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Animal Stars

The Goat Who Sailed The World

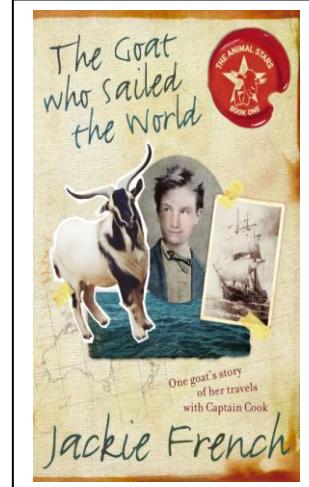
by Jackie French

Teaching Guide

Teaching Notes prepared by Christine Sarandis

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Synopsis

The *HM Bark Endeavour* is sailing to Tahiti to measure the transit of Venus, but there are rumours that once the task is completed, Lieutenant James Cook has a set of secret orders - orders that command him to search for the Great South Land.

Isaac is twelve and has joined the crew of the *Endeavour* as a master's servant, good for scrubbing decks and not much else. He's certainly not considered good enough to fetch hay for the Goat who will provide fresh milk for Cook and his officers. And this goat even has more experience at sea than Isaac - she has already sailed around the world once, watching the ocean and lands slip by from her spot on the quarterdeck.

Over the months on board the *Endeavour*, a friendship grows between the Goat and Isaac, one that will last through shipwreck, bushfire and illness. A friendship that helps in the discovery of exotic new lands ...

The Goat who Sailed the World is about Captain Cook's goat - a goat that had already sailed around the world before it went on its first voyage with Cook, and helped save everyone on board from shipwreck. As well as telling the story of this once-obscure goat, the book looks at the great sea explorations of the eighteenth century, including Cook's voyage to Australia.

Captain Cook's goat is one of many historical animals who bring the past to life. This is the first book in the *Animal Stars* series. Each book in this series is a factual narrative about a real animal associated with an important person in history.

Ages 9 - 13

About the author

Jackie French is a full-time writer who lives in rural New South Wales. Jackie writes fiction and non-fiction for children and adults, and has columns in the print media. Jackie is regarded as one of Australia's most popular children's authors. Her books for children include: *Rain Stones*, shortlisted for the Children's Book Council Children's Book of the Year Award for Younger Readers, 1991; *Walking the Boundaries*, a Notable Book in the CBC Awards, 1994; and *Somewhere Around the Corner*, an Honour Book in the CBC Awards, 1995. *Hitler's Daughter* won the CBC Younger Readers Award in 2000 and a UK National Literacy Association WOW! Award in 2001. *How to Guzzle Your Garden* was also shortlisted for the 2000 CBC Eve Pownall Award for Information Books and in 2002 Jackie won the ACT Book of the Year Award for In the Blood. In 2003, *Diary of a Wombat* was named an Honour Book in the CBC Awards and winner of the 2002 NielsenBookData/Australian Booksellers Association Book of the Year - the only children's book ever to have won such an award. It also won a host of awards overseas. More recently, in 2005 *To the Moon and Back*, which Jackie co-wrote with her husband, Bryan Sullivan, won the CBC Eve Pownall Award for Information Books. *Tom Appleby, Convict Boy, My Dad the Dragon, Pete the Sheep* and most recently *They Came on Viking Ships* were also named Notable Books. Jackie writes for all ages - from picture books to adult fiction - and across all genres - from humour and history to science fiction. At last mention, she estimated that she has now written over 120 books.

Before reading the text

- Read the blurb and discuss the students' prior knowledge and understanding of Captain James Cook, his voyage, and the HM Bark *Endeavour*.
- Discuss the book's title. Do any of the students have theories on why the author chose this title?
- Has anyone heard stories about the Goat who travelled on the *Endeavour*?
- View the map at the front of the book and discuss the route travelled, the Goat's references to grass and any other markings of interest.
- Look at the cross-section illustration of the H.M. Bark *Endeavour* and discuss the ship's various attributes.
- What do we know about the Goat and Isaac after reading the blurb?

