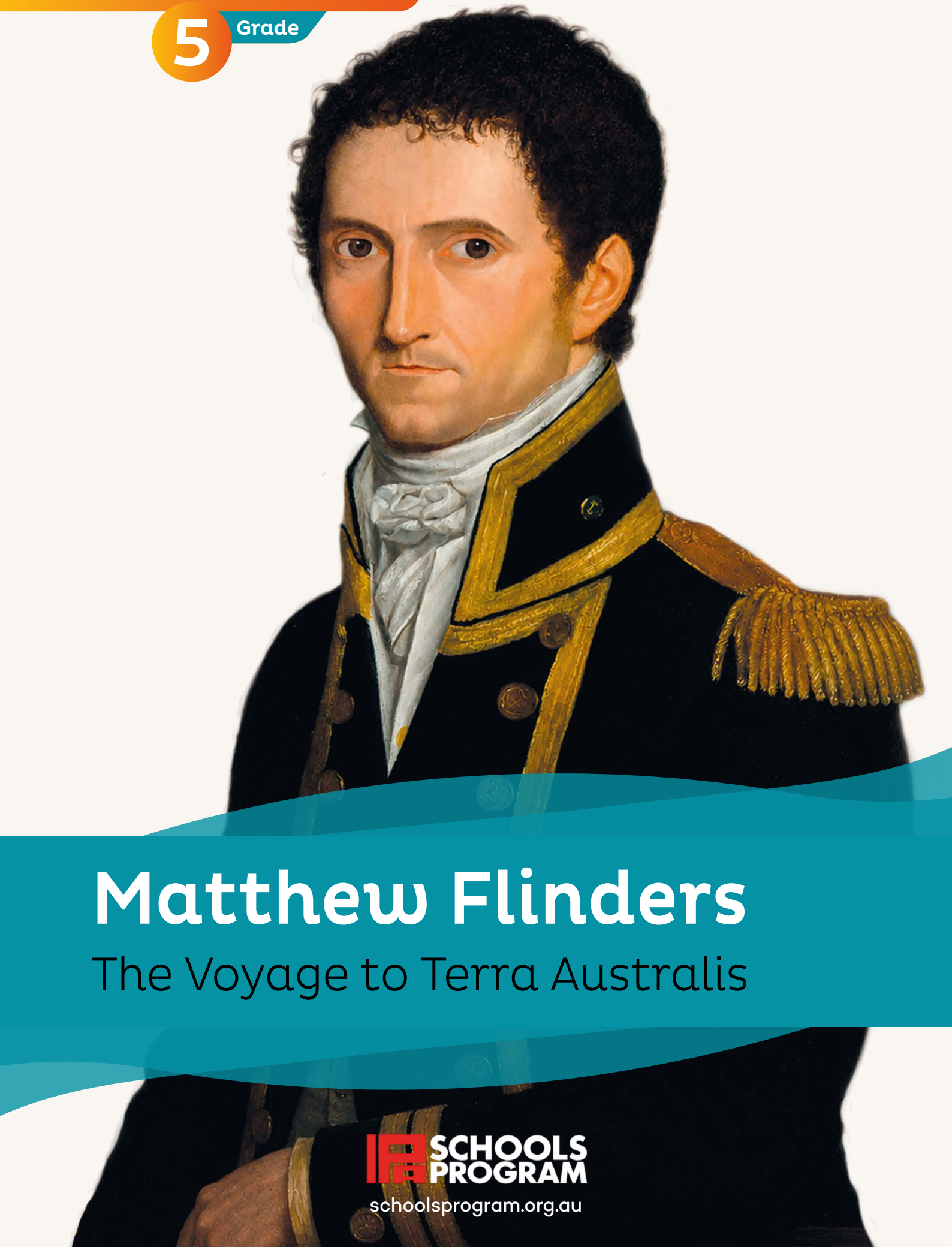
TEACHER GUIDELINES

5 Grade



Matthew Flinders

The Voyage to Terra Australis

SCHOOLS PROGRAM
schoolsprogram.org.au

Grade 5
History / Civics and Citizenship / English / Geography

Unit Objectives: Matthew Flinders and Exploration

Students will:

