

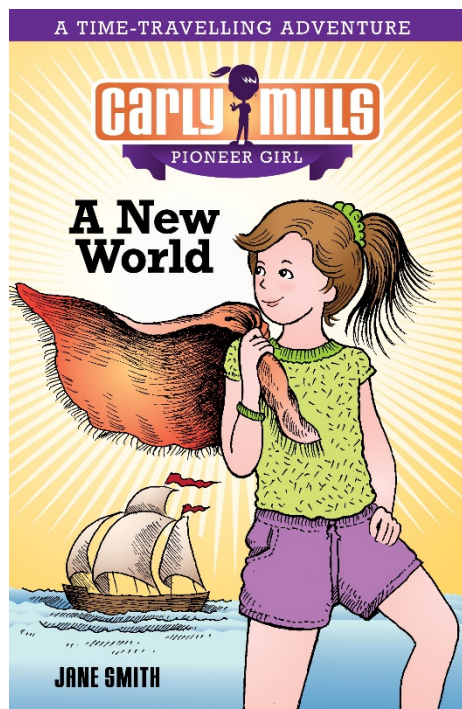


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Carly Mills Pioneer Girl

Book 1 - A New World

by

Jane Smith

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About the Series

Featuring a young girl who travels back in time and has adventures with strong and influential women of the past, 'Carly Mills, Pioneer Girl' introduces children to the female pioneers who paved the way to a better society. Full of adventure and surprises, the series shows how these women, through determination, integrity and courage, changed the world – and how those same qualities can still inspire young women of today.

About the Book: *A New World*

It's not easy coming to the city all alone when you're a young country girl. It's even harder when a strange discovery sends you right back in time to 1841! Carly Mills is about to learn how dangerous Sydney can be for a lonely colonial girl ... and how hard it is to move in a corset. Mrs Chisholm tells her that kindness and friendship can make the world a better place. Could she be right?

In *A New World*, the first book in the 'Carly Mills, Pioneer Girl' series, we meet the contemporary country girl Carly, who is visiting family friends in Sydney. When she and her new friend Dora step into a museum, they find some discarded old shawls which, when wrapped around them, send them magically back to the past. In their time travels, Carly and Dora meet legendary social reformer Caroline Chisholm, spending a night with her in a rat-infested derelict building, and travelling on a bullock dray to the country with her in search of work. They learn about her plans to save young immigrant women from the dangerous men who lurk on the wharves, and discover the real value of courage and kindness.

From the Author

I'm lucky enough to live in a time and place in which my gender doesn't limit my opportunities. Even in the western world it wasn't always so. In the past, girls didn't receive the same education as boys; women weren't allowed to become doctors or politicians or engineers or have just about any other career besides teaching or domestic service. They weren't even allowed to vote. In some countries, women still have fewer rights than men, but in most western countries we've come a long way.

Our progress is thanks to the brave women from our past – in Australia and all around the world – who stood up and fought for our rights. Thanks to them, girls like you can go to school, have a career in a field that interests you, have a job *and* a family (if that's what you want), vote, own your own home, make scientific discoveries, travel, even become Prime Minister! I'm grateful to the strong women of history like Caroline Chisholm, Dr Lilian Cooper and Florence Nightingale, whose efforts made the world a better place – not just for women, but for everyone. I'm also grateful to the women in my own life – my mother, sister and friends – who have shown me the value of love, loyalty, friendship and courage.

The 'Carly Mills, Pioneer Girl' series combines fact with fiction. The books contain true settings and events and some real people, but the main characters – Carly and her friends – are characters that I made up. This is what we call *historical fiction*. I've tried to keep the history part as accurate as possible, and to help you to separate the fact from the fiction, I've included some historical notes at the end. I hope that Carly and her friends (both the real ones and the made-up ones!) inspire *you* to make your part of the world a better place.

