

ACTIVITY

Stage 3 | English syllabus | Reading and viewing

A student:

- uses an integrated range of skills, strategies and knowledge to read, view and comprehend a wide range of texts in different media and technologies (EN3-3A)

Respond to, read and view texts:

- use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1703 | ACELY1713)

| A day in the life of a mounted policeman | |
|---|---|
| <p>HERE <i>The answer is right there in the text.</i></p> | <ul style="list-style-type: none"> What job were the police given when the gold rush started? Why was Trooper Walker given a gold watch in 1879? What were some of the rules for mounted police? What crimes did they have to deal with? Why were Aboriginal trackers so valuable to the work the mounted police did? |
| <p>HIDDEN <i>The answer is in the text but you might need to 'read between the lines' to find it.</i></p> | <ul style="list-style-type: none"> Where were most policemen from in the 1850s? How did this change? Why do you think that a trooper would form a strong bond with his horse? What kind of person would volunteer for a role that was meant to protect the community? Why was it important for a trooper to be good at team work? |
| <p>HEAD <i>The answer is not in the text; you need to use your own knowledge and thoughts to answer.</i></p> | <ul style="list-style-type: none"> Should Aboriginal trackers be given more recognition for their role in helping the troopers? Why? Why do you think it was important that more young Australian-born men joined the mounted police? |