



wild dog

# MATTHEW FLINDERS

## ADVENTURES ON LEAKY SHIPS

CAROLE WILKINSON & PRUE PITTOCK





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### Synopsis

Matthew Flinders was determined to map the entire coast of the continent we now call Australia. His story is packed to the gunwales with adventure – storms and shipwrecks, death and danger, a race to beat the French – but more than this, it is a story of loyalty to his crew, love for his wife, and affection for the brave little cat who sailed with him.

### Writing style

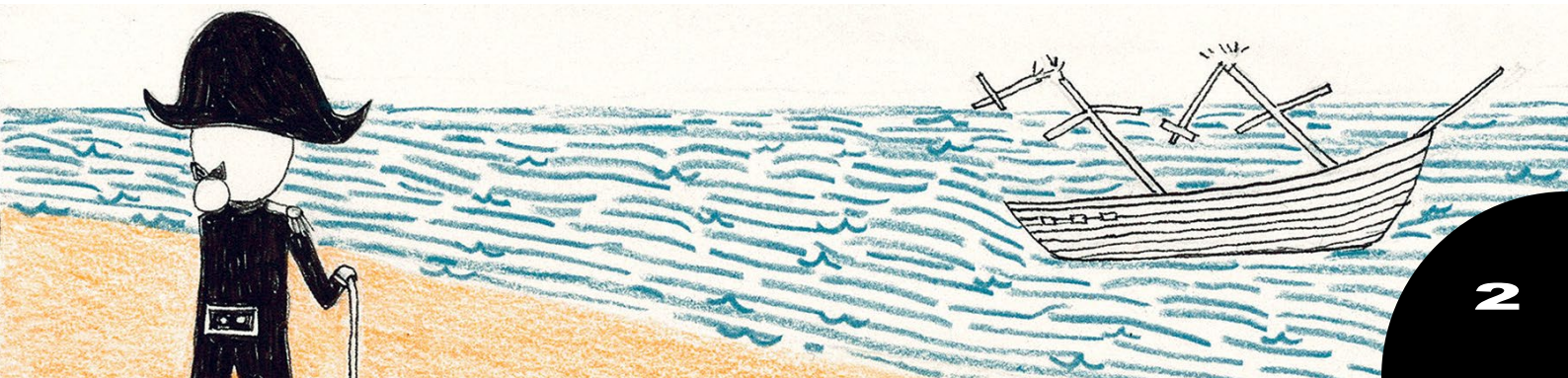
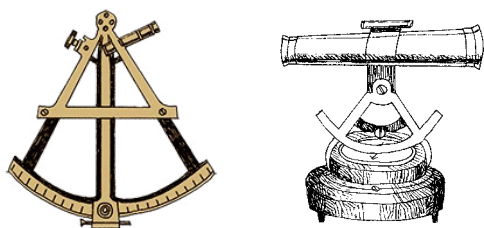
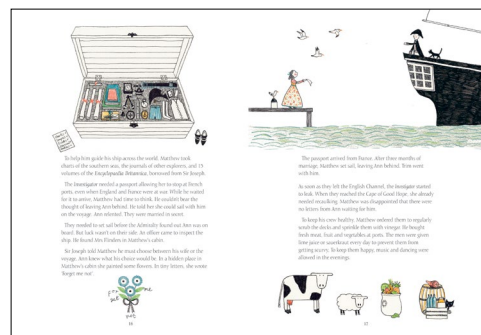
*Matthew Flinders: Adventures on leaky ships* has been written with the needs of both early and more advanced readers in mind. The simple language, direct writing style and inviting illustrations combine to create an engaging history of this revered explorer-adventurer.

### Illustrative style

*Matthew Flinders* is illustrated by Prue Pittock. Her images are meticulously researched and rendered in fine pen, and subtly tinted with watercolour and coloured pencils. The historically narrative images are deftly imbued with a whimsical and charming wit.

