



Rabbit-Proof Fence

My reading log

Reading a book means - first of all - having fun reading it.

Reading offers you insights into another world, a new, strange, unknown, unusual world that the author presents to the reader.

Reading also means learning new words and/or enlarging the amount of vocabulary that you can use actively.

Keeping a reading log is an active encounter with a book on different levels using different skills.

This reading log is about the novel 'Rabbit-Proof-Fence' by Doris Pilkington Garimara.

There are compulsory tasks and optional tasks. You have to work out every compulsory task. They are a "must". While reading you'll get more worksheets or exercises to do for each chapter. From time to time you will also be given optional tasks. Optional tasks can be done. Of course they can improve your mark.

It might be quite a good idea to use an extra folder for the reading log. This folder will only contain things that have to do with our novel and and your personal approach to the story, which means your texts, your pictures, your models

While reading and after having finished reading the novel and watching the film, you'll hand in the reading log and some of your products will be graded. So it is important always to be up to date and to work carefully and well organized.

And last but not least, the next written test will be based on at least one of the chapters of the book and you will probably have to summarize it, characterize a person and/or comment on something.

So you'd better work carefully and eagerly.

And now: Have fun with the book!



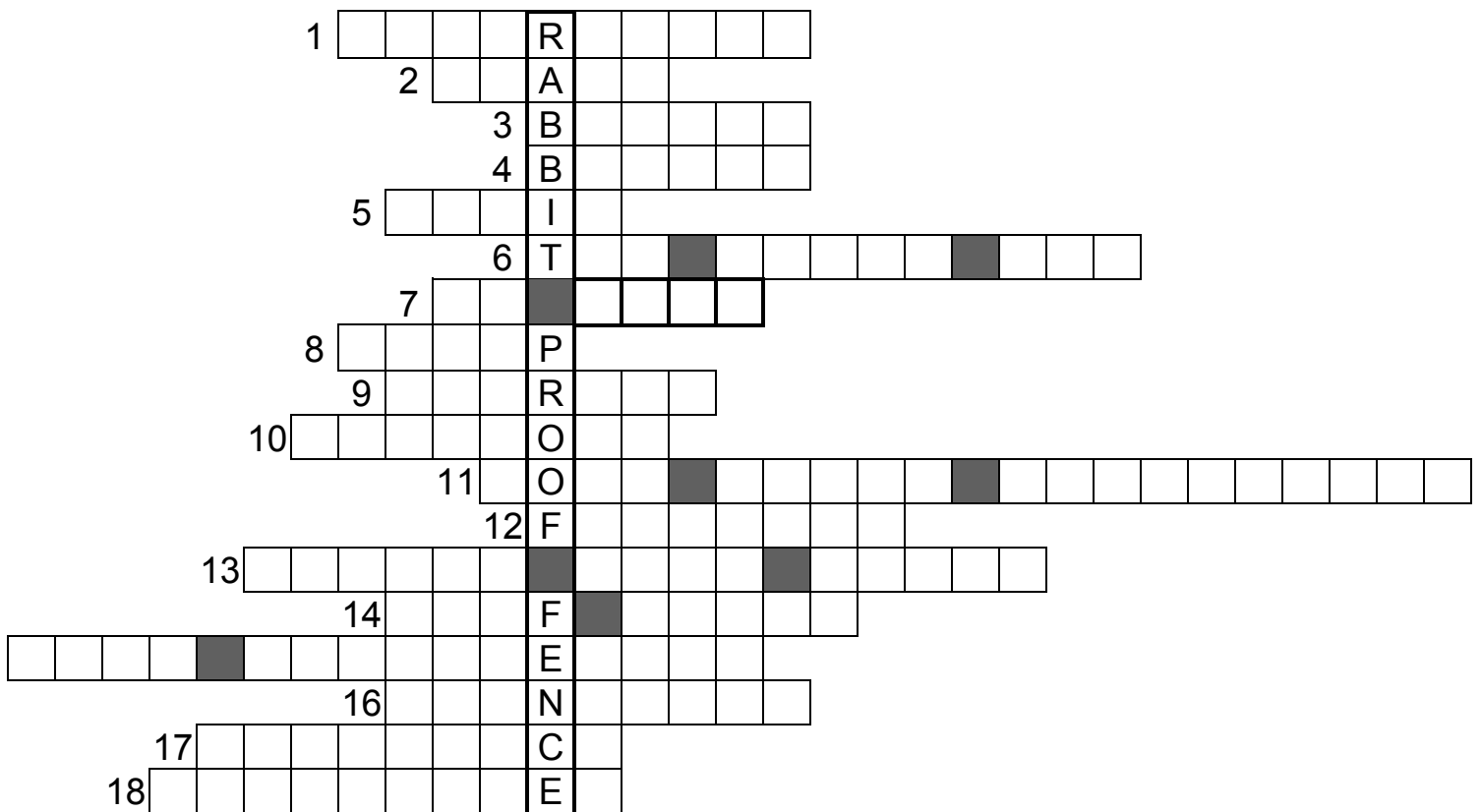
<i>Compulsory exercises</i>	<i>Methods/Skills</i>	started	finished	
Pre-reading activity: What do you know about the Aborigines?	1. brainstorming, 2. mind map			
While-reading activities: 1. Draw a map of Western Australia. ➤ Fill in all the places that you learn about. ➤ Label them. ➤ Fill in the rabbit fence. ➤ Mark the route the girls took 2. Sum up three chapters of your own choice. 3. Characterize ➤ Molly ➤ Gracie ➤ Moodoo 4. Create a picture ➤ of Moore River Native Settlement ➤ of the walk ➤ of Jigalong	Drawing, individual work			
		Writing, individual work		
		Writing, individual work		
		Drawing, gluing, painting individual work or working with a partner		
After-reading activity: 1. You are a newspaper reporter. Write an interview with Molly about her long walk home. 2. Write a newspaper article about the treatment of stolen Aboriginal kids. 3. Comment on the book.	Writing, working with a partner			
		Writing, individual work Writing, individual work		