- investigate the achievements and voyages of Matthew Flinders, including his circumnavigation of Australia (AC9HS5K01)
- examine maps, journals, and other primary and secondary sources to learn about exploration and navigation (AC9HS5S02, AC9HS5S06)
- identify challenges faced by explorers, including dangerous seas, illness, limited technology, and imprisonment during the Napoleonic Wars (AC9HS5S03, AC9HS5S05)
- explain how leadership qualities such as responsibility, resilience, and care for others contributed to successful voyages (AC9HS5K06, AC9HS5S04)
- consider different perspectives about European exploration, including the impacts on Aboriginal and Torres Strait Islander peoples (AC9HS5S04)
- evaluate Flinders' contributions to navigation, science, and Australia's national identity (AC9HS5S05)
- develop paraphrasing and summarising skills by rewriting information from sources in their own words (AC9E5LY06)
- proofread and edit written work for spelling, punctuation, grammar, and clarity (AC9E5LY07)
- create informative texts describing significant people and historical events using appropriate vocabulary (AC9E5LY03)
- participate in discussions and presentations using evidence from historical sources and maps (AC9E5LY02)
- interpret, label, and proofread maps using geographical conventions such as legends, scale, compass directions, and grid references (AC9HG5S03)
- construct annotated maps and diagrams to communicate geographical information clearly and accurately (AC9HG5S04)

NOTE:

- For each lesson, it is recommended that students have access to an atlas.
- Highlighters are also recommended for highlighting key vocabulary and/or information.
- The language boxes provide support in teaching explicit vocabulary, grammar and sentence starters.
- Challenge boxes are used to extend students and to pique curiosity.

* Recommended reading to compliment unit:
https://sevenlittleaustralians.com/9-childrensbooks-about-bass-flinders/

Lesson 1

Teacher:

Have you ever heard of Flinders Ranges, Flinders University or Flinders Island? Who was Matthew Flinders? Why is he a famous Australian? With your partner, study the pictures as clues to learn more about his life.

Language Box: Certainty and Uncertainty

Certainty	Uncertainty
Based on this picture, I am convinced that he...	I am not so sure that he...
I am certain that he...	I am unsure of whether he...
This picture confirms that...	It's possible that he...
I'm sure that he...	He may have been...
I am positive that he...	He might have been...

Prediction Exercise

Teacher:

With a partner, discuss your predictions about Matthew Flinders:

Language Box: Responding to Questions in Full

A strong answer uses a complete sentence with: • Subject (who or what) • Verb (action or being word) • Object (extra information about the action) • Subject + Verb + Object	**A weak answer** • Prediction: He didn't. • Subject +verb but there is no object (additional information).
Example: **Q:** What is Captain James famous for? **A:** Captain James Cook (subject) explored (verb) the Pacific Ocean and mapped new lands (object).	**Tip: A good answer** • Sounds like a proper sentence • Makes sense on its own • Includes subject + verb + object • This helps your writing to be clear, correct, and easy to understand.

Students discuss

What do you wonder about Matthew Flinders? What are you curious about?
Answers may vary.

Matthew Flinders' Childhood

Teacher:

Let's find out more about Matthew Flinders' childhood.

Students study the map and answer questions 1–5.

Answer Key:

1. Answers may vary.
2. The North Sea
3. The Atlantic Ocean
4. Answers may vary.

* If time permits, allow students to study the map of Europe, the oceans of the world etc. See: Setera world oceans and sea quiz and/or the European countries quiz. https://www.geoguessr.com/quiz/seterra

The North Sea

Teacher:

Read the brief text below. Check the vocabulary box to understand the meaning of treacherous and millennia.

Challenge

Mille means one thousand

How did ships in the 1700s compare with modern day ships?

Students discuss

Display the image of HMS Endeavour (1768–1771) alongside an image of the modern ship.

Before students complete the table, ask them to study the two vessels closely.

Prompt students to look for:

- What makes each ship move?
- What materials can you see?
- How would sailors know where they were going?
- Which ship would travel faster?
- What would happen if there were no wind?
- How would sailors communicate with people on land?
- What safety equipment would each ship have?
- Which ship would provide better protection from storms and rough seas?
- What dangers did an eighteenth-century sailor face that a modern sailor might not?

Then ask students to add details to the comparison table, using the pictures and class discussion to help them.

Compare Captain Cook's ship HMS Endeavour (1768–1771) with the newer vessel in the other picture. How brave do you think sailors needed to be in that time?

Instruct students to add details to the comparison table between old and new ships.

*Answers in the table below.