Emerging Themes and Issues

- Feminism
- Women's rights
- Empowering women
- Biography
- Time travel
- Adventure
- Comparison of communities in the past and present
- Friendship
- Immigration
- Australian history
- Influential people
- Social reform

Key Curriculum Areas

KLA: HASS – History

Year 5

Australian communities – their past, present and possible futures

- What do we know about the lives of people in Australia's colonial past and how do we know?
- How did an Australian colony develop over time and why?
- How did colonial settlement change the environment?
- What were the significant events and who were the significant people that shaped Australian colonies?

Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800 [ACHASSK106](#)

The role that a significant individual or group played in shaping a colony [ACHASSK110](#)

Year 6

Australia in the past and present and its connections with a diverse world

- How have key figures, events and values shaped Australian society, its system of government and citizenship?
- How have experiences of democracy and citizenship differed between groups over time and place, including those from and in Asia?
- How has Australia developed as a society with global connections, and what is my role as a global citizen?

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children [ACHASSK135](#)

KLA: English

Year 3

Draw connections between personal experiences and the worlds of texts, and share responses with others [ACELT1596](#).

Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative [ACELT1599](#).

Identify the point of view in a text and suggest alternative points of view [ACELY1675](#).

Create imaginative texts based on characters, settings and events from students' own and other cultures using visual features, for example, perspective, distance and angle [ACELT1601](#).

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

Discuss literary experiences with others, sharing responses and expressing a point of view [\(ACELT1603\)](#).

Discuss how authors and illustrators make stories exciting, moving and absorbing, and hold readers' interest by using various techniques, for example, character development and plot tension [\(ACELT1605\)](#).

Create literary texts that explore students' own experiences and imagining [\(ACELT1607\)](#).

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

Understand that patterns of language interaction vary across social contexts and [types of texts](#) and that they help to signal social roles and relationships [\(ACELA1501\)](#).

Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts [\(ACELT1608\)](#).

Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses [\(ACELT1610\)](#).

[Create](#) literary texts that experiment with structures, ideas and [stylistic features](#) of selected authors [\(ACELT1798\)](#).

Identify and explain characteristic [text](#) structures and [language features](#) used in imaginative, informative and persuasive texts to meet the purpose of the [text](#) [\(ACELY1701\)](#).

Year 6

Understand how authors often innovate on [text](#) structures and play with [language features](#) to achieve particular [aesthetic](#), humorous and persuasive purposes and effects ([ACELA1518](#)).

Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts ([ACELT1613](#)).

Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions ([ACELY1709](#)).

Analyse how [text](#) structures and [language features](#) work together to meet the purpose of a [text](#) ([ACELY1711](#)).

Suggested Pre-Reading Questions & Activities

- Discussion: If you could travel back in time and visit a certain place or event, where might you like to go? What might you choose to see or do? What might be the same? What might be different?
- How does the cover reflect both the past and present? What is Carly holding?
- The series name is **Carly Mills Pioneer Girl**. What is a pioneer?
- The title of the book is **A New World** – what might this mean?
- Show students the cover of the novel and read the blurb to them. Ask them to write down their predictions of what might happen to Carly throughout the story.
- Who is Caroline Chisholm? What does the quote on the back cover mean?
- Have any of the children read the Tommy Bell series? Highlight the family connection between Tommy and Carly.
- What does the word colonial mean? How is it different to the word pioneer?
- What dangers might exist in Sydney in 1841?
- The story is about Carline Chisholm – Students use the KWL template to record what they know about Mrs Chisholm and what they want to know.

Suggested During Reading Activities

- As the students progress through the story, create a story map that outlines the generic features of the novel (introduction, conflict, resolution, further action, conclusion).
- Create a word wall, including unknown words and words relating to the era in which Mrs Chisholm lived.
- Choose words from within the text to include in spelling lists.
- Build a profile for each character throughout the book. Include descriptive words found in the text and personal inferences.
- Use the character profile template to record the details of the characters in the story.
- Try to find a picture of the plaque that commemorates the Female Immigrants' Home.
- Using trove search for images of Sydney in 1841.
- Research Governor Gipps. What was his contribution to colonial Australia?
- Students add questions and findings about Caroline Chisholm to their KWL sheet.

