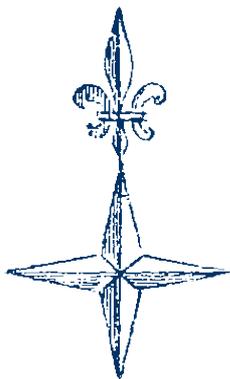


Stowaway



Endeavour's Reading Room

Interesting books
to read, enjoy,
study and discuss

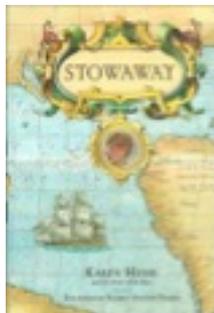


Image courtesy of RodicaPrato

Stowaway **Karen Hesse** **Robert Andrew Parker**

Aladdin Paperbacks, 2000
315pp ISBN 9780689839894

Ahoy! Did you know there was an 11-year-old stowaway on board when Captain James Cook set sail on the H.M.S. *Endeavour* in 1768? Many people don't. This is the story of that boy – Nicholas Young. It is a different type of recount of the voyage we have all heard about since childhood. "I only wanted a long voyage. I did not know I had stowed away on such an important one." (p.11)
Based on the journals of Cook and Banks, but with some fictional embellishments to bring the 'young side' to life, Nick shares his experiences, good and bad.



HMB ENDEAVOUR


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Recommended for secondary and tertiary students

Ahoy! Did you know there was an 11-year-old stowaway on board when Captain James Cook set sail on the H.M.S. *Endeavour* in 1768? Many people don't. This is the story of that boy – Nicholas Young. It is a different type of recount of the voyage we have all heard about since childhood. "I only wanted a long voyage. I did not know I had stowed away on such an important one." (p.11) Based on the journals of Cook and Banks, but with some fictional embellishments to bring the 'young side' to life, Nick shares his experiences, good and bad. From hiding in the Pinnacle for several weeks, to watching his fellow sailors and friends die during the voyage, the tales are heartfelt and informative. We hear of watching the Transit of Venus near Tahiti (King George's Land), taking on board two native Tahitians (one close to Nick's age), sharing in the discoveries of Banks and Solander, the healings of Surgeon Monkhouse, the charting of New Zealand (Nick is recognised as being the first to sight NZ soil), and finally the return journey to England.

As well as forging human friendships Nick spends as much time as he can with the ship's goat, and the two greyhound dogs (Lord and Lady Grey). Mixed with the pleasant times are the not so pleasant tales of illness, cruelty (especially by Mr Bootie) and hardship which go hand in hand with such an expedition, and of Nick's admiration for the Captain and the Gentleman (Banks). Historical records show that Young actually sailed again with Banks in 1772.

Written in diary format this story is perfect to read in small chunks, and lends itself to role play and drama activities to take students back to the time of Cook's voyage. There is plenty of action - "I'm up in the rigging every chance I get. It's not so different from climbing trees at Grandmother's. Some of the seamen are friendlier, now they see I can do my share of the work, even if I am a bit undersized." (p.20); and plenty of pathos and insight "I cannot watch him mourn himself to death over Tarheto without doing the same myself. My heart is a knot. I can barely move." (p.259)

Rich in detail, this story brings history alive, and is certainly worth a read. Recommended for ages 10 and above.

Other Reviews :

<http://pinksheepcafe.wordpress.com/2011/07/22/stowaway-karen-hesse-book-review/>

<http://www.kidsreads.com/reviews/0689839871.asp>

<http://www.amazon.com/Stowaway-Karen-Hesse/dp/0689839898>

<http://www.librarything.com/work/508376>

<http://www.captaincooksociety.com/ccsu217.htm>

Author biography (*taken from*

<http://www.scholastic.com/teachers/contributor/karen-hesse>)

Karen Hesse was born on 29 August 1952 . “While growing up in Baltimore, Maryland, I dreamed of becoming many things: an archaeologist, an ambassador, an actor, an author. In 1969, I attended Towson State College as a theater major, but transferred after two semesters to the University of Maryland, where I eventually earned a B.A. in English with double minors in Psychology and Anthropology.

From the time I was ten I thought of myself as “good with words,” thanks to a perceptive and supportive fifth grade teacher. Mrs. Datnoff believed I could be a professional writer some day and because she believed, I believed too. Though I gave up all my other career dreams, I never gave up dreaming of publication. It took more than thirty years to see that fifth grade dream come true. I don't know whether that makes me extremely patient or just plain stubborn.