	Ships in the 1700s	Modern Ships
Power source	Wind and sails	Engines (diesel, gas, nuclear, electric)
Speed	5–10 knots	20–30+ knots for many ships
Navigation	Stars, sextants, maps, compass	GPS, radar, satellites, computers
Materials	Mostly wood	Steel, aluminium, composites
Weapons	Cannons loaded by hand	Missiles, automated guns, torpedoes
Communication	Limited medical care and weather prediction	Radio, internet, satellite
Safety	Limited medical care and weather prediction	Lifeboats, weather radar, advanced safety systems
Crew size	Large crews needed to handle sails	Smaller crews due to automation
Comfort	Crowded, damp, poor food	Air conditioning, refrigeration, modern cabins

Finish with the key discussion question:

Imagine setting out across an enormous ocean in HMS Endeavour. You have no engine, GPS, radio or modern weather forecast. Once you leave land, help may be thousands of kilometres away. What qualities would a sailor need to make that journey?

Matthew Flinders Follows His Passion

Teacher:

Ok, let's read a bit more about Matthew Flinders' childhood and his passions.

You'll need to answer questions 1–7. Find the answers in the text and use a highlighter to highlight answers, or underline answers with a pen.

Answer Key:

Question	Answer
1. Where was Matthew Flinders born?	Donington, England
2. What inspired Flinders?	• The book Robinson Crusoe • His cousin (who was in the Navy) • The explorations of James Cook and Joseph Banks
3. Why could Matthew relate to the story of Robinson Crusoe?	• Because he wanted to go to sea and follow his dreams, even though his parents did not support his decision
4. What did Flinders study?	• Reading, writing, and mathematics • Navigation and trigonometry • Geometry from Elements (Euclid)
5. What were Flinders' interests?	• Ships • Maps • Navigation • Exploring and adventure
6. What challenges did Matthew Flinders face in his life?	• Poor health • His father wanted him to become a doctor • Family experienced financial pressure • Lack of parental support for his dream
7. Have you ever been inspired by a great book?	Answers will vary from student to student.

Matthew Flinders' Childhood Profile

Teacher:

You are going to create a profile of Matthew Flinders the boy using the information from the text above.

You need to include information about his birth, inspiration, childhood dreams, interests and challenges. Use full sentences.

Lesson 2

The Unknown Southland

Teacher:

Have you ever heard of people calling Australia the 'Great Southland'? Have you ever wondered how Australia got its name?

Did the ancient world know of the existence of Australia? What about people in the Middle Ages? Let's find out!

Students read text which comes from the National Museum of Australia (adapted):

Take a look at the map below. Is anything on this map accurate? Bear in mind that this map was put together over 1800 years ago!

Discussion

Does anything in this text surprise you? Were the myths about the Great Southland completely false?

Before reading

Display the ancient map and tell students that it was created more than 1,800 years ago.

Direct students to examine it carefully before reading the text.

Ask:

- Which places or continents can you recognise?
- What looks reasonably accurate?
- What looks completely wrong?
- Is Australia shown?
- What has the mapmaker put in the southern part of the world?
- How do you think someone could draw a map of a place they had never visited?

Then have students read the adapted National Museum of Australia text.

Discussion after reading

- Use more targeted questions:
- What did ancient geographers believe existed in the Southern Hemisphere?
- Why did they think a great southern land must exist?
- What did they actually know about this land, and what were they guessing?
- Were they completely wrong? Why or why not?
- How is the imagined Terra Australis different from the Australia we know today?

- What does this tell us about the difference between a theory and actual geographical knowledge?
- What would explorers need to do to turn the “Unknown Southland” from an idea on a map into an accurately mapped continent?

Key point for students:

The remarkable part of the story is that the ancient idea was both wrong and right. The maps and theories were inaccurate, but there really was a vast land in the southern part of the world. Centuries of exploration would eventually reveal its true shape and location.

The Spanish Quest for the Great South Land

Teacher:

Now let’s move on to the Spanish Quest for the Great Southland! Read the text. See if you can find Vanuatu on the map.

Have you ever heard of the Torres Strait Islanders? Read text and study the map.

Read text box about Torres Strait Islander people. Take a look at the flag.

Timeline of European Navigators

Teacher:

Let’s study the timeline of the many European navigators below. Using an atlas, look at the various places the navigators explored.

*Allow students to study the various achievements of the European navigators, using a map to track their movements.

William Bligh

Teacher:

Read quote as a class. Did you know...?

Bass and Flinders

Teacher:

Remind students that Bass and Flinders suspected that Van Diemen's Land (now Tasmania) was an island, rather than being joined to mainland Australia.

Ask:

- Were they right?
- What would they have to do to prove it?
- Why would knowing whether there was a strait matter to sailors and mapmakers?

Explain that they were right: the stretch of water separating Tasmania from mainland Australia is now called Bass Strait.

Study the painting

Display the painting of Bass and Flinders in their boat.