Suggested Post-Reading Activities

- Read the historical note. Brainstorm and record both the real events and those that the author made up.
- Refer to Jane Smith's 'Carly Mills, Pioneer Girl' website. Look at the timeline of the life of Caroline Chisholm. Compare it to the timeline made of events of Australian history during the time.

<https://carlymillspioneergirl.weebly.com/>

<https://carlymillspioneergirl.weebly.com/caroline-chisholm.html>

<https://www.nma.gov.au/defining-moments/defining-moments-timeline>

- Select a significant person from Australia's colonial period. Research and report on the contribution the person made to the development of Australian society.
- Write a letter to author and historian Jane Smith asking further questions about Caroline Chisholm.
- Create and film a 'book talk' reviewing the book.
- Produce a new book cover and blurb for the story.
- Write a book review, outlining details of the storyline, recommended readers, etc.
- Create an advertising poster, which could be displayed in a bookstore, that would persuade readers to purchase the book.
- Imagine you are Caroline Chisholm or Carly Mills. Write a series of diary entries based on events in the book.
- Choose a strong woman from the past to research. Write a report and create a brief PowerPoint presentation on her life and achievements.
- Read the interview with Caroline Chisholm. Write a question you would like her to answer. Try writing the answer. Swap questions with a partner and each answer your partner's question from Caroline Chisholm's perspective. Are your answers similar?
- Are there student questions from their KWL that require further research?

Chapter Summaries and Comprehension Questions

1. The Shawls

Carly Mills, a country girl from Queensland, is visiting family friends in Sydney. She's nervous about starting boarding school in Brisbane after the summer holidays, but puts her fears aside as she explores the city with her new friend Dora. When the girls step into a museum, they discover a pair of discarded old shawls. As they walk along the street, Carly wraps the shawl around her shoulders – and everything goes black.

1. Have you ever left your family for a period of time? How did it make you feel?
2. Compare how life would have changed since 1841 for a child living in the city with how it would have changed for a country child.

3. What is a Custom's House? What was its purpose? Is there a Custom's House in the capital city of the state or territory in which you live?
4. Do you know anyone who has a shawl? What is the purpose of a shawl?
5. What do sandstone buildings look like? Are there old buildings in the community in which you live? What materials are they made from? What materials are your school buildings made of?
6. Carly imagines what the street in Sydney may have looked like in the 'olden days'. What does the phrase 'olden days' mean? Can it have different meanings depending on your age?
7. Share images of your local area in the olden days.

2. Mrs Chisholm

When Carly recovers, she finds herself in a strange place. The traffic has gone and been replaced by horses and carriages; people (including Carly) are dressed in old-fashioned clothes, and the skyscrapers have vanished. Carly realises she's been transported to the past. As she wanders about, confused, a woman approaches her and kindly offers to take Carly under her wing. She introduces herself as Caroline Chisholm.

1. List the clues indicating that Carly has been transported to the past.
2. Carly notices that there are not many women on the street. Why might this be?
3. What is a corset and what was it designed to do? Why did women wear corsets?
4. If you were Carly how would you feel at that moment?
5. Why does Mrs Chisholm assume Carly has just arrived on a ship?
6. Imagine if Carly was wearing her clothes from today. Brainstorm some possible responses that Mrs Chisholm may have made in that situation.

3. The Shed

Mrs Chisholm tells Carly that she's about to put a plan into action. She's very excited about it but vague on the details. She takes Carly to a shabby, dirty old building and invites her in. She tells Carly to sit on a dusty old packing chest as she prepares to tell her story.

1. Carly follows Mrs Chisholm. What made Carly do this? Would you have followed?
2. What might Mrs Chisholm's plan be?
3. Carly wonders about Mrs Chisholm's age but 'with fashions being what they were, it was hard to tell.' What does this mean?
4. Mrs Chisholm says, 'It will do'. What do you think this means?
5. What might an 'old packing chest' be?