Setting

Royal Dockyard, Deptford, England, HM Bark *Endeavour*, Plymouth, Funchal, Madeira, Rio, Tierra del Fuego, Tahiti, New Zealand, New Holland (later known as Australia), Timor, Batavia, Princes Island, Cape Town, Table Bay, Dover.

Themes and discussion points

Transit of Venus, exploration, discovery, survival, life at sea, dangers at sea: shipwrecks, storms, piracy, enemy cannons, rocks, reefs, sandbanks, wreckers; the human spirit, growing up, courage, friendship, health and diet, ships, adventure, navigation, hardship, monotony, boredom, loneliness

Sample thematic exploration

Aims of the voyage

1. Transit of Venus

The initial aim of Captain Cook's voyage was to measure the transit of Venus. Unfortunately, when the measurements took place in Tahiti, there was much disagreement amongst the men about the results. Isaac expressed his disappointment and worried that the whole voyage would be seen as a disaster and a waste of time. He also worried that they would simply return to England having failed in their task.

Students could further research this event through the following links which include excerpts from Cook's diaries and information on the 2004 transit of Venus.

<http://www.abc.net.au/catalyst/stories/s1123898.htm>
http://sunearth.gsfc.nasa.gov/sunearthday/2004/index_vthome.htm
<http://www.transitofvenus.org/>

2. Search for the Great South Land

After the failure to measure the transit of Venus accurately, the Captain's new orders were to sail south in search of the Great South Land. If after they reached latitude forty degrees, the land had not been found, they were to head to New Zealand and map the land before heading home to England. Cook successfully mapped the coast of New Zealand, proving that it was two islands. During the voyage, the Captain and his crew also chartered and mapped more land than any other ship before them.

Friendship

Isaac's experience as the youngest crew member on the HM Bark *Endeavour* was softened by his companionship with the Goat and also with Jonathon. Find examples that demonstrate the relationship between Isaac and the Goat and also between Isaac and Jonathon. Describe Isaac's final parting with his friend as Jonathon lay dying (p. 189) and with the Goat, when they eventually reached Dover (pp. 195-196).

Character studies and action

Divide the students into small groups to investigate the characters in the book.

- Why do you think the author chose to write the story from the perspective of the Goat and Isaac? How did their interpretation of events vary and compliment one another?
- Experiment with writing one of the events in the story from another character's perspective.
- Members of the expedition and crew - There were many skilled people on the *Endeavour*. Investigate and describe some of the roles such as that of a surveyor, botanical artist, sailmaker, cook, navigator or surgeon. Discuss which of these roles exist today and what sort of training and career path would be available in these fields. Also investigate the role of a master's servant - consider the chores, the sort of life they led and their chances of advancement. Alternatively, students could also research the role of other characters such as officers, and deck-hands, or more specifically, Joseph Banks, James Cook or Mr Green.

The Goat

- After reading these pages, list all you know and understand about the Goat and her personality. Pp. 1-5, 8
- Investigate the Goat's famous past - she'd sailed around the world on the *Dolphin* with Captain Wallis.
- Draw up a chart to compare how the Goat felt about life on the land and life at sea. Pp. 12-13
- Discuss the Goat's first encounter with Captain Cook. pp. 14-15
- How did the Goat show that she was boss? pp. 14-15
- Isaac knew that the Goat 'won' when she met Joseph Banks' greyhounds. What did he mean? p. 19
- What caused the loss of one of the Goat's kids and how was it returned to her? Pp. 30-31
- Discuss the chapter in which the Goat's kids are taken away and slaughtered. Describe the Goat's feelings. Pp. 39-42
- Why did the Goat decide to trust Isaac and allow him to milk and care for her?
- How are Isaac and the Goat alike? P.49
- What was the Goat's response when Isaac was absent for a day and then returned to milk her one evening? P.63