Rather than simply asking "What do you wonder?", direct students to look for evidence:

- How large does the boat appear to be?
- How exposed are the men to the weather?
- What equipment can you see?
- Where would they sleep and shelter?
- How would they navigate without GPS or radio?
- What might happen if the weather suddenly changed?
- What does the painting suggest about the risks involved in exploration?

Ask:

Would you be willing to explore an unknown coastline in a boat like this? Why or why not?

Why did their discovery matter?

Show students a map of Australia and trace the sea route south of Tasmania, then compare it with a route through Bass Strait.

Ask students to predict:

- Which route looks shorter?
- Which would keep ships farther north?
- Why might sailors prefer to avoid the Southern Ocean?
- What difference could saving a week at sea make to passengers, food, cargo and the ship itself?

Then reveal:

Mapping Bass Strait shortened the voyage from the Cape of Good Hope to Sydney by about 1,000 kilometres and a week. Although Bass Strait could be dangerous, ships could avoid travelling farther south into the colder and often more severe conditions of the Southern Ocean.

Key idea: Bass and Flinders did more than add something to a map. Their exploration helped change the way ships could travel to the Australian colonies.

Lesson 3

Life at Sea in the Age of Sail

Teacher:

Let's read a little more about life at sea during this time period.

*Students to read the text.

Working with a partner, complete the activity: Could you survive life at sea?

Check your results: Did you survive?

New Holland

Teacher:

Why was Australia named New Holland before Australia? Who named the continent New Holland? Let's find out. *Read text.

Look at the map below, can you see that to the west and central parts, it is called 'New Holland'? Who named the eastern part New South Wales? Let's find out!

Flinders Asks to Circumnavigate Australia!

Teacher:

Look at the picture of Sir Joseph Banks. What job do you think he did? Study the picture and take a guess.

Now, read the text.

New Holland and Matthew Flinders

It's time to test your memory!

Teacher:

Write true or false next to each statement.

Check answers here:

1. False
2. True
3. False
4. True
5. True
6. True
7. True
8. True
9. False
10. True
11. True
12. True
13. False
14. True
15. True

Flinders Commander of the HMS Investigator

Life on the Ship

Teacher:

*Read quote.

What would Flinders have taken on board the HMS Investigator? Think of people, supplies, tools, etc. With a partner, make a list.

*Read the text.

Teacher:

Write the correct role next to each name: Scientists, Artists, and Interpreters

Answer Key:

1. Robert Brown – naturalist
2. Ferdinand Bauer – botanical artist
3. William Westall – landscape painter
4. Bungaree – interpreter and guide

Discussion

Consider the name of the ship: HMS Investigator. Do you think this is a good name for the ship? Why do you think scientists and artists were needed on a voyage to map Australia?

Possible Answers:

HMS Investigator is a very fitting name for the ship. The word investigator means someone who explores, examines, and studies things carefully. This matches the purpose of the voyage led by Matthew Flinders, which was to investigate and accurately map the coastline of Australia. The name reflects the scientific and exploratory nature of the expedition, rather than just travel or trade.

Scientists and artists were essential on this voyage because mapping Australia required more than navigation alone. A naturalist such as Robert Brown studied plants, animals, and environments to help record Australia's unique biodiversity. Artists like Ferdinand Bauer and William Westall created detailed drawings of landscapes, plants, and coastlines, since photography did not exist at the time.

Together, scientists and artists turned observations into permanent records. This meant the voyage did not just produce maps of where places were—it also showed what Australia's environment actually looked like and how it could be understood scientifically.

Lesson 4

Flinders' Voyage!

Teacher:

Ok, let's take a look at some of the key events in Flinders' life. See if you can put the dates in order on the timeline.

Answer Key: the correct order of dates:

1. 16 March 1774 – Born in Donington, Lincolnshire, England.
2. 1789 – Enlisted in the Royal Navy at age 15.
3. 1792 – Sailed under Captain William Bligh on the Providence to Van Diemen's Land.
4. 1795–1796 – Arrived in Port Jackson aboard the Reliance and explored with George Bass.
5. 1798–1799 – Commanded the Norfolk and circumnavigated Van Diemen's Land.
6. 1800 – Returned to England to publish survey results.
7. 17 April 1801 – Married Ann Chappelle.
8. 18 July 1801 – Set sail on HMS Investigator.
9. December 1801 – Arrived at Cape Leeuwin and began the survey.
10. April 1802 – Met Nicolas Baudin (the French explorer) in Encounter Bay.
11. May 1802 – Arrived in Sydney to overhaul the ship.
12. June 1803 – Completed the first circumnavigation of Australia.