4. The Plan

To Carly's horror, Mrs Chisholm tells her that the pair of them are going to sleep in this derelict building for the night. She tells Carly that she wants to protect the droves of poor young women who leave their poverty-stricken homes in the United Kingdom, seeking a better life in Australia, only to find that they can't get jobs and end up poor, homeless and alone. She tells Carly that these women are often preyed upon by bad men who offer them jobs but treat them like slaves. Her plan is to establish a home for these women, where she will keep them safe, teach them skills, and help them find good jobs. She has asked the governor for a building for the purpose, but the only one available

is this derelict shed. Mrs Chisholm plans to spend the night in it to prove to her doubters that it can be done.

1. Mrs Chisholm announces that they will sleep there overnight. Why was Carly horrified?
2. Why would the building smell rank and what might be causing the 'scuttling' noise?
3. Mrs Chisholm says the 'country is in crisis'. Discuss her reasons why.
4. Why are young women prepared to leave their homes in Britain to come to Australia?
5. Mrs Chisholm is critical of the men who cheat the young immigrants. Why do the men do this?
6. How would you feel if you were one of the women who came to Australia with high expectations of a wonderful new life, but end up with a life of 'poverty, loneliness and despair'.
7. What does the phrase 'mother country' mean?
8. Mrs Chisholm reveals that 'things are bad in the mother country'. Discuss the reasons for this that Carly can recall from her history lesson.
9. Why would Governor Gipps not like Mrs Chisholm's idea of using the old building as a home for immigrant women?
10. Despite Governor Gipps' lack of support, Mrs Chisholm is determined to use the old building. What positive qualities do you feel Mrs Chisholm displays at this stage of the story?

5. Night

Carly and Mrs Chisholm spend the evening cleaning up the shed and then camp in it overnight. Carly finds it uncomfortable sleeping on a straw mattress and living on bread and milk. She falls asleep but is woken by Mrs Chisholm's screaming.

1. Carly is originally excited to sleep in the old building. How would you feel?
2. Discuss the reasons why Carly thinks that the experience was actually worse than camping.
3. Mrs Chisholm and Carly sleep on a mattress made of linen and stuffed with straw. What is linen? How does this type of mattress compare to your own mattress?
4. Why is it important for Carly to keep the shawl around her shoulders?
5. Imagine wearing the type of clothing that Carly is wearing, with layers of petticoats and a corset. What might it stop you from doing? Were boys of the time restricted by their clothing?
6. Carly feels homesick, but excited. How would you feel in the same circumstances? Have you ever felt like that before?

6. Rats!

Carly wakes to find rats swarming through the shed. She wants to leave, but Mrs Chisholm tells her they must persevere. Mrs Chisholm puts bread and water out onto the floor, and the rats flock to it. She tells Carly to go back to sleep while she keeps an eye on things.

1. Have you ever encountered a rat? How did you respond?
2. Mrs Chisholm decides that they are not going to be 'outdone by a few little rodents' and states that 'we have more backbone than that!' What does she mean?
3. Can you think of a situation in which you have displayed courage and resilience?

7. Rise and Shine

Carly wakes and dresses (back into her corset and gown!) and the pair get to work on their cleaning. Mrs Chisholm goes out to buy rat poison, leaving Carly to continue scrubbing. As she works, the shawl slips from her shoulders and everything goes dark again.

1. Carly wakes and begins to wonder what year she is in. Can you figure out what year it might be?
2. What does the saying mean, 'The Devil makes work for idle hands'?
3. Mrs Chisholm leaves the building and Carly sets to work. What would you have done?
4. Carly slips the shawl off her shoulders. Predict what you think might happen next.

8. The Emigrant's Friend

Carly finds herself back in modern times on the Sydney street with Dora, just as she was before being transported to the past. Dora tells her that they are near the site of the old 'Female Immigrants' Home' that Caroline Chisholm established in 1841. Dora says she'd love to know what the world was like in those days, and Carly asks her to get the shawl out of her bag. Dora agrees, suspecting something amazing is about to happen, and the girls both put the shawls around their shoulders.

