

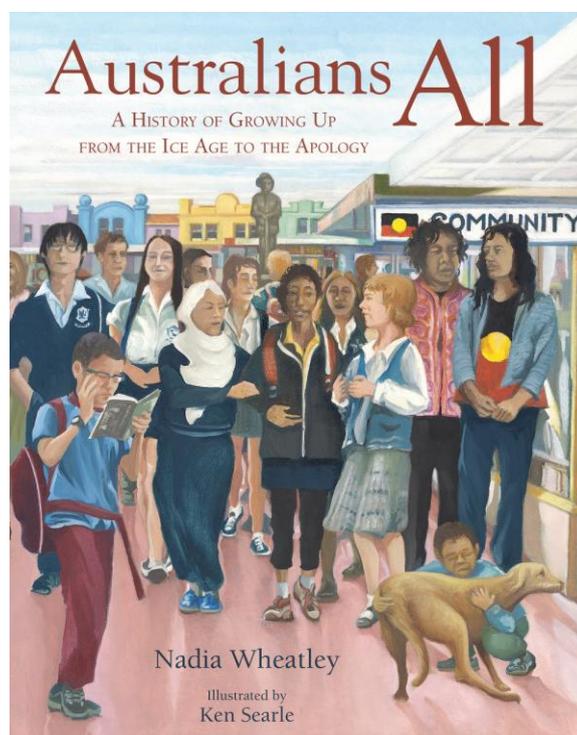
**Teachers Notes**  
**by Dr Robyn Sheahan-Bright**  
**Australians All**  
**by**  
**Nadia Wheatley**  
**Illustrated by Ken Searle**

**ISBN 978 1 74114 637 0**

**Recommended for readers 9 yrs and older**  
**Older students and adults will also appreciate this book.**

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## INTRODUCTION

'Historians sometime speak of our nation's founding fathers and mothers, but it is the children of this country who – generation after generation – create and change our national identity.' (p.241)

In this significant new text, Nadia Wheatley tells the complex story of Australia's history through the eyes of the children who have played such an important, albeit often unacknowledged, part in it.

This history, which spans the time from the Ice Age to the Apology to the Stolen Generations, includes around eighty stories of real-life young Australians told in vivid and yet spare prose. Whether studying a particular stage of Australian history or a particular theme, it's an invaluable resource for bringing history alive to students because of its main aim of placing children and young adults at the centre of its narrative and showing them that, whether we are public figures or those whose lives are relatively obscure, the stories which make up our past help to give meaning and resonance to our lives, and to that of our nation.

'For me, story is everything. Whether I am reading fiction or history, I want to know about people doing things, and why they do things, and where they do things, and how they feel as they do things. I want to know their names, and I want to be able to picture their families and their homes. I want them to be real (even if they are the imaginary characters of a novel). I want them to be individual and unique and truly themselves.' (p.7)

Nadia Wheatley has combined her love of history and storytelling with a respect for the contributions of children, in order to create a stirring account of the complexity of experience which has made up Australia's history.

## USE IN THE CURRICULUM

This book might be studied in upper primary and secondary classrooms. It is relevant in two **curriculum areas**: **Arts** (Language and Literacy, Visual Literacy, Creative Arts); and **Studies of Society & Environment** (Themes and Values). Within **SOSE** it could also be used to explore **Themes** such as those listed under each chapter in the notes below, and to explore **related Values** such as: **Fortitude, Bravery, Courage, Honour, Diligence, Justice, Resilience, Tolerance.**

## LAYOUT OF THE BOOK

In the **Contents Page** are listed the **Chapter Headings**, each of which has a title which is descriptive of a topic to be covered in class discussions and activities:

Introduction p.7	10. New Beginnings p.224
1. The Law of the Land p.10	Conclusion p.252
2. A World Away p.32	What happened to the children and families? p.255
3. Aliens p.54	For parents and teachers p.272
4. Becoming Australians p.78	Bibliography p.275
5. A Wealth of People p.104	Glossary p.276
6. Living a Legend p.128	Index p.278
7. A Nation for a Continent p.154	Acknowledgements p.280
8. Sacrifice p.178	Picture credits p.281
9. Times a-Changing p.198	

There is a **Timelist** at the end of each **Chapter** which acts as a checklist for students wishing to recap or revise the details described in each chapter. There are also key dates listed in these **Timelists** which are not covered in the text.

## **BEFORE READING**

*The following activities are relevant to both SOSE and Arts curricula. They explore the conventions of non-fiction books and orient students to this book through visual literacy and other activities.*

- The front and back cover together make an Australian street scene painted specifically for the cover of this book. List everything that can be seen in the painting and describe the people in the painting. Though the painting is based on an actual scene, all the people and things in the painting were included for a reason. Discuss what you think the author's and illustrator's purpose was in including each element of the cover painting.
- On opening the book, we encounter the decorative endpapers. What do they evoke?
- Next, we have a painting of a shell and opposite, the 'half title page'. What does this double page spread lead us to expect in this book? (Shell=nature, long time? The half title picture shows a family group, kids playing, food being cooked, Indigenous people as they lived before Europeans came to Australia.) Find where this image appears in the main body of the text (p.17). What era is depicted in this image? Why might this particular image have been placed at the very beginning of the book? Note how important design can be to meaning. How do the preliminary pages ('prelims') invite young readers into the book?
- Turn the page and discover the imprint page on the lefthand side and the title page on the right. How does this picture differ from the picture on the half title page? What do they have in common? What does their juxtaposition and the sub-title included on the title page tell us about the intentions of the author?
- This could also be an opportunity for secondary students to be introduced to the publication information on the imprint page, which they will need when they create bibliographies of their own research.
- The following double-page spread contains the dedication on the lefthand side and the contents page on the right. What is evoked by the words and picture on the dedication page? (Depicted are both a printing press and a grandfather clock behind a boy sitting reading.) Find where this image appears in the main body of the text (p.87). Why might this particular image have been placed here? Depending on the age of your students, discuss the purpose and arrangement of the different sections of the book shown on the contents page. Look at other non-fiction books and investigate how uniform is the order in which these sections are placed.
- We are almost at the beginning of the Introduction but first, what do we see on the page facing the Introduction? (Indigenous children sitting in a circle around an 'acknowledgement of country'.) Again, what does this tell us about the author's point of view and intentions? Find this image at the beginning of *Playground*, compiled by Nadia Wheatley (2011). Is the design of the page the same or different? Why might the author have repeated the image?

