

**ACTIVITY 02**

# Whatever Happened to James?

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

CONTENT DESCRIPTIONS	CONTENT ELABORATIONS
<p><i>Creating text in Auslan:</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.</p> <p>AC9L1AU8EC05</p>	<ul style="list-style-type: none"> <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**

- Print out student activity sheet, showing deaf convict James Smith's Convict Indent and Certificate of Freedom, with the transcripts of the descriptive remarks.
- 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.
- 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.
- Students to develop a re-enactment of this scenario, where they take turns describing what happened to James.
- Their narratives must include at least two examples each of constructed action and depicting signs.
- Student pairs/groups take turns performing their re-enactments for the class.

**KEY CONCEPTS/VOCABULARY**

Convict, scar, tattoo, other...