- Discuss the Goat's insistence that 'the Boy' and the ship are hers? Pp. 60-61, 69
- She went ashore for the first time on 18th June, 1770. How long had she been on board prior to this and how did she generally feel about life onboard?
- What near disaster occurred when she was tethered on land and what was the cause? Pp. 165, 168-169, 171-173, 175-176
- Why was the Goat so highly prized and well treated?
- On a number of occasions when stores were extremely low, Isaac noted that the Goat was the *only* crew member eating well. Discuss. P. 180
- At the end of the novel, the Goat was described as the 'talisman' for the ship. What are talismans and how are they significant? Discuss. P. 192 (Definitions: An object marked with magic signs and believed to confer on its bearer supernatural powers or protection. Something that apparently has magic power. An object carried for protection or other goals that has been charged for that purpose. Examples are gemstones, shells, drawings and virtually any small object that one may carry.) Discuss other examples of talismans in society or books such as *The Deltora Quest Series* by Emily Rodda.
- At the end of the voyage, what did the Goat's future hold? Discuss. Pp. 192-193, 195-196, 198-199. Do you think this was a fitting end considering the service she provided and the lives she nurtured during the voyage?

Isaac Manley

- 12 years old, master's servant on the *Endeavour*
- He was born into a manor house but as one of a large family, his father was not wealthy enough to buy him an army commission.
- Coming from a good home and with an education, Isaac's chances of promotion were good.
- He was the youngest crew member.
- His dreams of adventure and discovery don't match the reality of on-board life but he is forever optimistic about the adventures before him. What were his dreams for the future and how well were they realized? Pp. 148, 203-204
- Discuss his sense of self and the struggles he has with his role on pp. 8-11 e.g. He initially considers himself not good enough to take hay to the Goat. Compare this with his maturity and achievements at the end of the novel.
- Describe Isaac's role in saving one of the Goat's kids during the storm. What risk did he take by his actions? How did the Captain respond? Pp. 30-31.
- Isaac was asked to report to the butcher to kill one of the kid's for the captain and gentlemen's dinner. How did he feel about this, despite his farming experience? Pp. 35, 38
- Isaac was distressed by the killing of the kids. To what did he relate the Goat's bleating when the kids are taken away from her? Pp. 44
- The death of the kids brings Isaac's loneliness to the surface - why did he try and bury these feelings? P.44
- Initially, why did he feel bad that the Goat trusted him?
- Of what is Isaac reminded when he milks the Goat? Pp. 50-51
- How did Isaac become the Goat Boy and how well did he carry out or exceed his duties? Pp.52-53
- What led to Isaac's promotion to master's mate and quartermaster? Pp.54, 57-59
- Which unusual ceremony did Isaac experience as the ship crossed the equator? P. 61
- Apart from caring for the Goat, how did Isaac begin to fill his time after the ship left Tahiti?
- Isaac overheard Captain Cook telling the Goat about his plans for the voyage. Pp. 119-121. Of what did Cook dream? How did this compare with Isaac's own dreams for the future?
- Isaac finally had a place named after him. For a question about this, please refer to the SOSE section of these notes and for further information see notes at the back of the text and . Pp. 138, 204
- Generally an optimist, when did Isaac really start to contemplate his own death? Pp. 148, 154-156

- Batavia was very different from what Isaac had expected. Why was it so important for the *Endeavour* to dock there and what were the repercussions? How did Isaac's image of Batavia prior to visiting it vary from the harsh reality?
- What possibly saved Isaac from the sickness which killed so many of the crew, including his best friend, Jonathon? Pp. 182-185
- Which circumstances led to Isaac's promotion to the position of midshipman? Pp. 189-190
- Read the section of the notes at the back of the text on the life of Isaac George Manley and compare his future with Isaac's dreams as expressed in the novel. Pp. 203-204