## Scanning and dipping – ‘reading sideways like a crab’

At the end of the Introduction, the author writes:

*If I were given this book, I would probably first go through and look at the pictures. Then, when I found a story that sounded interesting, I would read that. And if I wanted more background or context for the story, I would read the pages before and after it. And then I might move sideways, like a crab, reading a few more stories, and a few more background narratives. Finally, I would go to the beginning, and read all the way through.*

- Allow students to scan the book as a way of ‘dipping their toes’ into it. Many things can be learned about what type of book this is.
- What kinds of images are used? There is artwork specifically created for the book by the illustrator as well as reproductions of other paintings and pages of magazines, photos, cartoons, maps. What do we expect when we see these images in a book? Where do they come from? Why is each image placed where it is in the text?
- Visually, how is each chapter introduced? What ‘work’ does the double-page spread at the beginning of each chapter do?
- After looking at the pictures in the book, what story would students choose to read first? Why?

## SOSE (THEMES & VALUES)

*Discussion points and activities, including suggested further reading, are arranged here chapter by chapter, following the layout of the book.*

### INTRODUCTION p.7

**THE HISTORY OF CHILDHOOD IS OF INTEREST TO SOME SOCIAL HISTORIANS (KOCIUMBAS, 1997) BUT IS OFTEN MISSING IN MAINSTREAM HISTORICAL ACCOUNTS.**

- *Discussion Point:* ‘After all, most adults acknowledge that their individual experience of childhood has shaped who they have become in later life. Why, then, don't they see that the collective experience of young Australians has helped to shape the nation we all live in today?’ (p.7) Discuss the influence of childhood experiences on personal lives. Then discuss the second part of this statement: how is a nation influenced by childhood experiences?
- *Activity:* ‘Another reason that this gap in the record puzzles me is that our economy has always depended upon children. Although nowadays their role is mostly that of consumers, the idea of childhood as a time of education and freedom from responsibility is very new.’ (p.8) Have your students research this topic as well and write a reasoned essay about the economic contributions made by children.
- *Activity:* Read other compilations of childhood stories in the context of this history. eg. *Playground* compiled by Nadia Wheatley (2011); *The Endless Playground: Celebrating Australian Childhood* by Paul Cliff, with introductory essays by Robert Holden and features by Jack Bedson [et al.] (2000).
- *Activity:* Read some of the *Australians All* stories from Indigenous people, such as Nanbaree, Hilda Muir, Isabel Flick and Eddie Mabo. (See first section of Index.) Create a collection of full-length autobiographies or biographies of Aboriginal children growing up in Australia and share them with your older students: eg. Sally Morgan's *My Place* (Fremantle Arts Centre Press, 1987); Boori Pryor's and

Meme McDonald's *Maybe Tomorrow* (Penguin, 1998, & Allen & Unwin, 2010); Elsie Roughsey's *An Aboriginal Mother Tells of the Old and the New* (Penguin, 1984). Some are also available in picture book form: *Remembering Lionsville* by Bronwyn Bancroft (Allen & Unwin, 2013); *As I Grew Older* by Ian Abdulla (Omnibus Books, 1993); *And I Always Been Moving!* by Jessie Lennon Ill. by Doreen Brown, June Kunyi McInnerney, and Sammy Brown (Jessie Lennon and Michele Madigan, 1996); *When I Was Little, Like You* by Mary Malbunka (Allen & Unwin, 2005); *Stradbroke Dreamtime* by Oodgeroo Ill. by Bronwyn Bancroft (Angus & Robertson, 1993); *Playground* compiled by Nadia Wheatley (Allen & Unwin, 2011). [See

**Bibliography** for further titles.]

- *Activity:* In the section 'What Happened to the Children and Families' (p. 255), there are bibliographic references (in brown type) at the end of each story. These refer us to the actual autobiographies and biographies on which many of the stories are based. Read other Australian stories of childhood eg. AB Facey's *A Fortunate Life* (Puffin, 1981); David Cox's *The Road to Goonong* (Allen & Unwin, 2011) and *The Fair Dinkum War* (Allen & Unwin, 2013). [See **Bibliography** for further titles.]
- *Discussion Point:* The history of Australia contained in this book is arranged around a series of stories of children who have been part of this history. Some became well-known figures and others did not. What makes a national hero?
- *Activity:* Consult the list of all the people in this book (pp.255-271), and choose one to research further. You'll find that some will be difficult to find further materials about, a) as they didn't become public figures and b) because children feature so rarely in histories. How much of history is kept hidden by our tendency to focus on the heroes of the *adult* world?
- *Activity:* Read *My Place* by Nadia Wheatley (Ill. by Donna Rawlins Walker Books, 2007, 1987) and watch some of the episodes in the *My Place* television series. <http://www.abc.net.au/abc3/myplace/>

