

## Unit: Blueback

### Phase of learning

Years 5 - 6, Years 7 - 8

### WA Curriculum

K-10 English, K-10 Humanities and Social Sciences, K-10 Science, K-10 The Arts

### Region

West Coast, South Coast

### Learning Summary

Students will study the sustainability of the marine environment in an integrated literacy program using the texts 'Blueback' and 'The Deep' written by Western Australian author, Tim Winton.



### **Book blurb – Blueback:**

Abel Jackson has lived by the sea at Longboat Bay ever since he could remember. He helps his mother each day and loves to dive. One day he meets Blueback, the biggest and most beautiful fish he has ever seen.

When Abel's mother is approached by developers, she decides she must do something to protect their fragile piece of coastline, but can Abel and his mother save Blueback and Longboat Bay in time?

### **Book Blurb – The Deep:**

Alice's family lives by the sea. Every day they run down to the jetty and jump into the smooth, dark water. They look like a bunch of dolphins leaping and laughing. But Alice misses out. She's afraid of the deep. She is afraid of what might be down there where the water turns from green to blue and you can't see the bottom. Then, one day some new friends come into the bay and Alice forgets to be scared.

### **About the author:**

Tim Winton has published 21 books for adults and children, and his work has been translated into 25 languages. Since his first novel, *An Open Swimmer*, won the Australian/Vogel Award in 1981, he has won the Miles Franklin Award four times (for *Shallows*, *Cloudstreet*, *Dirt Music* and *Breath*) and twice been shortlisted for the Booker Prize (for *The Riders* and *Dirt Music*). He lives in Western Australia.

### **Teacher preparation:**

Background information on the key species in these lessons can be found in the Fact Sheets: [Western blue groper](#) and [abalone](#).

You will require –

- a class set of the book, *Blueback* by Tim Winton,
- images of the different book covers of *Blueback* (there are at least 8 different covers),
- a copy of *The Deep*, by Tim Winton.

The Lesson: [The Deep](#) introduces the book *The Deep*, and requires the text in the book to be masked for the first reading.

The following chapters are suggested as shared whole class reading for the purposes of the discussions that may follow:

- Chapters 1 and 2 (Lesson: [Introduction to Blueback](#)),
- Chapter 7 (Lesson: [Exposition](#)), and
- Chapter 12 (Lesson: [Ecological footprint](#)).

### Western Australian curriculum

LEARNING AREA	STRAND	SUB-STRAND	
English	Language	Text structure and organisation	
English	Language	Expressing and developing ideas	
English	Literature	Literature and context	
English	Literature	Responding to literature	
English	Literature	Examining literature	
English	Literacy	Interacting with others	
English	Literacy	Interpreting, analysing, evaluating	
The Arts	Visual arts	Making	
Science	Science understanding	Biological sciences	
Science	Science as a human endeavour	Use and influence of science	
HASS	Knowledge and understanding	Civics and citizenship	
HASS	Knowledge and understanding	Geography	
HASS	Inquiry and skills	Analysing	
HASS	Inquiry and skills	Communicating and reflecting	

### Unit of work

Lesson	Lesson summary	Outcomes	
<a href="#">Introduction to Blueback</a>	This lesson is an introduction to the text, Blueback. Students will discuss the author, the different covers of the book and engage in a shared reading of the first chapter.	<ul style="list-style-type: none"> <li>• Students will analyse and evaluate similarities and differences in texts.</li> <li>• Students will participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments.</li> </ul>	
<a href="#">The language of Winton</a>	Students will explore the descriptive language used in the text Blueback and the	<ul style="list-style-type: none"> <li>• Students will explore the use of vocabulary to build meaning, feeling and opinion.</li> <li>• Students will reflect and present a point of view.</li> </ul>	