I have earned wages as a waitress, a nanny, a librarian, a personnel officer, an agricultural laborer, an advertising secretary, a typesetter, a proofreader, a mental-health-care provider, a substitute teacher, and a book reviewer. In and around the edges of all those jobs I have written poems, stories, and books, books, books. The seed for *Out of the Dust* grew out of a picture-book idea. Presented with an early draft of the forthcoming picture book, *Come On, Rain* (1999), my writers group insisted I elaborate on why my characters wanted rain so badly. I began researching times when people desperately wanted rain and *Out of the Dust* blossomed into existence.

I love writing. I can't wait to get to my keyboard every morning. I also love reading, hiking, spending time with friends and family, traveling, and music – both playing it and listening to it. National Public Radio is a frequent companion... the inspiration for *The Music of Dolphins* came from an interview I heard on “Fresh Air.”

Young readers are the most challenging, demanding, and rewarding of audiences. Adults often ask why I write for the younger set. My reply: I can't think of anyone I'd rather write for.”

Karen Hesse lives in Vermont with her husband and two adult daughters.

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Rationale:

The *Shape of the Australian Curriculum: English*, proposes that F-10 curriculum in English be organised around three interrelated strands:

- *Language*: The Language strand involves the development of a coherent, dynamic and evolving body of knowledge about the English language and how it works.
- *Literature*: Students learn to interpret, appreciate, evaluate and create literary texts such as narrative, poetry, prose, plays, film and multimodal texts, in spoken, print and digital/online contexts.
- *Literacy*: Students apply their English skills and knowledge to read, view, speak, listen to, write and create a growing repertoire of texts.

(National Curriculum Board *Shape of the Australian Curriculum : English* May 2009)

This 'literature package' aims to provide teachers with activities to support an in-depth study of a historical novel which can be adapted across (NSW) stages 3, 4 and 5 (Years 5 – 10) to suit students of varying ability levels. There are similar links in the syllabi of other states, including English in all states, and SOSE in Queensland, S&E in the Northern Territory, Western Australia and South Australia, S&H in Tasmania.

Aims:

Students will :

- Understand the historical setting of the novel
- Enjoy the narrative from the perspective of someone around their own age
- Meet a range of characters
- Follow an itinerary based on the real ship's log and diary entries
- Gain a deeper knowledge and understanding of life on board HMB *Endeavour* 1768 – 1771
- Have the opportunity to develop further language, literature and literacy skills through a range of activities
- Appreciate the genre of historical fiction

Content and activities:

Depending on the desired perspective, the abilities and composition of the class, and the time available, teachers may choose to engage with one small part of the book, a separate section or perspective from the book, or the book as a whole. A variety of teaching and learning strategies should be used to assist students to reflect on their own learning. Activities should address a range of learning styles and preferences, and challenge students of all abilities. The following stimulus ideas are intended to serve as a guide only.

- Use sentence starters or quotes for students to continue a story, either verbally or in writing
- Make a classroom 'museum exhibition' of Endeavour-related artworks, models and photographs of interesting items from the trip and ask students to write captions and text panels for the exhibits
- Students make up recipes using ingredients mentioned in the book. Model the ship's biscuit as the example
- Write a procedure for one of the chores on board an eighteenth century tall ship
- Write a book review or make a book web trailer – provide a scaffold (see resources)
- Write a new diary entry / ending/ account of a particular incident from a different character's perspective, or a fictional account eg from the perspective of the figurehead
- Write a news report or conduct an oral interview about one of the events in the book eg finding the stowaway
- Make a class glossary of different words and nautical terms in the book
- Write letters or emails to different characters asking them questions, possibly from the perspective of 'if they were alive today ...'
- Write / speak a 'chain story' using objects as motivators (moving around a circle, one sentence each), or pick a word from a bag and make up an ongoing story (one or two sentences each)
- Write poems in different styles eg limericks, haiku, mnemonics
- Who/What am I? Ask questions to find out who they are (hat on head, sign on back)
- Make a comic strip / graphic novel version using speech bubbles
- Make a computer game, animation, board game or fact cards
- Select a history topic relevant to the time of the novel (maybe from a brainstorm list). Research the topic, looking for factual details to include in their stories (names, places, and events). Create a Story Map to develop the details of their story. Work individually, in pairs or as a team to write the story in whatever format they want (eg. diary, verse, narrative). When the stories are finished display them in your classroom by placing them in order along an historical timeline.
- *Storytelling* to recount the story to different audiences eg small children, adults around a campfire, members of a university conference
- *Performance of vignettes* eg different role plays and interaction segments between the range of characters, which may include costuming and fashion of the era
- *Group and individual research activities* to hone in on particular aspects of the historical content eg European exploration, the impact on indigenous peoples, the benefits to science of activities such as recording new species of flora and fauna, observing the transit of Venus
- Discuss the advantages and disadvantages of writing in a diary style

Some interesting quotes from Stowaway for discussion :

p.1“ It’s a good hiding place I’ve got, in the aft of what Samuel Evans calls the Pinnacle, a small boat Endeavour carries aboard her. I can look over the edge and see the deck without being noticed. But it is difficult, lying still, day and night. Sometimes the urge to cry out nearly gets the better of me. I haven’t yet....”