## 1. THE LAW OF THE LAND p.10

### CHAPTER ONE RECORDS THE SIGNIFICANCE OF INDIGENOUS HISTORY AND CULTURAL BELIEFS.

- *Discussion Point:* 'Time isn't always easy to tell.' (p.12) Many histories in the past began with the arrival of white settlers and mentioned the Indigenous inhabitants of Australia only in passing. Many details of a history are cloaked in attitudes resulting from later cultural changes or obscured by the passing away of those who might have shared their memories.
- *Activity:* This book outlines the thousands of years of history of Indigenous peoples in Australia before white Europeans arrived. 'More important than the exact *time* at which Aboriginal people first walked the land is the *extent* and *continuity* of Aboriginal occupation.' (p.13) Encourage students to research further the implications of this statement.
- *Activity:* There is a 1986 painting by Pintupi artist Willy Tjungarrayi, reproduced (p.12) which depicts the pathways that the Tingari ancestors followed on their journey through the Western Desert during the creation-time of the *Tjukurrpa*. There is another bark painting (of Ngalyod, the Rainbow Snake) which was produced around 1979 by John Mawurndjul from West Arnhem Land (Northern Territory). (pp.18-9) Study these two works, and the works of a range of contemporary Aboriginal artists, and research the contributions made by Aboriginal painters to a wider understanding of their cultural beliefs.

- *Activity:* The sophistication of Aboriginal society is described (p.14-17). Research this further and conduct a debate about this subject.
- *Discussion Point:* Encourage your students' curiosity by using quotes such as the following to provoke discussion: 'The world's oldest cremation is that of a teenage girl who died at Lake Mungo 25,000 years ago.' (p.16)
- *Activity:* Aboriginal nations, languages, clan structure, their Dreamings and their Law are discussed (pp.22-3). Each presents a research topic in itself; start with the structure of Aboriginal society and then research each of these topics further.
- *Activity:* The topical subject of climate change is given context here with the discussion of the time 12,000 years ago when the climate changed dramatically and the effect that had on Australian ecology, topography and society. Climate change affects topography often in dramatic ways. For example, Tasmania was separated from the mainland as was Papua New Guinea from Cape York during the time when the earth began to warm again after the Ice Age. Have students research some of the other dramatic changes in that period, and then to read some of the debates by scientists about current theories of climate change and predictions for the future.
- *Discussion Point:* People's lives were altered by this change and in northern Europe, agrarian practices began to develop. This book asks 'Why didn't the First Australians become farmers, like the people of Europe? The simple answer is that they were too rich and too comfortable. The Indigenous people understood the land well. The traditional Aboriginal way of life provided a healthier diet and much more leisure time than the lifestyle endured by the peasant farmers of Europe...Another answer to this question is that Aboriginal people did in fact develop their own forms of farming, which were adapted to this continent.' (p.20)...'Of all the various Aboriginal farming methods, the most important was fire.' (p.21) These are fascinating insights which challenge prejudiced views which have dismissed the Aboriginal way of life as being 'primitive'. Research and discuss these statements.
- *Activity:* Growing up Pintupi (p.24), Growing up on the Island of Mer (p.25), Spending the Summer in a Seal Hunting Camp (p.26), Spending the Winter in an Eel-farming Community(p.27), Growing up Along the Murray-Darling Riverland (pp.28-9), Growing Up Cadigal: Nanbaree's Story (p.30) are each stories (of the Anangu, the Meriam, the Tasmanian First Peoples, the Gunditjmara people of south-west Victoria, the 'about thirty Aboriginal nations, including the Wiradjuri, the Paakantji, the Yorta Yorta and the Ngarrindjeri, and the Cadigal people) but unlike later stories in this book all (except the last) focus not on the individual but on the community of children and how they lived. This is partly because of a lack of records, but also because Aboriginal people think of the community as the focus rather than the individual. Discuss these stories and also the concept of 'community' in Aboriginal culture.
- *Activity:* The fact that the Gunditjmara people of south-west Victoria played a game which was closely related to Australian Rules Football is mentioned (p.27). This would be an interesting research assignment for students interested in sports. See 'Playing Sport' (pp. 64-67 of *Playground*).
- *Activity:* 'Although Ngarrindjeri artist Ian Abdulla grew up in the Murray riverland in the 1950s, his paintings express the traditional way of life. This picture is titled *Catching Fish in the Back waters with a Gillnet for eating before the white man changed our way of Living off the Land and along the River Murray.*' (p.29) Read Ian Abdulla's picture book *As I Grew Older* (Omnibus Books, 1993) for further insights into his life and work.

- *Activity:* Using the same Ian Abdulla picture, describe the richness of river life he depicts. Compare his portrayal with that of Ken Searle's on p. 236. They have used different visual conventions to illustrate the same topic and make the same point. Read pp. 236-7 and see how 'reading like a crab' can make connections throughout the book.
- *Discussion Point:* Nanbaree and the Cadigal people were stunned to see the 'ghost people' from 'beyond the clouds' who could 'peel their skins off, like the skin of a fruit' (p.30) arrive on their shores. Discuss the descriptions on this page and how disorienting it must have seemed to these people.
- *Discussion Point:* Nadia Wheatley collaborated on an earlier picture book which she says came about because, 'Most significantly, the first chapter developed a life of its own, and became the book *Playground.*' (p.280) Read this book in relation to *Australians All.*
- *Discussion Point:* This chapter concludes with the words: 'all that the people needed to do was to live in harmony with nature and respect the Law of the land.' (p.11)

## 2. A WORLD AWAY p.32

### CHAPTER TWO BRIEFLY TRACES EUROPEAN HISTORY AND THE BRITISH BACKGROUND OF THE CONVICTS AND FIRST SETTLERS WHO CAME TO AUSTRALIA.

