

Reading Comprehension Questions 'Stories of Life at Sydney Cove'

The Australian Curriculum-English is built around the interrelated strands of **Language, Literature, Literacy**. Within the **Literacy** strand for each year level, is the sub-strand '**Interpreting, analysing & evaluating**' which focuses on reading comprehension strategies.

The following pages contain **Reading Comprehension Questions** for 'Stories of Life at Sydney Cove'. Teachers can use some or all questions to build comprehension strategies and assess student understanding. Below are the Australian Curriculum Content Descriptions relating to Comprehension.

Year 3 English Content Description: Literacy - Interpreting, analysing, evaluating

Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680)

Year 4 English Content Description: Literacy - Interpreting, analysing, evaluating

Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (ACELY1692)

Year 5 English Content Description: Literacy - Interpreting, analysing, evaluating

Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703)

*Author Suggestion: Students check digital sources quoted in Stories of Life at Sydney Cove by visiting:

Aboriginal language sources: <http://williamdawes.org>

Old Bailey records: <https://www.oldbaileyonline.org/>

Year 6 English Content Description: Literacy - Interpreting, analysing, evaluating

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

*Author Suggestion: Students check digital source quoted in Stories of Life at Sydney Cove by visiting:

Aboriginal language sources: <http://williamdawes.org>

Old Bailey records: <https://www.oldbaileyonline.org/>

Year 7 English Content Description: Literacy - Interpreting, analysing, evaluating

Use comprehension strategies to interpret, analyse and synthesise ideas and information, critiquing ideas and issues from a variety of textual sources (ACELY1723)

Year 8 English Content Description: Literacy - Interpreting, analysing, evaluating

Use comprehension strategies to interpret and evaluate texts by reflecting on the validity of content and the credibility of sources, including finding evidence in the text for the author's point of view (ACELY1734)

*Author Suggestion: Students reflect on validity of content in Stories of Life at Sydney Cove by checking:

Old Bailey records: <https://www.oldbaileyonline.org/>

Aboriginal language sources: <http://williamdawes.org>

Year 9 English Content Description: Literacy - Interpreting, analysing, evaluating

Use comprehension strategies to interpret and analyse texts, comparing and evaluating representations of an event, issue, situation or character in different texts (ACELY1744)

Year 10 English Content Description: Literacy - Interpreting, analysing, evaluating

Use comprehension strategies to compare and contrast information within and between texts, identifying and analysing embedded perspectives, and evaluating supporting evidence (ACELY1754)

Reading Comprehension Questions 'Stories of Life at Sydney Cove'

Chapter 1

- a) How old was John Hudson when he went to prison?
- b) How did life seem better for John Hudson after he went aboard the transport ship 'Friendship'?
- c) What was the judge's attitude toward John Hudson? How do we know?

Chapter 2

- a) Why couldn't Ralph Clark take his wife and son to Botany Bay?
- b) What request did Henry Kable put to Lord Sydney?
- c) What dramatic scene took place aboard the prison hulk 'Dunkirk' between the captain, a prison warden and a convict? What was the outcome for the convict?

Chapter 3

- a) What did Elizabeth Hayward do to end up on the First Fleet?
- b) What did Dorothy Handland do to end up on the First Fleet?
- c) What did the convict women experience during the voyage?

Chapter 4

- a) What secret plot took place aboard the convict ship 'Charlotte'?
- b) How was it discovered?

Chapter 5

- a) What happened after the First Fleet left Cape Town?
- b) What did Ann Smith tell the other women aboard 'Lady Penrhyn'?

Chapter 6

- a) What caused alarm on the beach at Kamay (Botany Bay)?
- b) Why was the event 'the end and the beginning'?

Chapter 7

- a) What happened when Arthur Phillip approached the south shore of Botany Bay?
- b) What happened when Arthur Phillip approached the northern side of Botany Bay?

Chapter 8

- a) What happened when George Worgan met a group of Aboriginal men for the first time?
- b) Why were the native men amazed by Governor Phillip's missing tooth?
- c) Why did Governor Phillip explore a place marked 'Port Jackson' on his map?

Chapter 9

- a) What happened when Watkin Tench met a group of Aboriginal men for the first time?
- b) Why were the native men unsure about the new arrivals?

Chapter 10

- a) What animals did some convicts see?
- b) Why was Thomas Barrett pleased with his situation?

Chapter 11

- a) What did Governor Phillip find at Port Jackson?
- b) What did the native people of Kamay (Botany Bay) do when they saw the white people leaving?

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Chapter 12

- a) Who did the natives at Warran (Sydney Cove) see coming ashore?
- b) Why was Esther Abrahams on the First Fleet?
- c) What did James Ruse think when he landed at Sydney Cove?
- d) What was Lieutenant Ralph Clark's reaction to being ashore at Sydney Cove?

Chapter 13

- a) Why were the natives amazed and alarmed with what they observed at the Sydney settlement?
- b) What important announcement did Governor Phillip make on 7th February?
- c) What happened when two native elders visited the Governor at Sydney Cove?
- d) Where was Lieutenant King sent, and why?
- e) Who was executed at Sydney Cove in February 1788?

Chapter 14

- a) Why was Governor Phillip disappointed that the native people didn't visit Sydney Cove?
- b) Why was Governor Phillip impressed with James Bloodworth?
- c) What job did Governor Phillip assign to William Bryant?