Rabbit-Proof Fence

Introduction

- Read the introduction to the story on the first page of the book and "THE FENCE" on page 1.
- Now find words/phrases to complete this crossword.



- The "organization" that had the idea to build the fence.
- The rabbits ate it but it was meant for the cows and sheep.
- The government wanted the mixed-raced children to learn to and think like the Europeans.
- They believed it would be for these children to learn the white man's way of life.
- The christian name of the author of the book.
- The people who brought the rabbits to Australia.
- When was the fence built?
- A "strange" new animal brought to Australia by the Europeans. You can get wool from it.
- When someone is very brave he/she has got a lot of
- A government depot and the place where the girls' families lived.
- The place where the girls where sent to.
- An area where farmers grow vegetables, potatoes and corn.
- The beach on the north coast where the fence ends.
- Another word for "mixed-race person"
- How long was the fence?
- The Europeans brought it to Australia and it was dangerous for the Aborigines.
- A town in the south near the fence.
- Another word for the native people of Australia.



Chapter 1 - Growing up at Jigalong

Tasks to do:

1. Read chapter 1.
2. Use a red crayon or felt-tip to underline all the information given about **Molly**.
3. Cut out the picture of Molly and stick it into the centre of a sheet of paper.
4. Write the information from the text around the photo. Use the following headings:
 - outward appearance
 - family
 - skills, habits
 - inner qualities
 - further information
5. Whenever you come across new information about Molly while reading the book, add them to you "Molly-page".
6. You can work with a partner.





Rabbit-Proof Fence

After Chapter 1

After having read the introduction and chapter 1 you can match the following sentence halves.

Write the correct sentences on a sheet and put it into your folder.

1. *Rabbit-Proof Fence* is the true story
2. It takes place in the Australian State
3. The three main characters of the story
4. Part-Aboriginal children were taken from their parents
5. In the missions they would learn
6. The government hoped that over three generations
 - a. the Aborigines would have died out.
 - b. of Western Australia.
 - c. how to live the white man's way.
 - d. are the three Aboriginal girls, Molly, Daisy and Gracie.
 - e. and moved to missions.
 - f. of three Aboriginal girls from the so-called stolen generation.