*Activity:* Britain was transformed, first by climate change which separated it from mainland Europe, then by successive waves of invasion, and then from an Agrarian to an Industrial society in the eighteenth century. Study this history and the social and economic effects it had on the nation.

- *Activity:* The terms Agricultural Revolution and Industrial Revolution have been used to describe this era. Outline some of the main changes in these two periods and then consider the effect they had on the people, many of whom would later be forced to leave their homes and to live in Australia.

#### John Clare: Poet and Environmentalist (p.35)

- *Discussion Point:* This story illustrates the changes occasioned by the Agricultural Revolution and the breakdown of the traditional tenant farmer lifestyle. Discuss the effects in relation to these two quotes: 'As a result of the malnutrition that John Clare suffered as a child, he only grew to be about 140 centimetres tall.' (p.35) 'For him, nature was like a book which he taught himself to read using the dialect words that had been passed down through the generations: 'pooty' for snail, 'lady-cow' for ladybird, and 'throstle' for song-thrush.' (p.35)

#### Going Through the Mill: Thomas Wood's Story (p.37)

- *Discussion Point:* This story illustrates the changes in family life occasioned by the Industrial Revolution and the advent of child labour in factories. 'Looking back on his youth, Thomas Wood said that he could "reckon but few survivors", because "whole families of children who worked with us had gone to an early grave"' (p.37)

#### A Drunkards' Child: Lucy Luck's Story (p.39)

- *Activity:* This story illustrates the grim world of family breakdown, alcoholism, parish workhouses, and child abuse which characterised life for children like Lucy. Have students research some of these aspects of society at the time.

### **Going to School: the Story of Francis Place (p.42)**

- *Discussion Point:* This and the following story illustrate the points made in the preceding two pages about education and reading in this era. The poor suffered and the lack of access to education and literacy contributed to social disadvantage, and ultimately to the type of people who would be transported to Australia.

### **Going to Sunday School: the Story of John Bezer (p.43)**

- *Discussion Point:* John's story demonstrates the influence of religion on the type of reading materials available and the effect that had on the aspirations of young people. Both Francis Place and John Bezer were fortunate to receive some education which improved their prospects in life.

### **A Life of Adventure: the Dream of Matthew Flinders (p.44)**

- *Discussion Point:* Flinders, of course, became a famous mariner and as this story demonstrates, he was inspired by reading *Robinson Crusoe* (1719) to defy family expectations and go to sea. His explorations were significant and his devotion to the 'British imperialist endeavour' was typical of the times.

### **Preparing for Marriage: the Education of Ann Chappelle (p.45)**

- *Discussion Point:* Ann later became Matthew Flinders' wife so this story gives an insight into how women were 'prepared' for marriage and how little education was considered appropriate for them.

### **Little Thief: the Story of John Hudson (p.47)**

- *Discussion Point:* This and the following story illustrate the plight of many children and teenagers who were forced into crime by poverty and then found themselves sentenced to transportation due to over-crowding in British prisons. 'Climbing Boys' were underage chimney sweeps whose working conditions were horrendous. Eight year old John Hudson committed a petty crime and was locked up in Newgate Gaol, and, after his trial, sentenced to three years imprisonment in a hulk in Plymouth Harbour, bound eventually for transportation. Conditions were appalling and those who survived had to be very resilient and resourceful.

### **Professional Shoplifter: the Story of Ann Forbes (p.49)**

- *Discussion Point:* Many children created jobs for themselves such as the 'mudlarks' who scavenged for pieces of coal and sold them. But others were forced into thievery to survive, and so Ann and her friend Lydia Munro found themselves in the dock and sentenced to execution which would later be remitted to transportation. (Ann was Nadia Wheatley's great-great-great grandmother!)
- *Discussion Point:* Study the map (p.50) of the 'Unknown Southern Land' later known as Australia. Read the story of how the country was first mapped by European seamen, and then how and why a British convict settlement was established (pp.50-51). The inclusion of Ann Forbes and John Hudson in the First Fleet is another indication of how the conditions in England led to the transportation of children to this new penal colony.

### 3. ALIENS p.54

#### CHAPTER THREE TELLS THE STORY OF INDIGENOUS PEOPLE'S REACTION TO THE ARRIVAL (INVASION) OF IMMIGRANTS, ALIENS, OR 'GHOST PEOPLE'.