Chapter 15

- a) Why were the convict women collecting oyster shells?
- b) Where did the Governor set off to explore in April 1788?
- c) What disturbing event happened at the end of April?

Chapter 16

- a) What milestone happened in Sydney Cove during the first week of May?
- b) What disturbing news did Governor Phillip receive in late May?

Chapter 17

- a) What kind of meeting did the Governor and his men have at Botany Bay?
- b) What did the British settlers celebrate on 4th June?

Chapter 18

- a) What did Henry Kable talk to Governor Phillip about?
- b) What was the result of the first civil court case in the colony?
- c) What was Isabella Rawson's role at Sydney Cove?

Chapter 19

- a) Why were the Burramatta people troubled?
- b) What did James Ruse talk to Governor Phillip about?
- c) How did Governor Phillip plan to show the natives the benefits of British society?

Chapter 20

- a) What frightening experiences did Arabanoo endure on his first day at Sydney Cove?
- b) Why did Governor Phillip believe his kidnap plan may be successful?

Chapter 21

- a) Why did Governor Phillip want Arabanoo to witness the flogging of convicts?
- b) What was the cause of many deaths in April 1789?
- c) Who did Doctor John White nurse back to good health at Sydney Cove?
- d) What happened to Arabanoo in mid-May 1789?

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Chapter 22

- a) What unusual event did a group of convicts organise on 4th June 1789?
- b) How did the Governor's exploring party help a young native woman?
- c) Why was Watkin Tench puzzled by what he found near the foothills of the mountains?

Chapter 23

- a) Who did Lieutenant William Bradley bring to Sydney Cove?
- b) What did the Governor learn from Bennelong?

Chapter 24

- a) Why did Governor Phillip want to hide the colony's food shortage from Bennelong?
- b) Who set up the first school in the colony?
- c) What did Elizabeth Hayward learn from Boorong?

Chapter 25

- a) What steps did Governor Phillip take to ease the colony's dismal situation?
- b) What news did the Governor hear about *HMS Sirius*?

Chapter 26

- a) How did Reverend Johnson's letter describe the situation at Sydney Cove in April 1790?
- b) What did Bennelong do in May 1790?

Chapter 27

- a) What did the Governor learn with the arrival of the 'Lady Juliana'?
- b) What terrible scene did the people of Sydney Cove see when the second fleet arrived from England?
- c) Who were John and Elizabeth Macarthur, and what was their experience of the voyage?
- d) What stories did they hear when they arrived in Sydney Cove?

Chapter 28

- a) What happened to Governor Phillip at Manly Cove?
- b) When he reflected on the event, what questions did he ask himself?
- c) What explanation did Governor Phillip give for the attack? Why did he make that decision?

Chapter 29

- a) Who was Maugoran and what message did he have for Governor Phillip?
- b) Who was Barangaroo, and what did she talk about with Boorong?
- c) What effect did their conversation have on Boorong?
- d) How did the Reverend Johnson ease trouble between Barangaroo and Bennelong?
- e) What was the result of Bennelong's visit to Sydney Cove?

Chapter 30

- a) Who was Pemulwuy and what did he do to John McEntire?
- b) How did William Dawes react to the planned excursion to Botany Bay?
- c) What did the British men experience during their treks to and from Botany Bay?
- d) What was the final result of the Botany Bay expeditions?

Chapter 31

- a) What announcement did James Ruse make in March 1791?
- b) What special performance did Governor Phillip and his officers attend?
- c) What daring plan was put into action in March 1791 and how did they achieve it?

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Chapter 32

- a) Who did the British explorers meet when Colbee and Ballooderry accompanied them westward?
- b) How did Colbee and Ballooderry react after days of exploring unfamiliar bushland?
- c) What demonstration amazed the British men?

Chapter 33

- a) What happened to end the close friendship between Ballooderry and Governor Phillip?
- b) How did Ballooderry's situation affect Nanberry?
- c) What happened to Ballooderry in the end?

Chapter 34

- a) What contributed to George Johnston's decision to stay in the colony?
- b) What options did the British government offer to convicts whose sentences were ending?
- c) What happened after Barangaroo gave birth to a baby girl?

Chapter 35

- a) What did convicts begin attempting?
- b) What did some convicts take with them, believing it would increase their success?

Chapter 36

- a) Who left the colony in December 1791?
- b) How did William Dawes feel about his situation?

Chapter 37

- a) What personal news did Governor Phillip receive in early 1792?
- b) What did Elizabeth Macarthur, Esther Abrahams and Susannah Kable have in common?

Chapter 38

- a) What did James Ruse and Matthew Everingham have in common?
- b) What news had Governor Phillip received about William Bryant's escape?
- c) As Phillip prepared to leave Sydney, what was Boorong and Nanberry's relationship with the settlers?
- d) What momentous decision had Bennelong made?
- e) What questions still needed answers?

Questions for general discussion:

Why did some people prosper at Sydney Cove, while others didn't? Give examples.

What were the causes of tension between the British and Aboriginal people at Sydney Cove?

Discuss ways that people tried to resolve conflict at Sydney Cove. Were their methods effective?

Characters

Choose a character from 'Stories of Life at Sydney Cove' and apply the following questions to their situation:

What was their role or relationship with the settlement at Sydney Cove?

How did their situation change over time?

Did their outlook or attitude on their situation change over time? If so, in what way or ways?

Could they have done anything differently to change the consequence or outcome? Give examples.

Did their decisions or actions play a significant part in Australian history?