Mr Neville gives a talk

1. What do these words mean? Match the word and the corresponding definition or explanation.
2. Find the German words (if necessary) and write the words into your vocabulary list.

a) to stamp out	1) the opposite of accept
b) to reject	2) to produce
c) to breed out	3) to bring forward (voran bringen)
d) to be advanced	4) obvious
e) octoroon	5) Einsickern, Eindringen
f) infiltration	6) extinguish (auslöschen) or destroy
g) to be encouraged	7) to give courage/ support to
h) quadroon	8) A product of human invention or artistic imagination.
i) to absorb	9) to take in
j) creation	10) the fourth part
k) apparent	11) the eighth part

2a) While watching the film fill the missing words (see above) into the gaps of the transcript.

NEVILLE:

As you know, every Aborigine born in this State comes under my control. Notice, if you will, the half-caste child. And there are ever-increasing numbers of them. Now, what is to happen to them?

Are we to allow the _____ of an unwanted third race? Should coloureds be _____ to go back to the black? Or should they be _____ to white status and _____ in the white population? Now, time and again, I'm asked by some white man, "If I marry this coloured person, "will our children be black?" And as Chief Protector of Aborigines, it is my responsibility to accept or _____ those marriages.

Here is the answer. Three generations. Half-blood grandmother. _____ daughter, _____ grandson. Now, as you can see, in the third generation no trace of native origin is _____. The continuing _____ of white blood finally _____ the black colour. The Aboriginal has simply been _____.

b) Answer these questions:

1. Is Mr Neville for or against the marriage of white men and Aboriginal women?
2. What happens according to Mr Neville to an ideal grandchild of an Aboriginal woman?



Chapter 2 - Leaving Jigalong

Tasks:

1. Read the description of one morning in July 1931. Paint a picture according to the description.
2. Underline the words that express **feelings** in the text (p.7 - 10). Make a list of positive and negative feelings. Find more words and write the words on a sheet and file it in your folder.

☺	☹
<i>happy</i>	<i>afraid</i>

3. What happens in the novel?

Finish the sentences.

- a. One morning in July 1931 when the Mardus had breakfast, the dogs
- b. Constable Riggs, a policeman from Marble Bar, stood and looked
- c. He was holding
- d. He said that he had come to take, They had to
- e. Maude, Molly's mother, held and began
- f. The three girls
- g. They followed Constable Riggs
- h. Their family were
- i. Constable Riggs drove
- j. The family began but when they came near the depot, Riggs was already



Chapter 2 - Leaving Jigalong - The journey

1. Answer the questions.

- a. How long did the journey take?
- b. Which direction did they go first?
- c. Where did they spend the first night?
- d. Where did they go the next day?
- e. How did they get there?
- f. After that they went by car. Where were they taken?
- g. For how long did they stay on this thing and where did they go?
- h. Where did they go after that and how did they get there?
- i. Where did they finally arrive?

2. Draw the different stages of the girls' journey into your map.

3. How did the girls feel?

4. Each of the stages of their journey caused different feelings in the girls. Draw a suitable smiley (JKL) next to each stage and write an explanation for your choice.

Moore River Settlement

1. Draw the dormitory.

2. Your impression

After reading the text, what impression about Moore River Settlement have you got?

Why? Give reasons.



Rabbit-Proof Fence

Chapter 3 - Learning the white man's way

1. Read the text of chapter 3 (pages 14 to 21).
2. Underline the unknown words, write them down and find out about their German equivalent.
3. The "boob"
 - a. What is the boob?
 - b. Where in Moore River Settlement is it?
 - c. What is it used for?
 - d. Draw the boob.
4. How are children treated who tried to escape from Moore River Settlement?
5. Who is Moodoo?
6. What's his job in the settlement?
7. Nobody in the camp is allowed to talk in their native language. Why? Think of reasons.



8. Cut out the picture below and stick it to a bigger sheet. Write the headings, too and write down the information that belong to the heading.