- *Discussion Point:* 'There was nothing to be done but wait patiently for the ghosts to go back into the clouds, as those other ones had done. Obviously they wouldn't stay here. This wasn't their country.' (p.55) 'Over the next two hundred years of our history, this worry about the 'empty' space at the heart of the continent would become a national obsession.' (p.64) These two quotes reveal the opposition between the people who lived in and understood this land and the 'aliens' who – whether they called it 'New Holland' or 'Australia' – deemed it, in legal terms, to be 'Terra Nullius' (empty land).
- *Discussion Point:* The story of the suppression of Van Diemen's Land and the 'shifting frontier' occasioned by the greed of the Rum Corps and the larger landholders, is the next stage in this history of 'invasion' by aliens. This led to severe depletion of the Indigenous populations and to an erosion in their rights and access to their traditional lands.
- *Discussion Point:* 'In fact most children were too busy working to go to school. In 1819, only thirteen per cent of children in the colony were receiving regular, formal instruction... Somehow, by 1821 nearly all the people who had been born in the colony could read, and two-thirds of them even knew how to write.' (p.68) These two quotes suggest that the new colony created a positive and active community of children who were eager to learn new skills. Why was this so?
- *Discussion Point:* 'And the significance of fences was a complete mystery.' (p.76) This chapter ends with these words. Discuss the meaning and significance of this statement in relation to Indigenous/Non-indigenous relations.

#### Surviving: Nanbaree's Story Continued (pp.58-9)

- *Discussion Point:* The violence of first settlement, the massacres, the rape of women, the introduction of smallpox and other diseases, the clearing of land and introduction of crops and animals are all demonstrated in the disruption of Nanbaree's life, and the loss of his family and almost his entire clan, the Cadigal People. Discuss the effects of such settlement on the 'First Peoples' of this country.

#### Making a New Life: the Story of 'James Burrow' (p.62)

- *Discussion Point:* This story reveals the life-changing nature of being a convict sent to the new colony. 'Most of the newcomers (whether convicts or administrators) had no experience of farming, and no one knew anything about the climate and soil conditions of the new land...' 'Essentially, convicts were workers who did not have to be paid' and 'Convicts who behaved well could be given a ticket-of-leave' (p.60) and 'within four years of the arrival of the First Fleet, three hundred babies had been born to convict mothers,... to these Australian-born youngsters it was home.' (p.61) Discuss the implications of these quotes in relation to this story. Thirteen-year-old Mary Haydock ran away from an orphanage, dressed in a dead boy's clothes, and then was sentenced to transportation for trying to sell a stolen horse. She found herself in 1792 a servant in the acting Governor Major Francis Grose's house in Sydney Cove. She was later to become Mary Reibey, one of the most famous colonial merchants, and she is depicted on our \$20 note. Have students research her life further.

### **Star Student: Maria of the Booreberongal (p.69)**

- *Discussion Point:* Maria was one of 'the first generation of Stolen Children' (p.69), who was forced to live in dormitory-style accommodation and to adopt white ways. The fact that in 1818 she won 'the top education prize in the colony' did not compensate her for what she had lost.

### **An Exclusive Education: the Story of the Macarthur Children (pp.70-1)**

- *Discussion Point:* Macarthur's grand plans to establish an estate and a dynasty led to his children spending years back in England and Europe being educated, despite the fact that they were all (apart from Edward) born in the colony (1792-1808). How did such divided loyalties affect the children who grew up in wealthy families in Australia?

### **Growing Up in Paradise: the Children of Ann Forbes (p.72)**

- *Discussion Point:* Convicts like Ann and her husband Thomas Huxley later made a comfortable life on land holdings, and were able to bring up children in much richer circumstances than they'd have known in Britain. Their prosperity, though, once again came at the expense of the Indigenous people who had always lived there.

### **The Byrne Family: Growing Up in the Rocks (pp.74-5)**

- *Discussion Point:* This provides another fascinating insight into how convicts often bettered themselves here. Richard was a political prisoner and he and his wife Margaret built a home in the Rocks in Sydney and their boys were apprenticed in stonemasonry like their father, although one became a cooper. The archaeological dig conducted in 1994 of their house revealed a lot about their lifestyle. Research further how life was lived in such inner city areas at the time. Read *Playing Beatie Bow* (1980) by Ruth Park which is set partly in the area, although some decades later.

## **4. BECOMING AUSTRALIANS p.78**

### **CHAPTER FOUR DETAILS THE ERA WHEN THE PENAL COLONY BECAME A SOCIETY OF FREE SETTLERS AND AUSTRALIAN-BORN CHILDREN.**

- *Discussion Point:* 'They were taller and healthier than children in the Home Country and, if they were sometimes a bit wild, they were also independent. Soon these young people had a proud new name for themselves: 'Australians'. (p.79) This statement suggests that children of this first generation of European origin actually grew up with better prospects than had they been born 'at home'.
- *Activity:* The distinct Australian accent and the use of a homegrown 'dialect' including Aboriginal words marked these people out from their predecessors. Research this language development further.
- *Discussion Point:* In 1831 the British government established a fund to encourage people to emigrate to Australia. 'Overall, in the period 1820 to 1850, the number of non-Indigenous people in mainland Australia grew from 30,000 to 400,000.' (p.80) This government-sanctioned emigration is a chapter in our history which is interesting to compare to later government sanctioned emigration schemes, and to the issues which have arisen when we have sought to exclude immigrants from certain countries as well. The cartoon (p.81) contrasts the way of life of a poor family in Britain with their imagined way of life in Australia.
- *Discussion Point:* 'For the people who *did* come to Australia as convicts from the 1820s onwards, life was harder than it had been for those who arrived in the early years. The aim was to discourage criminals from coming here – not to entice them

with a ticket to the land of meat and sunshine.' (p.80) The second quote explains the apparent discrepancy in what we have read in this book about convict life, and what we may have read in other histories. For histories often record the details of chain gangs and inhuman treatment of convicts which didn't equate to the earlier chapter in *Australians All* depicting the freedom of convict life. Have students research the changes in treatment of convicts as the colony developed.