***Explore the precise locations here. Students will need a laptop for this exercise.**

Go to the following website: https://firstvoyages.history.sa.gov.au/index.html

- Explore the notes and illustrations of Flinders' artists & scientists made on their voyage.
- Tap any of the locations to see how the explorers documented each landing.
- You can press play to hear directly from the journals of Matthew Flinders.
- Using the same website, draw Flinders route from England to Australia.

Lesson 5

Bungaree

Teacher:

Have students read the text about Bungaree, then read the Australian Museum information.

Before students begin the interview, discuss:

- Who was Bungaree?
- Why did Matthew Flinders want Bungaree to accompany the voyage?
- What skills and knowledge did Bungaree bring that other members of the crew did not?
- How did he help Flinders communicate with Aboriginal groups they encountered?
- What does Bungaree's inclusion in the expedition tell us about his abilities and character?
- Why is Bungaree an important figure in the story of the mapping of Australia?

Student Activity: Interview Bungaree

Imagine you are a newspaper reporter interviewing Bungaree after his voyage around Australia with Matthew Flinders.

Write 6–10 questions you would like to ask him. Then write Bungaree's likely answers using information from the text and your research.

Important: Your answers should be based on historical evidence. You can write in Bungaree's voice, but don't invent events that did not happen.

Your interview should reveal:

- Why Bungaree joined the voyage.
- How he helped during the expedition.
- How he acted as a guide, interpreter and diplomat when the crew encountered Aboriginal people.
- What life aboard the ship may have been like.
- What the voyage tells us about Bungaree's skills and character.
- At least one interesting achievement or experience from his life.

Give students some question starters

- Why did you decide to travel with Matthew Flinders?
- What was your job during the voyage?
- How did you help when the crew met Aboriginal groups?
- What was the most difficult part of the journey?
- What was life like aboard the ship?
- Was there a moment when your skills were particularly important?

- What did you think of Matthew Flinders?
- What are you most proud of from your travels?
- What would you want Australians today to know about your part in the expedition?

Teacher tip: Encourage students to ask follow-up questions rather than simply working through a list of facts. For example: “Why was that important?” “How did you respond?” “What happened next?”

Example:

Journalist: What was your role on the voyage?

Bungaree: I helped communicate with Aboriginal groups and guided the explorers safely.

Challenge

To circumnavigate means to sail all the way around something:

https://dictionary.cambridge.org/dictionary/english/circumnavigate#google_vignette

Trim the Cat: The first cat to circumnavigate Australia!

Teacher:

Let’s learn a little more about Finders’ cat ‘Trim’. Read the text below.

How did Flinders describe his cat? Read the quote.

Discussion in pairs

- Do you have an animal? Describe your pet!
- Is Trim the Cat the most famous cat in Australian History?

*Answers may vary

Optional:

For art or relaxation time, students could do a How to draw a cat lesson:

https://www.youtube.com/watch?v=if7V96ltlgs

Lesson 6

A Tragic Love Story!

Teacher:

Take a look at the picture of Matthew's wife. Read the text and study the marriage certificate to check the names and dates.

Now read both the text and the quote from Sir Joseph Banks. Using a dictionary, find the meaning of each word in bold:

Answer Key:

1. **b.** contrary to = against
2. **a.** regulations = rules
3. **c.** superseded = forced out
4. **d.** consequence = result/outcome

Study the original letter.

How many days/months after the marriage did Flinders receive a letter from his benefactor?

Answer Key:

Matthew Flinders married Ann Chappelle on 17 April 1801. Evidence shows that Joseph Banks wrote to Flinders warning him not to take Ann aboard HMS Investigator on 21 May 1801.That means the letter was sent 34 days after their marriage — just over one month later.

What would you have done if you were Matthew Flinders?

Answers may vary.

*Students read last few lines of text.

A Man of Letters

Teacher:

Flinders was a man of letters. Let's read together: During the 14 years...

Can you imagine how Ann felt when she found out that Matthew had named an island after her?

Answers may vary.

Students study the map to find Mt Chapelle Island *Mount Chapelle is south west of Flinders' Island.

*Students read fun fact!

Flinders' Beloved Wife

Teacher:

Let's read Ann Flinders' quote about her husband. Check the vocabulary.

We're going to have a brief, respectful discussion called 'Socratic Questioning'. Teacher reads details of Socrates. The purpose here is to encourage respectful engagement in class discourse.

In questions 1–5 answers may vary.

Lesson 7

Shipwreck and Imprisonment

Teacher:

What happened to Matthew Flinders after he circumnavigated Australia? In this video, we'll learn more about Flinders on his way home.