Captain James Cook

- Surveyor
- Son of a Yorkshire labourer
- What did we learn about him after Isaac rescued one of the Goat's kids? Pp. 31-32
- Unlike 'gentleman' commanders he took his men's health and well-being as his personal concern and this included providing them with as good a diet as possible. In fact, he was obsessed with the health of his men. Pp. 68, 153
- From reading the story and other information in books and on the web, what kind of man was James Cook?
- How did Captain Cook reward those he first sighted land? Pp. 98, 118, 143, 153
- A few times he resorted to killing natives when his crew and officers were in need of food and water. He later realized his mistake. Discuss Pp. 102, 106, 108-109
- Why did Captain Cook rename Stingray Bay? P. 137 Investigate the area known as Botany Bay in NSW as it is today.
- How good an explorer was Cook? List the problems and difficulties Cook had to face on this journey. You could read other accounts of his journey to add to this list. Decide which of these problems and difficulties could have been planned for and therefore eased, if not overcome.

Joseph Banks

- Botanist
- He funded much of the expedition.
- He looked for new plants and animals in Tahiti and throughout the journey.
- He was accompanied by his scientific library and his four assistants - the Swedish naturalist, Solander, the secretary and draughtsman, Sporing, and the botanical artists, Buchan and Parkinson. He was also accompanied by his personal musician and his two greyhounds.
- Two of his servants died during an expedition on Tierra del Fuego. Isaac contemplated Banks' lack of remorse. Why do you think Banks was like this and what does it reveal about him?
- His power was greater than the Captain's. Why?
- How did he cause a near disaster? Pp. 171-174
- After reading the book and making reference to web links at the end of these notes, describe the predominant characteristics of Joseph Banks. What sort of a person was he?

Mr Green

- Astronomer
- Employed to measure the 'transit of Venus' - the main reason for the voyage
- Why was it important for scientists to work out the distance between Venus, the Earth and the Sun? pp. 18-19
- How would this discovery aid explorers?
- Investigate the transit of Venus further; see web links in **activities and further questions** section.

Jonathon Monkhouse

- Midshipman
- Friend to Isaac
- He is self-educated and dreams of returning to New Holland to live and farm. Pp. 134-135
- What action did Jonathon suggest in order to repair the damaged ship? P. 161
- Describe the circumstances surrounding Jonathon's death and the part Isaac played in supporting his friend at the end. Pp. 188-189

Cookie Thompson

- One-handed cook
- Unlike many naval cooks of the day, he took care with the food preparation.

Natives

- On a number of different occasions, native people were either killed or injured by Cook or members of his crew. What led to this and how might it have been avoided? Pp. 102, 106, 108-109
- At Endeavour River, despite the fact that they were insulted and shot at, the native people did not attack Cooks' crew. Discuss. Pp. 177-178
- Understanding the impact of Europeans - discuss and identify ways in which European settlement impacted on the lifestyle and welfare of the native people in the areas visited by the ship; What does this tell us about the ways in which early Europeans viewed indigenous people, their ways of life and their environment?

Animals on board ship

- The only role for sheep and cattle on board was dinner. Discuss. P. 30
- Joseph Banks' greyhounds - what sort of a life would they have had on board ship?

Key Learning Areas - Activities and further questions

Mathematics

- Compile a timeline of significant dates found in the book. Record each date and explain what happened on each one during the voyage.

English

- Mapping main ideas - Ask the students to suggest what they consider to be the main ideas of each chapter. Provide details to support this. Use this information to produce a mind or concept map.
- Choose and read one of the titles in the *My Story* series. These books take a period in history and through the eyes of a real individual, who lived at the time, tell the story of the events in diary format. Write a book report to share with the class.
- Establish word banks to be extended as you read using some of the following headings: work, locations, dates, disasters, health etc. use these words to create a word find, a crossword or a poem.

SOSE

- Research some of the places the HM Bark *Endeavour* and her crew visited. What are they like today? Students could give a short oral presentation on their chosen location. Alternatively, they could study port cities and the trade and life of these places.