### Specifications

<b>Author</b>	Carole Wilkinson	<b>Binding</b>	Hardback
<b>ISBN</b>	9781742035932	<b>Reading level</b>	8+
<b>Format</b>	297mm x 210mm	<b>Interest level</b>	8+
<b>Extent</b>	32pp + cover	<b>Category</b>	Non-Fiction





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### Study notes: Themes

- Descriptive words
- Cartography / mapping
- Mapping of Australia
- World history
- Australian history
- Competing European powers
- Exploration and discovery
- Geography
- Life at sea
- Dangers of ocean travel
- Navigation and technology
- Oceans
- First Nations Peoples
- Love and duty



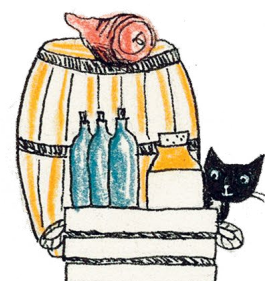
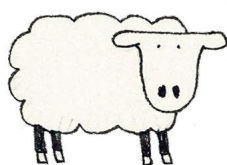
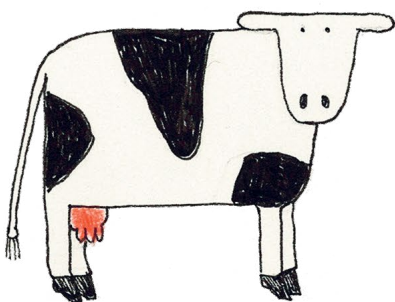
### Curriculum link: Literacy

#### Before reading:

- Before looking at the cover, ask the students to try and draw a map of Australia from memory.
- Discuss the words *leaky ships*. Ask the children when they think Flinders was active as a ship's captain. Ask them what they imagine the ships he captained would have been like.
- Show students the book's cover and discuss their response to it.
- Read the blurb and ask students why they think travelling by ship at that time was so dangerous.
- Create a list that the class comes up with of their ideas and any questions that arise. After reading the book, recheck the list.

#### While reading:

- Before reading, give each student a few sticky notes. Ask students to note any words, questions or wonderings they hear or have that they'd like to share or ask. These can be collated and displayed on a noticeboard or poster. Their questions, lists and wonderings are an opportunity to assess current knowledge and will provide direction for discussions, investigations or presentations.
- Ask the students to take turns reading a paragraph aloud to the rest of the class. Where appropriate, ask the students what they think certain words may mean.







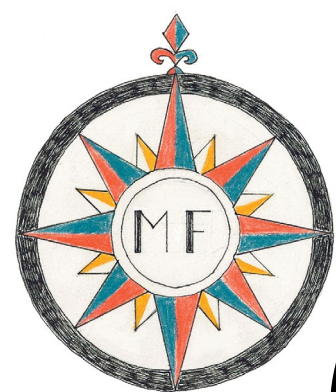
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### Curriculum link: Critical and Creative Thinking

#### *After reading:*

- What were the biggest hurdles Matthew Flinders faced on his journeys?
- What drove him to explore and discover new lands?
- What were his key achievements?
- From your understanding of the book, was Flinders a good leader?
- What do you think of Flinders' decision to leave behind his wife in order to pursue his work?
- Given the amount of hardship he experienced, was Flinders a competent yet unlucky captain or was he ill-equipped to be in charge of a ship?
- What sort of skills do you think were needed to be a successful explorer at sea?
- What inventions and technologies do we have today would have been useful to Flinders on his many voyages?
- Why were Flinders' voyages important for the British empire?
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## ADVENTURES ON LEAKY SHIPS

**Curriculum link: ICT Capability**

*After reading:*

### ACTIVITY: Going Further

- Organise the class into small groups or pairs. Have students research the different names explorers and Europeans had for Australia. List the different languages and meanings for these names. For example, on page 6 is *Terra Australis Incognita*, which is Latin for Unknown South Land. Encourage students to include Aboriginal clan and nation names for your local area. Investigate how these names come from Country.
- Explorers and sailors knew much less than we do about the world and the oceans. Examine the maps on pages 8 and 13. What clues do they provide about their fears and knowledge?
- One of the greatest fears was of giant sea monsters. What do you think these creatures may have been in reality?

