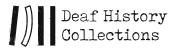
# ACTIVITY02 Whatever Happened to James?



LEARNING AREA:	Auslan (V9) – L1 pathway
YEAR LEVEL(S):	7-8 (Year 7 entry)

CONTENT DESCRIPTIONS	CONTENTELABORATIONS
<i>Creating text in Auslar:</i> Create signed, visual and multimodal informative and imaginative texts, for familiar contexts and purposes using appropriate vocabulary, phrases, grammatical structures, and some textual conventions. AC9L1AU8EC05	<ul> <li>re-enacting short simple real-life scenarios that include two characters and their interactions through the use of constructed action and depicting signs.</li> </ul>

# LEARNING INTENTION/S

I will participate in a re-enactment of an imagined incident in the deaf convict James Smith's life, using constructed action and depicting signs.

# SOURCES

General introduction to the convict system (video) James Smith story (curator video) James Smith's Convict Indent (document) James Smith's Certificate of Freedom (document) Student Handout

# INSTRUCTIONS

- 1. Print out student activity sheet, showing deaf convict James Smith's Convict Indent and Certificate of Freedom, with the transcripts of the descriptive remarks.
- 2. Assign students to work in groups of two or three one will adopt the role of James Smith, the other(s) will be fellow convicts.
- 3. Students to compare the descriptions of James Smith on his Convict Indent (1827) and his Certificate of Freedom (1841) and develop a scenario to show how he acquired some of the additional marks and scars.
- 4. Students to develop a re-enactment of this scenario, where they take turns describing what happened to James.
- 5. Their narratives must include at least two examples each of constructed action and depicting signs.
- 6. Student pairs/groups take turns performing their re-enactments for the class.

#### KEY CONCEPTS/VOCABULARY

Convict, scar, tattoo, other...