	impact that this has on the reader to build meaning.	<p>about the main characters in the text.</p> <ul style="list-style-type: none"> <li>• Students will participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments.</li> </ul>
<a href="#">Imagery in words</a>	Students will use the descriptive language provided to create an image of a setting in the text Blueback.	<ul style="list-style-type: none"> <li>• Students will explore how vocabulary is used to express shades of meaning and feeling.</li> <li>• Students will look at how language and imagery create character and influence emotional response and feeling.</li> <li>• Students will develop and apply technical drawing processes to create an artwork.</li> </ul>
<a href="#">Exposition</a>	Students will explore the features for an exposition and create a persuasive poster for a particular marine species or habitat.	<ul style="list-style-type: none"> <li>• Students will understand how scientific knowledge is used to inform personal and community decisions.</li> <li>• Students will understand how the structure and language in informative and persuasive texts are more complex.</li> <li>• Students will understand that language is used to shape meaning and vary according to context and purpose.</li> </ul>
<a href="#">Debate</a>	Students will plan for and play a part in one side of a debate to either advocate for or argue against Costello's way of fishing.	<ul style="list-style-type: none"> <li>• Students will learn about the structure and purpose of persuasive texts.</li> <li>• Students will explore the complex language used to identify viewpoints and express precision of meaning in persuasive texts.</li> <li>• Students will plan, rehearse and deliver a speech or debate.</li> <li>• Students will understand the importance of scientific knowledge in informing personal and community decisions.</li> </ul>
<a href="#">Ecological footprint</a>	Students will investigate some human impacts on the marine environment and develop informative posters for their school community.	<ul style="list-style-type: none"> <li>• Students will identify potential sources of human impact on the marine environment.</li> <li>• Students will consider how language and imagery build emotional connections.</li> <li>• Students will use scientific knowledge to inform personal and community decisions.</li> </ul>
<a href="#">The Deep</a>	Students will study the Tim Winton picture book, The Deep	<ul style="list-style-type: none"> <li>• Students will analyse similarities and differences between two Tim Winton texts.</li> </ul>

	and compare the style of text to Blueback.	<ul style="list-style-type: none"> <li>• Students will identify how texts vary in structure and topic.</li> </ul>
<a href="#">Fishing for abalone</a>	In this lesson, students will consider the impact of overfishing and investigate the recreational abalone fishing rules.	<ul style="list-style-type: none"> <li>• Students will reflect on their own ideas and opinions about characters and events.</li> <li>• Students will consider the way that language and images are used to create characters and influence emotion.</li> <li>• Students will consider the effect of human impacts, in particular overfishing.</li> <li>• Students will understand how scientific knowledge is used to solve problems and inform personal and community decisions.</li> </ul>
<a href="#">Blueback</a>	Students will study the Western blue groper in detail and compare the difference between the fiction text Blueback and their written informative text in terms of structure and language.	<ul style="list-style-type: none"> <li>• Students will explore how different texts vary in purpose, structure, topic and formality.</li> <li>• Students will deliver an informative presentation – visual or verbal – for a defined audience.</li> <li>• Students will research the biological features of a Western blue groper.</li> </ul>

### Related resources

[Fact Sheet: Abalone](#)

[Fact Sheet: Western Blue Groper](#)

[Lesson: Introduction to Blueback](#)

[Lesson: The language of Winton](#)

[Student worksheet: Figurative language](#)

[Student worksheet: Character compare](#)

[Lesson: Exposition](#)

[Student resource sheet: Exposition example](#)

[Student worksheet: Exposition planner](#)

[Lesson: Debate](#)

[Student worksheet: Exposition template](#)

[Lesson: Ecological footprint](#)

[Student Resource Sheet: Blue groper attitude](#)

[Lesson: The Deep](#)

[Student worksheet: Abalone fishing rules](#)

[Lesson: Fishing for abalone](#)

[Student worksheet: Fishbone graphic organiser](#)

[Lesson: Blueback](#)

### **Keywords**

blueback, tim winton, the deep, overfishing, sustainability, western blue groper, costello, abel, abalone, debate, exposition, persuasive text, endemic, western australia, fisheries