<http://www.tahiti.com/>

<http://www.madeira-web.com/PagesUK/where-uk.html>
<http://www.macalester.edu/courses/GEOG61/chad/history.htm>
http://en.wikipedia.org/wiki/Category:Port_cities

- Place names - research the naming of some well-known places in your local area such as parks and monuments.
- Trace the routes the *Endeavour* travelled.
- Ask students to draw up a grid listing the places and reasons that the *Endeavour* went ashore throughout the novel. E.g. To replenish food and water, to get fresh grass for the Goat, to trade with the natives, to collect botanical specimens, to repair the boat etc. Pp. 109, 114
- List the reasons that the crew of the *Endeavour* was so worried about running aground amongst the reefs of the coast. Pp. 146-147
- After she hit a reef, the *Endeavour* was badly damaged. How did Cook instruct his crew to deal with this crisis and whose suggestion for action eventually saved the ship and many of her crew? Pp. 150-151, 160-161
- Historical fiction - Although based on real periods in history, this book is clearly a fictionalized account of the events of the time. What do you believe to be the purpose of historical fiction? Research one of the major historical events referred to in the book and then create a project of your choice such as a written or illustrated report or an artistic representation of your findings. How can historical fiction add to our understanding of a person's life or a period of history? Discuss why you think it is important for historical events such as these to be made known. What lessons can we learn for the future from these stories?
- Exploring identity - To highlight the extent to which we as Australians are an immigrant culture, ask students: "How many of you are immigrants?" Ask students to share their stories. Discuss incidents between the Europeans and native people in the story. What do these reveal about the cultural differences each society?
- Investigate the hierarchy of the crew on an explorer ship such as the one on which Isaac traveled.
- Investigate some of the plant specimens collected by Joseph Banks and his assistants.
- Make a list of the supplies needed for a week's camping trip to an isolated location. There is no food, shelter or fresh drinking water to be found in this isolated location. Write up a journal to describe what you took and how you spent your time there. Compare these with the ship's requirements for the three year voyage. Read about the ship's stores on Pp. 16-17

Health

- Diet and scurvy - Captain Cook believed scurvy was caused by a lack of fresh food and he was determined that none of his crew would succumb to it. Generally, one third of a ship's crew was likely to die from scurvy before the end of a voyage. Amazingly, at the end of the journey, not one of Cook's crew had died from this. In order to avoid contracting it, Cook provided his crew and officers with as much fresh food as possible. This was supplemented by a mixture made from boiled essences of lemons or oranges. In fact, the food provided was better than many of the crew had eaten before and consisted of meat, sauerkraut, and gruel made from biscuits and vegetables and a bit of cheese. Unfortunately the biscuits were often impregnated with weevils and their droppings but this only added to the protein needs required when food stores were low. Water was rationed for all crew and animals. Only the Goat had as much as she wanted. Please see additional notes at the back of the text and a full definition of the disease at <http://en.wikipedia.org/wiki/Scurvy>
- Write a report on the causes, symptoms and cures for scurvy.
- Compile a list of the foods eaten by the ship's crew using the supplies they brought with them and those they collected or traded along the way.

Science

- Navigation and a ship's instruments - Explore some of the instruments and means of navigation used during the eighteenth century.
http://en.wikipedia.org/wiki/Celestial_navigation
- <http://www.europa.com/~telscope/binohist.txt>
<http://inventors.about.com/library/inventors/bltelescope.htm>
- Surgeons - what tools of trade and medicines were available to a ship's surgeon and what kind of training did they have? Investigate and create a class presentation.
<http://images.google.com/images?svnum=10&hl=en&lr=&safe=off&q=medical+instruments+eighteenth+century>