Before we watch the video, see if you can find the Great Barrier Reef. Now find Sydney. You'll find out why this matters once we watch the video.

Take notes and be prepared to share your learning with the class.

https://www.dailytelegraph.com.au/news/national/why-flinders-and-his-cat-matter-today/video/f6513cbaa66073316732a55739efbd3e

*Read the quote, check the vocabulary and read the fun fact.

Flinders Writes A Voyage to Terra Australis

Teacher:

*Read quote "I call the whole island Australia, or Terra Australis."

Matthew Flinders

Ok, so we know that Flinders is shipwrecked on the island of Mauritius during the Napoleonic Wars and is considered a spy!

Let's find out where Mauritius is on the map.

Challenge

What does terra mean?

In English, it appears in words like Mediterranean, terrain, extra-terrestrial etc. It is used in many scientific and geographical words.

Lesson 8

Flinders the Hero: Death and Burial

Teacher:

The explorer Matthew Flinders was only buried in his hometown 210 years after his death. Let's find out more about this mystery. Watch the video and write notes. Be prepared to share your notes with the class.

https://www.youtube.com/watch?v=0cUWXd8rO2k

What is paraphrasing?

Teacher:

*Let's read the description of Matthew Flinders: his character and accomplishments. Ok, now you will work in pairs to **paraphrase** this paragraph.*

First, let's define paraphrasing and then we'll look at the example below:

Paraphrase: a statement that expresses something that somebody has written or said using different words, especially in order to make it easier to understand.

Example:

Original: Flinders meticulously charted the coastline of Australia.

Paraphrase: Flinders carefully created detailed maps of Australia's coastline.

- Put the description in your own words.
- Allow students to work in pairs. Provide a thesaurus.

Lesson 9

How would you describe Matthew Flinders?

Teacher:

We've learnt so much about Matthew Flinders. But what if someone asked you Who is Matthew Flinders? What would you say? Working with a partner, you're going to describe Matthew Flinders in one paragraph, focussing on his accomplishments and character. Put all your notes away about Matthew Flinders! You will need a notebook and a pen/pencil and eraser.

You are going to compete with the rest of the class for the BEST definition.

Homework

Flinders by Grantlee Kiezia

Teacher:

Dozens of books and historical accounts have been written about Matthew Flinders. One book has been written by Grantlee Kiezia, an expert on Matthew Flinders.

We're going to read a 'blurb'. Let's check the meaning of a blurb first! Ok, now that we know what it is, let's read the blurb at the back of 'Flinders' by Grantlee Kieza. Ok, now complete the vocabulary exercise. Use a dictionary.

*Students complete Parts A/B/C

Teacher:

In Part C, you will be required to answers questions in full. Use a dictionary to help you.

Part A: Match the word to the meaning

	Word
1.	expedition
2.	meticulous
3.	incarcerated
4	circumnavigated
5.	ravaged by
6.	intrepid

	Meaning
A.	Very brave and fearless
B.	A journey to explore new places
C.	Damaged or badly affected by something
D.	Very careful and detailed
E.	Kept in prison
F.	Travelled all the way around something

Part B: Fill in the Blanks

1. Flinders went on a long ocean voyage
2. He studied maritime maps and navigation.
3. His charts were very accurate and still used today.
4. He suffered many deprivations during imprisonment.
5. Bungaree worked as an Aboriginal interpreter for Flinders.
6. His health was ravaged by years of imprisonment.
7. Matthew Flinders is widely known as an intrepid explorer.

Part C: Sentence building (S + V + O)

Answers may vary. Reference the grammar box to encourage full sentences.

Remember: Subject + Verb + Object

- Matthew Flinders (subject) explored (verb) new coastlines (object).
- Matthew Flinders was a highly courageous man.

Part D

Answer Key:

A rollicking tale is an energetic, action-packed story.

Lesson 10

What makes a good leader?

Teacher:

With your partner, discuss what you think makes a good leader? Complete questions 1-6.

Answers may vary. *Reference the Socratic Questioning method from Lesson 6.

Matthew Flinders, a True Leader

Teacher:

Read the following Essay arguing that Matthew Flinders was a good leader.