The daily routine

the duties (Pflichten)

the food



the clothes

the girls' feelings



Chapter 3 - Learning the white man's way

Not long after their arrival in Moore River Settlement Molly decides that "We can't live in this place. We're gunna get away from here, we're gunna go home, home to Jigalong."

Find out what Molly plans and what she does.

Underline the passages in your novel and write them into your exercise book.

What is Gracie's reaction when she learns about Molly's plan?

What direction do the girls go and why?



1. While reading the novel, underline everything that you learn about *Gracie* and *Daisy*.
2. Cut out the pictures of the two girls and stick them to different sheets of paper.
3. Make a mind-map like the one of *Molly* and fill in all the information you can get.

Gracie



Daisy





Rabbit-Proof Fence

Chapter 4 - Walking north

1. Read chapter 4.
2. While reading, copy the following chart into your exercise book and fill it in.

	weather	landscape	activity	food/drink	encounters/ dangers	mood	night
1st day							
2nd day							
3rd day							
4th day							



Rabbit-Proof Fence

Chapter 5 - Finding the fence

1. Before you read the chapter, try to guess what happens. Choose as many of these ideas as you like.

The woman at the farmhouse

- a. shouts at them and tells them to go away.
- b. gives them food and some warm clothes.
- c. phones the superintendent at Moore River Settlement.

2. Now read the chapter.

3. Match the sentence halves.

1 Daisy and Gracie	A the superintendent of Moore River Settlement had phoned her a few days ago.
2 On the verandah	B Mrs Flanagan wanted to know where the girls were heading for.
3 When she saw the girls	C and filled some paper bags with tea leaves, sugar, salt, flour, cold meat, bread and cake.
4 The woman whose name was Mrs Flanagan	D to boil water.
5 She knew about the runaway girls because	E she called for her mum.
6 She asked Gracie and Daisy to fetch Molly	F she phoned the superintendent.
7 While the girls were drying themselves in the kitchen	G she quickly remarked that she had made a mistake
8 When Molly said they were looking for the rabbit-proof fence	H came out and asked them if they were the runaways from the settlement.
9 Then she made them a lot to eat	I they turned in a north-east direction.
10 She even gave them some billycans	J which was covered in big stones.
11 Moreover she gave the girls	K a little girl was playing.
12 After the girls had left the farm	L not to leave any footprints for a tracker to find.
13 But as Molly was much cleverer than other girls her age	M some old army coats.
14 Instead of walking east as Mrs Flanagan had told them	N and promised to give them something to eat.
15 When it began to get dark	O slowly walked down to the farmhouse.
16 After a dry warm and comfortable night and a good breakfast	P Mrs Flanagan told them they were going the wrong direction.
17 Their route lay over some open ground	Q the girls had walked several kilometres and built a shelter for the night
18 They stepped from stone to stone, careful	P the girls went east.



Chapter 6 - Hiding from the white man

Read the second part of chapter 6 (from page 39 second but last line on) and tick the statements 'true', 'false' or 'not given'.

	true	false	not given
The three Aborigine girls didn't know that everybody was looking for them.			
They were afraid to be sent back to Moore River Settlement.			
They slept only four hours every night.			
They lived on bush tucker and water.			
When they came near a farm, they always went there to ask for food.			
As it was cold at night, they always lit a camp fire.			
One night Daisy dreamed that the police and Moodoo were chasing them.			
When Molly awoke she really heard the sound of horses walking by.			
Farm workers were riding them.			
The girls jumped up and ran towards the men.			
They followed the fence in a south-eastern direction.			
They came to a road going west.			
A black figure was moving on the road.			
In the distance they could see the buildings of Perth.			
They crossed the street when there was no one in sight.			
Before they crossed the road Daisy and Gracie argued.			
Gracie wanted to go into that town because she thought she knew someone there who would help her.			
Gracie was extremely angry.			
A week later a police officer and a tracker really searched the place where the girls had crossed the road.			
They waited for the girls for five days but they didn't find them.			
Meanwhile the girls had already reached the desert.			
They didn't know how to find water.			
They didn't know how to catch goannas.			
They still walked about 25 to 30 kilometres a day.			