

BlackWords Short Story Lesson Plans

'Summers Gone' by Tara June Winch

The following questions are designed to support the reading and comprehension of 'Summers Gone' by Tara June Winch. The framework used the [taxonomy of skills in reading and interpreting fiction](#) designed by George Hillocks and Larry Ludlow (1984).

Literal Level

1. Basic Stated Information

What are Tara June Winch's key memories of summer?

2. Key Detail

What was the role of the ocean in Tara June Winch's childhood and of the other kids with whom she grew up?

3. Stated Relationship

- a. In what order did the episodes described in the story occur? Try drawing a timeline of events.
- b. What is the relationship between the places described and Tara June Winch's own sense of Indigenous identity?

Inferential Level

4. Simple Implied Relationship

1. Who do you think are the 'you' and 'we' referred to across the story?
2. What is the relationship between the idea of 'a time captured in the photographs I took that summer' and the episodes related by Winch?

5. Complex Implied Relationship

- a. Why is the story called 'Summers Gone'? Note: For example, the story could also have been 'Summer's Gone' meaning 'summer is gone'. Also, how does the title relate to the first line: "It was a time captured in the photographs I took **that** summer..." (emphasis added).
- b. Why is the season of *summer* so significant?

6. Author's Generalisation

- a. What might Tara June Winch say about the significance of place and country?
- b. What might she say about the role of time, the interweaving of past, present and future in our lives?

7. Structural Generalisation

- a. How does Tara June Winch use an episodic structure to explore her memories and their significance?
- b. What is the effect and significance of the sequencing of these events in the story?