### ACTIVITY: Explorers

- Divide your class into groups of three or four. Allocate each group one of the explorers or cartographers mentioned in Putting Australia On the Map.

Claudius Ptolemy

Marco Polo

Ferdinand Magellan

Pedro Fernandes de Quiros

Luis de Vaez Torres

Captain Willem Janszoon

Dirk Hartog

Anthony Van Diemen

William Dampier

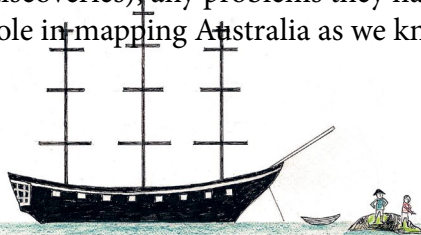
Able Tasman

James Cook

Matthew Flinders

- Students are to create a mini biography. These can take on whatever form the students choose – a poster, media or digital presentation, or booklet.

Projects to include: information about the person's life (including significant dates, achievements and discoveries), any problems they had to overcome, how the world remembers them, and their unique role in mapping Australia as we know it.





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### ACTIVITY: Mapping

- Revisit the maps throughout *Putting Australia On the Map*. Place students in groups and allocate each one a map from the book. Groups will spend 10 minutes studying their map, then report back to the class. After all groups have presented, class discusses their discoveries and ideas about exploration, mapping and styles.
- Display maps from *Putting Australia On the Map* around the classroom. Allocate time for students, in pairs, to study each map. Ask students to write a list of familiar areas, landmarks, beaches, towns etc.
- As a class, examine the map on page 14. Discuss the colours, plants, animals. Discuss the artist's choices. What may have influenced them?

In groups, using technology and books, have students collect images of northern Australia and compare these with the artist's work.

- Show students the map of Australia's First Nations People's clans and nations.

<https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>

Investigate the clan boundaries in your local area. Create a map of this area, using that old style as shown in *Putting Australia On the Map*.

### ACTIVITY: Natural World

- Investigate how early explorers and First Nations People found their way around the world. (Sun, stars, read their environment.) Create a Venn diagram noting the differences and similarities.
- The discovery of the Roaring Forties changed shipping and exploration. Have students investigate the Roaring Forties. What are they? Where are they? What direction do they go? What influence do they have on the ocean?

Reference: <https://www.abc.net.au/science/articles/2007/09/20/2038604.htm>  
<https://oceanservice.noaa.gov/facts/roaring-forties.html>







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### ACTIVITY: *Natural World* (cont)

- In pairs, have student mark on world map templates the following details

The Roaring Forties

Trade routes

Places mentioned in the book

The tracks of three major journeys.

Torres Strait

### ACTIVITY: *Creative activities*

- Imagine you are a sailor on one of the journey's mentioned in *Putting Australia on the Map*. Write a narrative about one of the following topics:
  - \* your experiences while sailing through the Roaring Forties.
  - \* life on a sailing ship
  - \* your first sight of a sea monster (hint – before you start writing, decide if it will be a fantasy creature or a real sea creature. If you're doing a real sea creature, decide on which before you start planning your piece.)
- Examine the maps and pay attention to the sea creature illustrations. Use your knowledge of the ocean's mammals, fish and other sea life to create your own sea monster.

### Marketing and promotion

*Matthew Flinders: Adventures on leaky ships* is a one-off title, though it shares elements with other one-off titles such as *Putting Australia on the Map*, *Little Lon* and *The Massive Book of Maps*. Future one-off titles are planned, such as *Show me the Money*, *Vote for Me* and *Migration*.