- *Discussion Point:* 'A favourite game among the Wurundjeri boys was a type of football called *marngrook*, which was played with a possum-skin ball.' (p.84) Did this game lead to the adoption of the popular national sport of Australian Rules Football?
- *Activity:* The 1829 settlement on the Swan River when the British government realised they had no control over the western coast of the country was an example of how mercurial decisions had long ranging effects on the future of the country. The planning of the city of Adelaide (p.86) is another example of how white settlement disregarded the way the land was already inhabited and transformed the patterns of life as it had been lived for centuries.
- *Activity:* The German community which evolved at Hahndorf in South Australia (pp.88-9) is a fascinating story. What would life have been like in Hahndorf? Cross-reference this story of nineteenth century religious refugees with the stories of modern refugees in Chapter 10. What has changed? What remains the same? Look up Colin Thiele in the index: this famous Australian writer was descended from the German Lutherans in South Australia.
- *Activity:* 'The number of sheep on the mainland increased from 100,000 in 1820 to thirteen million in 1850. It was a similar story on the island colony of Van Diemen's Land.' (p.90) The sheep industry had a huge effect on the economic welfare of people, and on the land itself. Have students research this topic further, using the many references to farming in the Index. In groups, students can research the different sub-topics. Using the jigsaw groupwork method, they can re-form into groups to share what they have each discovered.
- *Activity:* Frontier violence escalated as white settlers spread further west in New South Wales (p.91) and also penetrated much of Van Diemen's Land (p.92). Read more about these conflicts and also the way in which Tasmanian Aboriginal people were dispossessed and virtually imprisoned.
- *Activity:* Prisons for children are evinced by Point Puer in Van Diemen's Land (p.96). Read *Edward Britton* (2000) by Gary Crew and Philip Neilsen as an example of how life was lived in such a prison. Female orphan schools (p.97) were another form of such abuse. Should children be imprisoned like this and be forced to work as adults? Have we given up such treatment or are children still experiencing this sort of abuse?
- In the Timeline (p.103) the first children's book published in Australia, *A Mother's Offering to Her Children* (1841) by Charlotte Waring (Atkinson/Barton), is mentioned. Research this further and read the recent YA novel by Belinda Murrell, a descendent of Charlotte Waring, *The River Charm* (2013) and the adult novel *The Dark Mountain* by Catherine Jinks (2008) which is also about the Atkinson family.
- *Discussion Point:* 'History is like a house. If one piece of the structure is pulled away, the whole building can fall down. All Australians, whatever their country of origin, lose a vital part of their heritage when history is hidden or lost.' (p.102) Discuss the implications of the points made on this page about the national shame about our convict origins and the denial of frontier violence.

### **Big Sister: the Story of Sabina Molloy (p.83)**

- *Discussion Point:* This story illustrates the role that naturalists and botanists played in documenting the wildflowers of Australia, many of which have disappeared. It also demonstrates the prevalence of infant mortality.

### **Barak of the Wurundjeri (pp.84-5)**

- *Discussion Point:* The land on which Melbourne was built was purchased from the Wurundjeri. Barak's painting of a Wurundjeri ceremony (p.85) is a vivid illustration of how images, like words, can record history. Find other examples in the book of Indigenous art that is also a historical record.

### **From London to Adelaide: the Thomas Family's Story (p.87)**

- *Discussion Point:* The fortitude of early settlers like the Thomas family who established a printing business in a tent is astounding. Australia represented new hope to those who were escaping the privations of England, and they were willing to go to extreme lengths in order to acquire property in this new country.

### **Stolen Child: Mathinna's Story (p.93)**

- *Discussion Point:* Mathinna's story is one of the best documented records of an Aboriginal child of these times. The Bangara Dance Company have created a moving contemporary ballet *Mathinna* (2008); Nan Chauncy's *Mathinna's People* (1967) tells the tale for children; Richard Flanagan's adult novel *Wanting* (2008) is another powerful retelling of her story. The pattern of Governor Franklin and his wife Jane's treatment of Mathinna was repeated with other settlers befriending or adopting an Aboriginal child or assistant and then abandoning them later to live unhappily between two worlds.

### **Young Squatter: the Story of Thomas Brown (pp.94-5)**

- *Discussion Point:* The risks entailed in acquiring land holdings and speculating in this new country are demonstrated in this story about the son of a ship's captain who eventually had to support his large family when his father's losses sent him mad. Such pioneering stories are part of the weave of our nation. Thomas became the writer Rolf Boldrewood who created the classic *Robbery Under Arms* (1882-3).

### **Bucking the System: Walter Paisley's Story (pp.98-9)**

- *Discussion Point:* Walter Paisley's insubordination record is touchingly indicative of the resilience needed to survive such inhumane treatment, and of how the spirit is what keeps one alive in such dire circumstances.

### **Mary Sullivan: Irish Orphan (p.100)**

- *Discussion Point:* This story tells of the shortage of women and how orphan girls were offered passage to Australia as workers and potential wives in the mid-nineteenth century. It also demonstrates how Irish Catholics formed such an important part of the early workforce, and how they suffered prejudice.

### **A Changing World: the Story of Annabella Innes (p.101)**

- *Discussion Point:* This story offers fascinating insights into how much convict labour contributed to the fortunes of large landholders. Annabella's family relied on this for their prosperity and when it was no longer available they found that they were not able to maintain their lavish lifestyles. The abandonment of their great house in 1848 is a stark example of the role such labour played. (Convicts ceased to be sent to New South Wales in 1840 and to Van Diemen's Land in 1853.)