Let's analyse this persuasive essay:

1. 1. He showed courage. 2. He demonstrated outstanding navigation skills 3. He exhibited powerful perseverance and resilience.
2. Yes, he 'was exactly that kind of leader and his actions still inspire to this day' explains the position of the student.
3. To begin with/Second/Finally/In Conclusion
4. Paragraph 1. 'Surrounded by danger...' shows Flinders' courage. 2. 'Flinders carefully mapped the coastline...' demonstrates Flinders' accuracy and 3. 'Even after shipwrecks...' shows perseverance and resilience.
5. The topic sentences are deliberately short to provide concise reasoning for each paragraph.
6. Paragraph 1. 'Have you ever wondered' Paragraphs 2. 'Who would risk their life...' Paragraph 3. 'After all, who would...' Paragraph 5. 'So who would...'. There are four rhetorical questions which are both engaging and persuasive to the reader in the conversation about whether Flinders is a true leader.
7. Examples: Powerful perseverance/ extraordinary courage/ navigation skills. They elevate the style, provide strong, accurate descriptions, and create fluency in the writing.

Answers may vary.

Final Assessment

Teacher:

Did you know that Matthew Flidners appeared on the Australian bank note, first issued in 1954. Would you like to see Matthew Flinders on the bank note again?

Write a 250-word persuasive letter to convince the Reserve Bank of Australia (their board, consulting historians and the Australian Government) that:

Matthew Flinders should be featured in the Australian banknote once again.

Reserve Bank of Australia
GPO Box 3947, Sydney NSW 200
Date

Dear...
Introduction:
State your name and age.
State your position and your three reasons for your position.
Body Paragraphs 1/2/3
Write one strong topic sentence for each paragraph.
Reason
Example/Supporting example
Concluding paragraph: restate the opinion clearly/summarise the main reasons.
End with a call to action e.g. the Reserve Bank should honour...

End with
Yours Sincerely,
Full Name

*For explicit teaching of modal verbs. See below:

Modal Verbs

should, could, would, might, may

Modal verbs help verbs

eg. He may go out tonight: may+go

✔ Strong modal verbs: should, must, have to etc.

✘ Weak modal verbs: could, may, might etc.

eg. He could be considered for an Australian banknote

- The marking criteria is as follows:

Criteria	Excellent (A)	Good (B)	Satisfactory (C)	Developing (D)
Introduction & Clear Opinion	Opening paragraph clearly states a strong opinion and introduces the issue effectively	Opinion is clear and mostly engaging	Opinion is present but simple	Opinion is unclear or missing
Persuasive Arguments	Arguments are convincing, detailed and supported with examples or facts	Good arguments with supporting details	Some arguments included	Weak or limited arguments
Matthew Flinders Facts	Accurate and relevant historical facts are used effectively throughout	Mostly accurate facts used	Some facts included	Few or inaccurate facts
Topic Sentences	Every body paragraph begins with a strong topic sentence	Most paragraphs have topic sentences	Some topic sentences included	Topic sentences missing
Rhetorical Questions	Rhetorical questions are used effectively to persuade the reader	At least one rhetorical question used correctly	Attempted rhetorical question	No rhetorical questions
Vocabulary & Collocations	Sophisticated vocabulary and strong collocations used correctly (e.g. “remarkable voyage,” “national recognition”)	Good vocabulary choices	Basic vocabulary used	Repetitive or limited vocabulary
Persuasive Devices	Excellent use of emotive language, repetition and persuasive techniques	Several persuasive techniques used	Some persuasive language used	Very little persuasive language
Body Paragraph Structure	Ideas are organised logically with clear supporting details	Mostly organised paragraphs	Some organisation evident	Ideas unclear or disorganised
Concluding Paragraph	Conclusion strongly restates opinion, summarises reasons and ends with a powerful persuasive statement or call to action	Conclusion restates opinion and summarises ideas clearly	Conclusion present but simple or repetitive	Weak or missing conclusion
Letter Structure	Correct letter format including greeting, paragraphs and signoff	Mostly correct structure	Some structural errors	Incorrect or incomplete structure
Sentence Fluency	Sentences flow smoothly and are varied in structure	Mostly fluent sentences	Simple sentence structures	Choppy or confusing sentences
Spelling, Grammar & Punctuation	Very few or no errors	Minor errors	Some errors that do not affect meaning	Frequent errors affecting meaning

Extension Work

Challenge

What does HMS stand for in the HMS Endeavour and HMS Investigator?

What happened to both ships?