Discuss feelings, repercussions / consequences of actions, loyalty and dependence on others, changing weather and moods on board...

p.90 “Some of the men have been sent out to collect Ballast to take aboard Endeavour. The men found heapings of rock at a sacred burial site and thought it ideal ballast. When they began dismantling the burial place, the natives rose in protest and insisted they desist... How would they feel if the Natives hauled off grave markers from an English cemetery?”

Discuss the impact of European explorations on the indigenous populations eg Tahiti and Australia. How was it handled by both sides ? Would it be different now? Can you think of any ‘modern’ parallels?

p.144 “ Christmas will be here soon. How is London, I wonder? And my family? I suppose the butcher is up to his ears in goose feathers about now. There’s some comfort in that. ...”

Discuss feelings about being a long way away. Depth of memories, visual and emotional. Importance of traditions in our lives, then and now. How and why have things changed?

p.145 “ Captain has known for some time that this is not a totally new and uncharted Continent. In fact, this land was discovered a very long time ago, Mr Banks says, 150 years to be exact. By a Dutchman named Tasman. This land has a name after all, New Zeland. ...”

Discuss the sense of admiration for the learned men on board, eg Cook and Banks, and their role models to a young, intelligent man keen to observe and learn, and listen, and ask questions. Why had NZ not been settled earlier? Find some factual evidence to support this.

p.175 “ “Perhaps we should stop the lessons awhile.” Samuel said. Hard words to say. Hard words to hear. I thought I was strong enough, alert enough for Mr Bootie. I was wrong.”

Discuss the treatment of different crew members, and the various punishments given. Look at bullying then and now, in different social and historical contexts, and its effect on various personalities both on board and in today’s society.

p.256 “ The ship is alive the way a hive is with bees. Our tents are filled with moaning and cries for water and bad smells and insufferable heat. Tarheto looks out of eyes glassy with fever... I remember when he studied the colour of my skin on OTahiti, and I studied his. We have come so far since then...”

Discuss the imagery here, and the change in understanding over time. How important are personal, real life experiences in affecting our attitudes to others? Think of some modern day similarities, situations which may lead to changes in understanding others more.

Technology :

Include one or more of the following components to satisfy requirements for the integration of technology into the unit :

Make a book trailer – see example in Resources below

Make a vodcast or podcast of an interview with other students about their opinions of the book

Create a simple computer game or animation related to the story

Word process various styles of writing

Format text in a variety of styles

Experiment with design and layout options

Create PowerPoint presentations

Evaluate a range of multimedia texts eg websites or CD Roms

Conduct an online interactive session or email conversations with the author

Resources:

<http://www.youtube.com/watch?v=ligoJcwF9BY> cwe trailer – quite good 1.16minutes

<http://www.readwritethink.org/classroom-resources/calendar-activities/karen-hesse-author-newbery-20673.html> classroom ideas for *Out of the dust* which could be adapted to *Stowaway*

[http://en.wikipedia.org/wiki/Nicholas_Young_\(sailor\)](http://en.wikipedia.org/wiki/Nicholas_Young_(sailor)) Use Nicholas Young as a character / guide

<https://fuse.education.vic.gov.au/primary/pages/View.aspx?id=8b8a6636-6e7a-4f0a-81dc-e0166cb3baf2&Source=%252fPrimary%252fPages%252fResults.aspx%253fs%253darts%2526sb%253dKBNGModified%252bDESC%25252c%252bRank%252bDESC%2526col%253dmuseumvictoria.com.au> ABC interactive via Victorian Department of Education site

<http://www.abc.net.au/stowaways/> Some interesting episodes with Nicholas and his Tahitian companion

<http://www.panoramio.com/photo/7325164> comment about Nicholas's death

<http://www.integratededucation.com/NZ+History+Alive+Tape+Exerpts/Young+Nick.html>

More information about young Nick

Evaluation :

Assessment could be through a series of informal activities and observations, plus a formal assessment task which outlines the outcomes, task requirements, assessment criteria and marking guidelines. This may be a piece of creative writing, the presentation of some research, a response to a given question or a group activity.

We want to hear from you!

Let us know how the book and activities worked with your students.

Encourage your students to write and send in their own book reviews to us.

Maybe you have formed your own book club or literary discussion group. We want to hear about it!

We welcome any discussion or constructive feedback. Email education@anmm.gov.au