## **5. A WEALTH OF PEOPLE p.104**

**CHAPTER FIVE** COVERS THE '**GOLD RUSH**' WHICH BROUGHT A WEALTH OF NEW PEOPLE AND NEW IDEAS FROM MANY LANDS.

- *Discussion Point:* The discovery of gold led to the 'Gold Rush': 'over the next twelve years, the population of Australia trebled' (p.105). How did this influx of people change Australia?
- *Discussion Point:* One of the major changes was the multicultural mix of people in the goldfields. 'It would be another hundred years before Australia would again experience such a wealth of people arriving from many different parts of the world.' (p.105) Have students research the ethnic mix of people on the goldfields.
- *Discussion Point:* The goldfields were also egalitarian places where different races and classes mixed in similar conditions. This, too, had an effect on later development, particularly in politics. Ideals such as republicanism and socialism (p.112) led to the Eureka Stockade, and later to self-government by election (p.113), but not to a republic. 'The values of mateship and a 'fair go' began on the goldfields, where diggers and their families worked together and helped each other.' (p.113) Have students research this history and the evolution of these 'Australian values' further. For a comparison with our own times, students could read pp.241-3 'Being an Australian in the New Millenium'.
- *Activity:* This book paints a picture of life on the goldfields as being lively and entertaining (p.108). Have students research some of the entertainers and activities pursued by families in their spare time. For a fictional account, read *Bridie's Fire* by Kirsty Murray (Allen & Unwin, 2003) or Nadia Wheatley's novel about the Eureka Stockade, *A Banner Bold: The Diary of Rosa Aarons* (Scholastic 2000)
- *Activity:* Chinese goldfield history is one of the most fascinating chapters in our history; many single Chinese men came to take part in the rush and their industriousness as well as fears and prejudice towards them led to the Lambing Flat riot in 1861 (p.113) and later to the White Australia Policy. Have students research this topic further. (They could begin by looking it up in the Index, then checking references in this book.)
- *Discussion Point:* The introduction of fencing for sheep stations and large scale beef cattle production had devastating effects on the environment and on Aboriginal lifestyles.
- *Activity:* 'It was during these decades of the 1860s and 1870s that Australia started to become an urban nation.' (p.124) Have students research the reasons why this occurred.
- *Activity:* The growth of telecommunications (p.126) is another important chapter in Australian history. Have students research and discuss some of the key events.

### **Doing a Man's Job: the Story of John Chandler (p.106)**

- *Discussion Point:* John's life demonstrates the changes caused by 'gold fever'. His father's time on the goldfields was not happy and he himself became an unpaid carter of goods to the goldfields when his father decided to return to Melbourne and establish a business. Because of his dream of marrying his girlfriend, Ruth, he established his own carting business while still only eighteen. Children grew up quickly in this era!

### **Fossicking on the Fields: the Story of the Ennis Girls (p.109)**

- *Discussion Point:* This story (and the image on the page) demonstrate what a family affair the diggings were! These three little girls assisted their parents and were very much part of the team as daily workers.

### **Family Responsibilities: the Story of Mary Ah Shin (p.111)**

- *Discussion Point:* This story of a marriage between a Chinese man and a Irish woman illustrates the fact that multicultural marriages were a feature of Australian life from the very beginning of settlement. It also demonstrates again the responsibilities placed on young children like Mary who were often called upon to assume adult roles when family members died or were incapacitated.

### **On Our Selection: the Childhood of Arthur Davis (p.115)**

- *Discussion Point:* This story illustrates the effect of the Selection Acts of the 1860s and how small landholders had such trouble maintaining themselves. The writer Arthur Hoey Davis (Steele Rudd) was born in 1868, the year the act was passed in Queensland. Read some of his stories in *On Our Selection* to gain a further insight into life for a child on such a small holding.

### **Moving House: Martha Caldwell's Story (p.116-7)**

- *Discussion Point:* The pioneering spirit of Mrs Caldwell and her eight children is vividly described in this story which reminds one of Henry Lawson's tales of outback women in stories such as 'The Drover's Wife'.

### **Sudden Death: the Tragedy of the McCallum Children (p.118)**

- *Discussion Point:* 'In the nineteenth century, childhood was a dangerous time.' (p.118) In this family tragedy, eight children, including teenagers, died within four weeks.

### **Babes in the Wood: the Legend of Jane Duff (p.119)**

- *Discussion Point:* Study the history of this incident and the interpretation of it in the image. As the text demonstrates it presents the story with a European bias. Read a history of such 'lost children' – a recurring theme in Australian literature. [See *The Country of Lost Children: An Australian Anxiety* (1993) by Peter Pierce and 'Children Lost in the Bush' Creator: Michelle Dicoski *AustLit* <http://www.austlit.edu.au/run?ex=ShowTrail&trailId=5ec48193-0089-3c0b-08bb-90e16f7f1c0a> for sources.]

### **Frontier Violence: the Nightmares of Rosa Murray-Prior (p.121)**

- *Discussion Point:* Rosa became the writer, Rosa Campbell Praed, who spent most of her later life in England. She wrote a number of books drawing on her childhood experiences including *My Australian Girlhood* (1902). This story illustrates the close friendships made by white children with Aboriginal children on stations and the traumatic effects of frontier violence.