1. What does HMS stand for in the HMS Endeavour and HMS Investigator ships stand for? Answer: HMS stands for His Majesty's Ship (or Her Majesty's Ship, depending on the monarch at the time). It is a prefix used for ships in the British Royal Navy.
2. What happened to both ships? Answer: In 1778 The HMS Endeavour was deliberately sunk (scuttled) by the British in Newport Harbour, Rhode Island. See the following website for underwater footage of the ship: https://www.sea.museum/en/maritime-archaeology/finding-endeavour

   After Flinders' voyage, the HMS Investigator was no longer seaworthy. It was later used as a storage ship and eventually broken up (scrapped). A model of the Investigator can be seen here: https://digital. collections.slsa.sa.gov.au/nodes/view/730

Spot the Mistake!

in 1810 matthew flinders made his final voyage home to his beloved wife ann his body ravaged by the deprivations of years of imprisonment by the french four years later at the age of just 40 he would be dead a premature tragic end to one of the worlds greatest maritime adventurers who circumnavigated and mapped the famed great southern land and whose naming of the vast continent would become its modern title australia

flinders took to the sea at age 16 inspired by the story of robinson crusoe and the adventures of captain cook swiftly climbing the ranks to fight in a decisive naval battle of the french revolutionary wars after sailing to tahiti with william bligh flinders was drawn to adventure and by 1801 he was in command of an expedition to uncover the true nature of the great continent of the southern ocean

this sweeping biography tells the story of the fearless sharp eyed handsome flinders and how he became one of the worlds most intrepid explorers its a story of a great love for the sea for connection and of friendship accompanied by his aboriginal interpreter and guide kuringgai man bungaree and his beloved rescue cat trim flinders explored the furthest reaches and rugged coastlines of australia its also a story of technical brilliance flinders meticulous charts gave us the first complete maps of our continent which are so accurate they are still used today

but rushing home to england to his adored wife ann flinders was trapped and incarcerated off the coast of africa as a prisoner of war ultimately denied celebration of his great achievement his love for ann and his fight to escape his bonds to be with her again was the last great adventure of a fascinating life from the bestselling critically acclaimed author of banks banjo hudson fysh and monash flinders is a rollicking tale of a man who loved the sea and adored his family and pushed himself to the limits of human endeavour to show it

Corrected Text

In 1810 matthew Flinders made his final voyage home to his beloved wife Ann. His body ravaged by the deprivations of years of imprisonment by the French. Four years later at the age of just 40 he would be dead. A premature tragic end to one of the worlds greatest maritime adventurers who circumnavigated and mapped the famed great southern land and whose naming of the vast continent would become its modern title Australia.

Flinders took to the sea at age 16, inspired by the story of Robinson Crusoe and the adventures of Captain Cook, swiftly climbing the ranks to fight in a decisive naval battle of the French Revolutionary wars. After sailing to Tahiti with William Bligh, Flinders was drawn to adventure, and by 1801 he was in command of an expedition to uncover the true nature of the great continent of the Southern Ocean.

This sweeping biography tells the story of the fearless, sharp-eyed, handsome Flinders and how he became one of the world's most intrepid explorers. It's a story of a great love for the sea, for connection and of friendship – accompanied by his Aboriginal interpreter and guide, Kuringgai man Bungaree, and his beloved rescue cat, Trim, Flinders explored the furthest reaches and rugged coastlines of Australia. It's also a story of technical brilliance – Flinders' meticulous charts gave us the first complete maps of our continent, which are so accurate they are still used today.

But rushing home to England to his adored wife, Ann, Flinders was trapped and incarcerated off the coast of Africa as a prisoner of war, ultimately denied celebration of his great achievement. His love for Ann, and his fight to escape his bonds to be with her again was the last great adventure of a fascinating life.

From the bestselling, critically acclaimed author of Banks, Banjo, Hudson Fysh and Monash, Flinders is a rollicking tale of a man who loved the sea and adored his family – and pushed himself to the limits of human endeavour to show it.

Extension Activity:

Teacher:

PN:	Proper Nouns require capitals e.g. names (William Wilberforce) cities, countries and continents (Adelaide/Dubai/Africa)
CSS	Capitalise starts of sentence e.g. The war ended in 1918.
AOM:	Apostrophe of omission (left out e.g. It is=it's)
AOP:	Apostrophe of possession something belongs
C	Missing a comma after an introductory phrase e.g. After ten years, he decided to move to China.
CA:	Compound adjective: two words joined with a hyphen e.g. well-known/sharp-eyed
MCL:	Missing comma in a list: She was lovely, tall and bubbly.
MC:	Missing a comma to break up the sentence so that the reader can take in the information.
FS:	A full stop provides a pause and ends an idea e.g. In conclusion, James Cook should be on an Australian banknote because he was a strong leader, he mapped Australia in 1770, and he showed determination during his voyages.

- Do you think Matthew Flinders should enter the Hall of Fame?

schoolsprogram.org.au