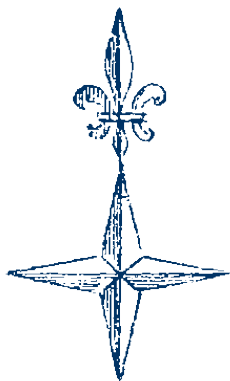


The Goat who sailed the world



Endeavour's Reading Room

Interesting books to read, enjoy, study and discuss



Image courtesy of Angus & Robertson

The Goat who sailed the world Jackie French

Angus & Robertson, 2006
215pp ISBN 9780207200779

The Goat has certainly earned her place in history, sailing with Captain James Cook aboard HMB *Endeavour* on a second circumnavigation of the globe (the first aboard the *Dolphin* with Captain Wallis in 1766 - 1768). In this story, based on factual events from the journals of Cook and Banks, French interweaves two perspectives to make the journey more personal.



HMB ENDEAVOUR



Recommended for secondary and tertiary students

Set sail for an adventure with a difference on the high seas! This is the first book in the *Animal Stars* series, each one being a factual narrative about a real animal associated with an important person in history.

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Written in chronological, diary style this book is an easy, enjoyable and informative read. What more could you ask for? Recommended for ages 10 – 14.

Other Reviews :

<http://www.kids-bookreview.com/2011/02/review-goat-who-sailed-world.html>

http://books.google.com.au/books/about/The_Goat_Who_Sailed_The_World.html?id=N1xDnyB2HIYC&redir_esc=y

<http://www.jackiefrench.com/historical.html>

<http://www.goodreads.com/book/show/7236617-the-goat-who-sailed-the-world>

Author biography :

Jackie French is a full-time writer who lives near Braidwood in the Araluen Valley, NSW. In 2000, *Hitler's Daughter* was awarded the CBC Younger Readers' Award. *To the Moon and Back* won the Eve Pownall Award in 2005. *Macbeth and Son*, and *Josephine Wants to Dance* were both shortlisted for the 2007 CBC Awards.

(http://www.harpercollins.com.au/authors/50000430/Jackie_French/index.aspx)

Contact details for speaking invitations and internet/email chats (from her website www.jackiefrench.com) :

Mailing address:
PO Box 63
Braidwood 2622
Australia

Email address: jfrench@dragnet.com.au

Rationale:

The *Shape of the Australian Curriculum: English*, proposed 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 the 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. The following stimulus ideas are intended to serve as a guide only.

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.

- Use sentence starters or quotes for students to continue, 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 18th 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
- 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, delegates at 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; or other 'Historical Animal Figures'
- Discuss the advantages and disadvantages of writing in a diary style

Some interesting quotes for discussion from *The Goat who sailed the world*

The Goat :

p.40 “The kid bleated pitifully in Jonathan’s arms. Was it hurt? The Goat watched, desperate and afraid, standing protectively over the remaining kid as Jonathan handed her baby to the butcher.”

How do the sections of the story told from the perspective of the Goat add new meaning to the story of the Endeavour’s voyage?

p.129 “The crew might exclaim about the size of the trees, or stare fascinated at the local people, their dark skins and bare bodies, their spears and huts and canoes. She just wanted her fresh greens, and water that didn’t taste of age and salty barrels.”

Everyone sees things differently. How may the local people have recounted this scene?

p150-151 “The Goat liked moonlight. Moonlit nights were good for grazing animals; you could see the dangers in the moonlight, as well as smell them...But not tonight. There was something in the air. ...Danger. Danger. She didn’t know how she knew it, but she did. ‘Eeegh!’ she cried. There was a sudden noise of tearing, grinding, wrenching. The ship shuddered, lurched. And then she stuck, as the sea came flooding in.”

How does this description of the Endeavour running aground off Cooktown make the reader feel?

Isaac (Manley) :

p.116 “Mapping an uncharted land wasn’t easy – sailing so close to shore meant a far greater risk of being wrecked on the rocks, running aground on sandbars or being trapped on a lee shore....Mostly it was a fascinating time – a chance for all the officers to try their hand at mapping, and for a boy like Isaac to learn from Cook, the man who was probably the world’s greatest chartsman.”

How is mapping done differently today?

p.118 “Which way would they go? ... How does a captain make a decision like that? wondered Isaac. A decision that might mean life or death for so many men?”

What must it be like to be a Captain in such a position?

p.126 “Their dreams at home seemed a long way from the reality of today. But reality, thought Isaac, as he stared out at the new land, is even more exciting.”

True or false?

pp.83-87 Transit of Venus “We all got different measurements. There was a sort of dark cloud around the planet – an atmosphere perhaps. We none of us could agree exactly when the planet started to cross the sun.””We spent eight months sailing across the world for this, thought Isaac. It’s cost ten thousand pounds. And it’s all been for nothing.” (p.87)

How have recording methods and knowledge changed for the 2012 Transit of Venus?

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.harpercollins.com/harperimages/ommove/teacher_guide_goat_sailed.pdf

A comprehensive teacher guide produced by the publisher

http://southseas.nla.gov.au/index_voyaging.html

www.captaincooksociety.com

www.jackiefrench.com

www.browseinside.harpercollins.com.au/index.aspx?isbn13

<http://www.canberra.edu.au/lurees/searching/author-index/attachments/pdf/FrenchJackieFindingAidFINAL.pdf>

A guide to the Jackie French Papers at the University of Canberra

<http://www.youtube.com/watch?v=ligoJcwF9BY> an example of a book trailer, 1.16 minutes

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