

## The Shop Train

By written by Josie Wowolla Boyle

Illustrated by Paul Seden

### OVERVIEW

*The Shop Train* was inspired by the 'Tea and Sugar' train that began operating in 1917 to provide supplies and services for rail workers and people living in remote communities between Port Augusta in South Australia and Kalgoorlie in Western Australia. The Shop Train is a heart-warming story about Rosie and her mum, and the rickety journey in their old car to pick up stores from the train. The train carried everything they needed and was an exciting time for all who lived near its tracks.

Rosie and her mum slowly wind their way through Wonghi country, on its dusty tracks and never-ending horizon, until they reach the train, brimming with activity and treasures from other places.

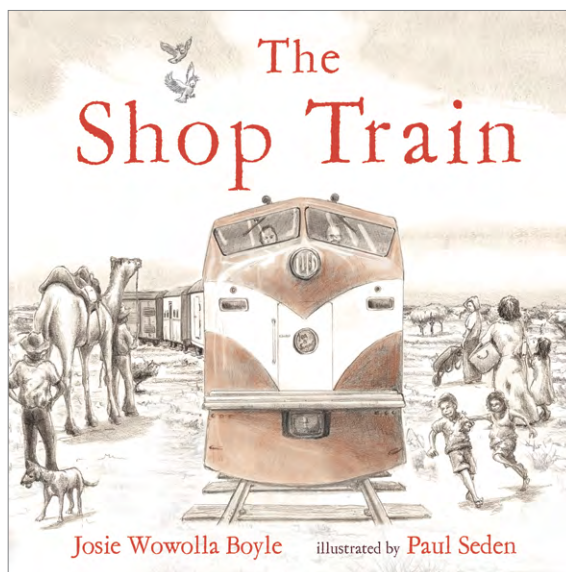
Paul Seden's evocative illustrations effortlessly capture a bygone era, rendering the past with a deep sense of nostalgia, whilst capturing its uncluttered beauty. *The Shop Train* was inspired by similar journeys author Josie Wowolla Boyle took as a young girl. It was these journeys that left unforgettable memories on Josie, no matter how young or old she may have been.

- Children who love trains will love this book
- Great story that captures outback Australian history
- Gentle introduction into how children live in isolated places
- Exquisitely illustrated, complemented by soft pastel touches of colour
- Timeless piece of Australian literature from a First Nations perspective
- Well-suited to the Australian Curriculum with Teacher Notes linked to the curriculum
- Publicity will be sought in all relevant magazines, journals, newspapers, radio and relevant social media

### ABOUT THE AUTHOR & ILLUSTRATOR

**Josie Wowolla Boyle** was a Wonghi Elder from the Goldfields region of Western Australia. An acclaimed storyteller, author, painter and musician, Josie captivated audiences in schools and festivals across the country.

*The Shop Train* was inspired by a journey she took on the Tea and Sugar train when she was a young girl. Josie peacefully passed away in 2020. This story is her gift to everyone.



**Paul Seden** is descended from the Wuthathi and Muralag people of North Queensland. He grew up in Darwin and lives there with his family. Paul loves to draw and create stories about real and imaginary characters. He is a born storyteller and performs in local festivals. Paul has written and illustrated several children's picture books.

### THEMES

- Family
- History (Past and Present)

### AUDIENCE AND WRITING STYLE

*The Shop Train* engages young audiences with a historical narrative that transports them to a time where a trip to the shops was not like it is today. Strong descriptive language combined with detailed sepia toned illustrations make this not just a beautiful reading experience but a good mentor text for young writers. The writing style is accessible to newly independent readers and beyond.

### LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	Years F-3
History	Years 1-2

The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities that relate to the text and classroom ideas provided.

## CULTURAL NOTES

*The Shop Train* was inspired by the Tea and Sugar train that supplied supplies and services to workers and people living in remote communities between Port Augusta in South Australia and Kalgoorlie in Western Australia. Use the Australian Institute of Aboriginal and Torres Strait Islander Studies' (AIATSIS) Map of Indigenous Australia to mark where the Shop train railway line ran to extend

young children's geographical knowledge of Australia's First Nations' countries.

<https://aiatsis.gov.au/explore/map-indigenous-australia>  
For information about teaching Australian Indigenous content see Teaching Indigenous content with Magabala Books <https://www.magabala.com/pages/teaching-indigenous-content>

## CLASSROOM IDEAS

### English

- Re-read the story and highlight all the descriptive language used.
- Use *The Shop Train* as a model text to explicitly teach adjectives and adverbs.
- Discuss with children why the author used the rich variety of adjectives and adverbs.
- Create a small world that depicts the book. Have the book displayed to guide children's play with *The Shop Train* provocation.
- Setup a Shop Train imaginative play area with props that depict *The Shop Train*. Provide a range of dress ups such as train driver uniform or shop attendant's clothes as well as writing artefacts like clipboards and pencils for children to pretend they are visiting the shop train. Encourage children to make lists and model being a customer or service provider.

### History

- Discuss what the illustrations tell us about the time in which this story is set (sepia tones, ect). Display the illustrations alongside other objects from the past and present to stimulate 'Where', 'What', 'When', 'How' and 'Why?' questions. This can be set up as an exploration table/area to encourage children's inquiry skills.
- Compare images of the train in the book with images of the modern-day shops in your own community. Discuss the differences, continuity, and change.
- Ask questions before, during and after reading the book about people and places and about their past and present.
- For year two students, use the book as one resource to teach students how changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) ([ACHASSK046](#)).

## APPENDIX – LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
1	<b>English</b> <ul style="list-style-type: none"><li>• Explore differences in words that represent people, places and things (nouns, including pronouns), happenings and states (verbs), qualities (adjectives) and details such as when, where and how (adverbs) (<a href="#">ACELA1452</a>)</li></ul> <b>HASS</b> <b>Inquiry Skills</b> <ul style="list-style-type: none"><li>• Pose questions about past and present objects, people, places and events (<a href="#">ACHASSI018</a>)</li><li>• Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (<a href="#">ACHASSI025</a>)</li></ul> <b>Knowledge and Understanding: History</b> <ul style="list-style-type: none"><li>• Differences and similarities between students' daily lives and life during their parents' and grandparents' childhoods (<a href="#">ACHASSK030</a>)</li></ul>



Year	Curriculum Area
2	<p><b>English</b></p> <ul style="list-style-type: none"><li>Identify language that can be used for appreciating texts and the qualities of people and things (<a href="#">ACELA1462</a>)</li></ul> <p><b>HASS</b></p> <p><b>Inquiry Skills</b></p> <ul style="list-style-type: none"><li>Pose questions about past and present objects, people, places and events (<a href="#">ACHASSI034</a>)</li><li>Draw simple conclusions based on discussions, observations and information displayed in pictures and texts and on maps (<a href="#">ACHASSI041</a>)</li></ul> <p><b>Knowledge and Understanding: History</b></p> <ul style="list-style-type: none"><li>How changing technology affected people’s lives (at home and in the ways they worked, travelled, communicated and played in the past) (<a href="#">ACHASSK046</a>)</li></ul>
3	<p><b>English</b></p> <ul style="list-style-type: none"><li>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 (<a href="#">ACELT1599</a>)</li></ul>
<p><b>Cross curriculum priorities</b></p> <ul style="list-style-type: none"><li>Aboriginal and Torres Strait Islander histories and cultures</li><li>Sustainability</li></ul>	
<p><b>General Capabilities</b></p> <ul style="list-style-type: none"><li>Literacy, Critical and creative thinking, Personal and social capability, Ethical understanding, Intercultural understanding.</li></ul>	