1. Dora has not noticed that Carly had gone, it seems that time had stood still. Will this be the same for Mrs Chisholm on her return to the building?
2. Carly discovers that the time period to which she had travelled is 1841. How many years ago is that? What else do you know about that time period?
3. Caroline Chisholm is known as 'The Emigrant's Friend'. What does the word 'emigrant' mean? How is the meaning different to that of the word 'immigrant'?
4. What does 'free migration' mean in the context of Australia's convict history?
5. Why does Carly trust Dora?
6. Why do you think Carly wants to return to the past? If you were Carly would you have wanted to return to the past?
7. Predict what might happen next.

9. The Wharf

It's 1841 again, and the girls are on a busy wharf. A shipload of immigrants has just arrived. Carly and Dora overhear a conversation between two men and realise that they are planning to trick a young woman into working for them for nothing. When a child steals the young woman's purse, she becomes desperate and the men move in to take advantage of her plight. Carly and Dora step in and take control, whisking the woman away from danger.

1. Dora and Carly find themselves on the wharves of Sydney Harbour in 1841. Why would there be 'dirty, ragged children scurrying amongst the men working on the wharves'? What might they be doing?
2. What do you know about the life of children in 1841? Why weren't the children in school? Why would they be dirty and ragged? Would these children be able to read and write?

3. The passengers disembarking from the ship are 'dazed and shaky'. How would you feel if you had survived this long journey?
4. Some people are waiting for 'loved ones'. Could some of those who are waiting be freed convicts? Imagine being transported and leaving your family. How would it feel to be reunited with them?
5. Why have the men chosen to approach a woman who is alone and poor?
6. Carly and Dora choose to intervene in the conversation the men have with the young woman. Why?
7. Why does the man suggest that the woman belongs to him?
8. The woman replies that she doesn't belong to anyone. What helped her gain the confidence to do this? Have you ever been in the situation where having friends around you has helped you to gain courage?

10. The Female Immigrant's Home

The girls run into Mrs Chisholm, who takes them all back to her establishment, which by now has been fixed up and is cosy and comfortable. They meet the young female immigrants who are staying there and learn about Mrs Chisholm's plan to take them to the country to get jobs with honest employers.

1. Carly and Dora meet Mrs Chisholm, who is as 'warm and friendly as ever'. Given Carly disappeared, what does Mrs Chisholm's response tell you about the older woman's personal qualities?
2. Sophie has emigrated from Ireland and is an orphan. Discuss the potato famine and why many people of Ireland needed to leave their country.
3. What is 'supper'? Does your family refer to any of your meals as 'supper'?
4. There appears to be a lot of bread eaten in 1841. Could the diet of those living in the colony be unhealthy? If so, what reasons could there be for this?
5. Why do you think Governor Gipps has changed his mind and allowed Mrs Chisholm to pursue her scheme?
6. Why does Mrs Chisholm ask Dora where she is from? Carly cuts in on the conversation. Why does she do that?
7. Why would the labourers that are needed in the country be stuck in the city?
8. What sorts of jobs do you think would be available for a young woman in the 1840s? How would they differ from the city and the country?
9. Have employment opportunities changed for women today? Discuss the reasons why this might be so. Are women today treated equally in the workforce?

11. Another Plan

Mrs Chisholm tells the women that they will be heading west that afternoon on a bullock dray. Some of the women protest, saying they are afraid of bunyips and bushrangers. Dora suggests that if she, Carly and Mrs Chisholm go too, the women might agree to make the journey. Carly is not keen but Dora insists.

1. Why would some of the young women be reluctant to travel to the country? Are their fears justified?
2. What other dangers might there be that the women have not discussed?

3. What do you know about bushrangers? Were there any bushrangers that roamed in your local area?
4. What is a bullock dray? What were bullock drays used for? What form of transport could a bullock dray be compared to today?

Chapter 12: Bush

Carly, Dora and the women from the Home travel to the country on the bullock dray, while Mrs Chisholm rides ahead on horseback. They arrive at a farm and Mrs Chisholm tells Carly and Dora that she has found them jobs as servants there. Their employers, Mr and Mrs Smith, seem kind, but the girls are unsure about the situation. They say goodbye to Mrs Chisholm, who continues on her journey with the women.

