought about how your life as a kid today would be different to the time when your parents, grandparents or great grandparents grew up? Different toys, different games, different experiences at school, the story elements in this research alone, makes for a beautiful historical story.

1

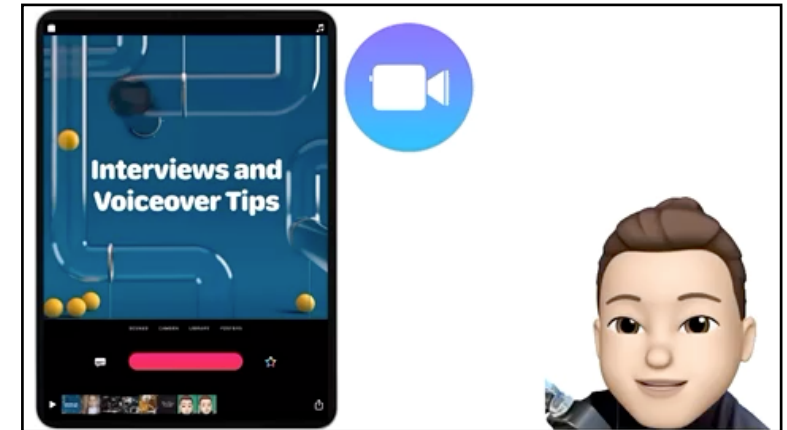
Think about the differences between your life as a kid today, compared to what it was like for your parents or grandparents to be a child.

Use all of the sources you have collected, fill out the diagram below that compares you to your parents or grandparents as a child.



2

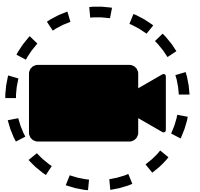
Watch the *How To* video below, it will show you how to use the *Clips* App to piece together a clip with photo and video files as well as add your voice recording over the top. This will help you to bring all of your research together and share your historical story.



3

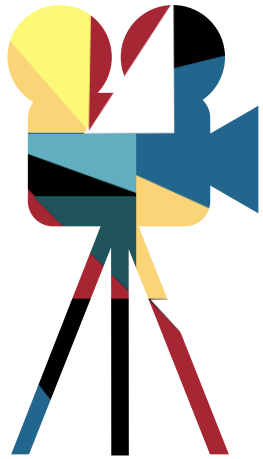
Use *Clips* to create a visual component for your historical story or research. It could be a visual timeline of your characters life or it could be an archive album that showcases the difference between your life as a child and a child growing up in the 1900s or even the 1800s. Use all of your research, writing and sources that you have collected.

Add your completed *Clip* to your journal.





# Resources



**How to:**



**Resources to help you find historical sources:**

**National Library of Australia Trove Website**

**ABC Education - Colonial Life**

**National Museum Australia - Then & Now**

## **Additional Activities**

- ★ Sharing the voices of the past can be a fun project to embark on. Share this project with your class and work together to create a short film to tell the stories of the past. This might look like a documentary, where you are interviewing some of your classmates' parents and grandparents and finding out about their lives growing up in Australia or another country. Put all the information together to create a documentary or an interactive timeline or album archive using some of the Apps in the Learning Experiences above.
- ★ There are different styles of writing you could experiment with using the voices of the past. You could try writing a diary entry in a voice from the past. Put yourself in the shoes of someone you have interviewed or a real-life figure you may have researched and write a first-person account of a day in their life, in the times they lived in.
- ★ Try creating a news report from the narrative of your interview. Could you turn the information you have found into a news story that could be published on a news, or your school's website?