The Arts

- Using the Internet and libraries, students research photos or sketches of the places in the novel as they were in the late 1700s.
- Students choose a scene from the story to dramatise. E.g. the scene in which Captain Cook discusses his plans with the Goat.
- Cookie Thompson - His kitchen was a humid cupboard - Draw your impressions after reading the description on p. 37
- Draw or paint a cross-section of the HM Bark *Endeavour*, the view of the ship at sea or a scene of your choice.
- Imagine that you are a crew member of the *Endeavour*. Create log book or diary using browned, home made or rough-edged paper and write up some entries for various incidents on board ship.
- Construct a replica of the HM Bark *Endeavour* using found and other collage materials.
- Make a torn paper picture to illustrate the Goat and her pen on board the *Endeavour*. Students could also include Isaac on his milking stool or one of the comic scenes in which the Goat demonstrates her disapproval.
- Investigate the role of a botanical artist and look at some examples of botanical art. Try drawing a detailed illustration of a plant from your local environment.
<http://www.botanicalartsocietyaustralia.com/>
<http://www.jbanks.com/>
<http://www.botanicalartists.com/>
- View some of the following images and then students paint their own interpretation of a character or scene from the story.
http://www.lansbergen.net/waarnemingen/gallery/albums/userpics/normal_endeavour%20kl.jpg
http://science.nasa.gov/headlines/y2004/28may_cook.htm
<http://www.anbg.gov.au/biography/cook-james.html>
<http://www.portrait.gov.au/content/news/articles/Cook/>
<http://studbook.co.za/Society/Milch/images/milch3.jpg>
<http://www.rbgkew.org.uk/heritage/people/images/banks.jpg>

Postscript, notes and bibliography

This section contains a wealth of information and provides clarification on information in the text. Sharing this section with the students would arouse further class discussion and lead to other break-out projects to enhance the students' enjoyment of the text.

Cook's journals

http://southseas.nla.gov.au/index_voyaging.html

Journal of the Captain Cook Society, published quarterly

<http://www.captaincooksociety.com/>

Further reading

Historical titles by Jackie French

Hitler's Daughter, The White Ship, How the Finnegans saved the Ship, Soldier on the Hill, Daughter of the Regiment, The Roo that won the Melbourne Cup (out of print), *Walking the Boundaries, Beyond the Boundaries, Somewhere around the Corner, Lady Dance, Valley of Gold, They came in Viking Ships, Macbeth and Son.* To come: *Pharoah: the boy who won a kingdom*, April 2007

Use Jackie's books to make Australian history come alive.:

1788-1794 *Tom Appleby, Convict Boy*, tells the next chapter of the story begun in *The Goat Who Sailed the World*, as the First Fleet ventures across the ocean to start a new colony.

1820-30 *Daughter of the Regiment*

Gold rushes: *Valley of Gold* and two stories in *Ride the Wild Wind*

1913 *How the Finnegans Saved the Ship*... a story of immigration

1930's *Somewhere Around the Corner*

1940's *Soldier on the Hill*

1950's *The Roo that Won the Melbourne Cup* and *The Baker's Horse* (in *Ride the Wild Wind*)

Valley of Gold is a set of linked stories that tell the history of one Australian valley from prehistory to the present day.

Walking the Boundaries covers land use from 40,000 years ago to the present

HM Bark *Endeavour*

<http://www.barkendeavour.com.au/>

<http://www.anmm.gov.au/>

<http://www.powerhousemuseum.com/collection/database/?irn=253760>

Captain James Cook and his voyages

http://en.wikipedia.org/wiki/James_Cook

<http://images.google.com/images?q=captain+james+cook&hl=en&lr=&safe=off&sa=X&oi=images&ct=title>

<http://www.cptcook.com/>

<http://geography.about.com/cs/captaincook/a/jamescook.htm>

History of the Goat on Cook's voyage

<http://members.tripod.com/~cuculus/cookbio1.html>

European discovery and the colonisation of Australia

<http://www.cultureandrecreation.gov.au/articles/australianhistory/>

Joseph Banks

http://en.wikipedia.org/wiki/Joseph_Banks

<http://www.jbanks.com/>

http://www.bbc.co.uk/history/historic_figures/banks_sir_joseph.shtml

<http://www.anbg.gov.au/biography/banks.biography.html>

The *Endeavour* Journal

http://www.nla.gov.au/collect/treasures/mar_treasure.html

Voyage of Cook's *Endeavour*, the ship, its crew, artists and scientists, the Transit of Venus observations, navigation and charting.

<http://www.transitofvenus.auckland.ac.nz/explorations/>

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