1. Dora believes that Mrs Chisholm is amazing. Why does she feel this? Do you think Caroline Chisholm is a good role model?
2. Where is Parramatta? Compare images of Parramatta from the past and today. How has it changed over time?
3. Mrs Chisholm refers to finding a husband. What does she mean and why does she then tell Dora and Carly to wait until they are at least eighteen?
4. Dora and Carly are surprised that 'finding husbands' is even mentioned to them. They have only just finished primary school. How would you feel if someone spoke to you in this way about 'finding a husband' or 'finding a wife'? Do we use this phrase today? How have society's expectations of women and marriage changed?
5. Mrs Chisholm only sees her children on the weekend. Why is this? Why does she choose to continue her work?
6. Mrs Chisholm is regarded as a social activist. What does this mean? Can you think of any examples of social activism in Australia today? Are there worldwide examples of social activism that you are aware of?

Chapter 13: The Farm

Carly and Dora bicker about the chores they must do, each realising that being a servant won't be easy. They get into bed for the night, and Mrs Smith comes in to say goodnight. She takes the shawls from their shoulders, immediately sending them back to the present.

1. Carly and Dora discuss farm life. Dora asks the question: '... how hard can it be?' What are your thoughts of what life on a farm may have been like in 1841?
2. What is a servant? What jobs in the past would a female servant do? What jobs would a male servant do? Could you ever work as a servant?
3. What is a chamber pot? Why were they used? Students could explore the history of toilets.
4. Why is Mrs Smith surprised that her new servants could read? Are there children today who have never been taught to read?
5. Imagine Mrs Smith's reaction when the girls disappeared. What would she have thought? Write the next chapter from her perspective.

Chapter 14: Scared

The girls are back in the present. They discuss the courage of the young women who had travelled alone across the world to start a new life. Carly admits that she's homesick and terrified about starting boarding school. Dora comforts her, reminding her of all the brave things she has done. She says she has good news for Carly, but asks her to go back to the past one more time before she tells it. They put the shawls back on.

1. Dora and Carly return to the twenty-first century. Why are they relieved?
2. Do you believe that the girls who had travelled across the seas were brave? Do you think they were desperate?
3. Why does Carly begin to cry? What does being brave mean? Do you think Carly has the qualities of a brave person?
4. Why do the girls want to return to the past? Would you have chosen to return?

Chapter 15: Be Strong

Carly and Dora are back on the wharf, where they see Caroline Chisholm with her husband and three children. Some years have passed since they last saw her, and she tells them that her plan has been a big success. She is now about to sail back to England to work on another scheme to bring the families of freed convicts out to Australia to reunite with their relatives. They say farewell for the last time, and Mrs Chisholm tells them that if women are to become a stronger force they must be strong and kind and support each other. Then Dora tells Carly her good news: she is going to attend the same boarding school as Carly.

1. Mrs Chisholm explains that her scheme had been a huge success. What difference do you think Caroline Chisholm made to the lives of young female immigrants to Australia?
2. Why does Mrs Chisholm say that her '... work has only just begun'? What does she now want to achieve?
3. Who is Charles Dickens? Have you ever read a book written by Charles Dickens?
4. What does Mrs Chisholm mean when she says, 'It's a man's world'? Do you think women in Australia are more empowered today when compared to the nineteenth century? Why? Do all women across the world have the same rights as women in Australia?
5. Do you think that Mrs Chisholm's advice to Dora and Carly is valuable? Do you use these principles of behaviour in your life?
6. How would Dora's announcement make Carly feel?
7. Mrs Chisholm was known as 'the Emigrant's Friend'. What do you think are the qualities of a good friend?



1 *The Emigrant's Friend*

Character Profiles

Name:

Name	Physical Characteristics	Behaviour/Relationships
Carly		
Dora		
Mrs Chisholm		
Governor Gipps		
Sophie		



KWL

1 The Emigrant's Friend

Name:

What I K now About	What I W ant to Know	What I L earned About

For further information about

Carly Mills, Pioneer Girl
#1 The Emigrant's Friend

please visit

[Author website Jane Smith](#)

[Carly Mills website](#)

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