### **Young Teachers: the Story of the Two Marys (pp.122-3)**

- *Discussion Point:* Mary Cameron and Mary MacKillop discovered a passion for education. Mary Cameron became a writer named Dame Mary Gilmore and Mary McKillop a nun and the first Australian Catholic saint. Have students research their lives further. They could start with Pamela Freeman's *The Black Dress: Mary MacKillop's early years* (Black Dog Books, 2006). Pamela has written very interesting notes about her prize-winning book on her webpage: <http://www.pamelafreemanbooks.com/blackdress.html>

### **Milk Girl: the Story of Frances Leperd (p.125)**

- *Discussion Point:* This story illustrates the privations of a child forced to work as an adult labourer, and her resilience to the snobbery she encountered.

### **6. LIVING A LEGEND p.128**

**CHAPTER SIX COVERS THE 1890s AND HOW CERTAIN LEGENDARY FEATURES OF THE AUSTRALIAN NATIONAL CHARACTER WERE BORN FROM THIS PAINFUL PERIOD OF ECONOMIC DEPRESSION.**

- *Activity:* The ideals espoused in the writing in *The Bulletin* and other journals by writers such as Banjo Paterson, Henry Lawson, Ethel Turner, Mary Gilmore (Cameron) created a kind of legend about what it means to be Australian. After reading the stories of their youth, students could choose one of these writers and read some of their works. What Australian ideals and identity can be found in their chosen work?
- *Activity:* Compulsory education is another topic for research (pp.130-1). As this book points out, opposition to the concept came from farming families used to their children contributing to work, and to employers who also found child labour convenient. Do students know of any ways that modern children contribute to family income in Australia? Deconstruct the cartoon on p.131. It shows compulsory education 'kidnapping' children and removing them from home. How do they feel about compulsory education themselves?
- *Discussion Point:* The growth of the union movement and the bitter struggles between bosses and workers (pp.138-9) led to changes in national ideals as well. Unfortunately a notion of equal rights only extended to white workers, and this created tensions later on.
- *Discussion Point:* The Women's Christian Temperance Union (p.146) was not simply founded on an idealistic opposition to alcohol. It aimed to protect women and families from the ravages of male alcohol abuse, gambling and prostitution, which often left them without food or adequate support. So far from being 'wowers' these women were radical in their aims and ideals.
- *Activity:* Votes for Women (or Women's Suffrage) was an important issue of the 1890s. 'South Australian women were amongst the first in the world to get the vote – in 1894. Over the next fourteen years, women in the rest of the country also won female suffrage.' (p.146) Have students research Australia's pioneering role in this movement.
- *Discussion Point:* The civil rights movement was very much about the rights of children, who often attended rallies with parents. Secular activists had a magazine entitled *Young Australia*. 'Founded in 1889 by Louisa Lawson (the mother of Henry), it included competitions that kids could enter to win prizes, as well as material that was intended to educate young people about issues such as trade unionism and the right to vote.' (p.147) Discuss the role of children in this movement.
- *Discussion Point:* In the years leading up to Federation, Australians found it hard to agree on anything, but the anti-Asian immigration movement was one strong incentive to federate as 'One Nation'.

### **From the Bush to the City: the Education of Henry Lawson (p.132)**

- *Discussion Point:* Henry's early reading of Australian texts made him realise that he, too, could write about the place where he grew up. His early health problems made him a reader; although his education was not a happy experience, his love

for words stood him in good stead and he would become one of Australia's most enduring writers. Why did he write about the bush when he spent so much of his life in the city?

### **Going to High School: Ethel Turner's Story (p.134)**

- *Discussion Point:* Ethel was lucky to be educated at one of the earliest high schools established in Sydney. Her story of overcoming family adversity to become a writer is inspiring and intrepid. It's hard to imagine now a teenage girl writing, editing and publishing a magazine by herself. She would later write the classic *Seven Little Australians* (1893) and other books for young people. How much did that novel relate to her own life?

### **Going to Boarding School: Ethel Richardson's Story (p.135)**

- *Activity:* Using the pen-name Henry Handel Richardson, Ethel Richardson was to create a classic trilogy, *The Fortunes of Richard Mahony* (1917), and *The Getting of Wisdom* (1910). Have students read some of her works and research her life further. Why did she choose to write using a pen-name?
- *Discussion Point:* The three preceding stories are of important writers of the era. 'The subject matter of most *Bulletin* stories and poems was bush life, and their hero was the bushman. This is rather strange, because by the 1880s two out of every three Australians lived in towns and cities, and even for country folk life was becoming easier and less lonely, thanks to the railways and the telegraph.' (p.136) Discuss this and the contradictions in *The Bulletin's* ideal of national character: 'So what is an Australian?' (p.137)

### **Railway Nipper: the Story of Bill Morrow (p.140)**

- *Discussion Point:* Ten year old Bill started work as a railway 'nipper' and later joined the union. His upbringing taught him the value of worker solidarity.

### **Family Breakdown: the Story of the Facey Children (pp.142-3)**

- *Discussion Point:* The classic Australian memoir, AB Facey's *A Fortunate Life* (1981), was written about this family. Read it with your students and discuss the word 'fortunate' in this context.

### **Her Mother's Daughter: the Story of Amy Currie (p.144)**

- *Discussion Point:* Left in the care of relatives as an unpaid worker, Amy escaped like so many other young women and made a life for herself. Her situation was mirrored in the lives of many young girls of the time, when social services were not available.

### **Becoming a 'State Boy': the Story of Charles Swancott (p.145)**

- *Discussion Point:* From a family sweet shop to being orphaned and sent to a state home, Charles was one of many young boys who were left to the mercy of strangers; in his case a relatively happy outcome. Discuss the changes in dealing with such family bereavement, and how such a situation might be handled today.

### **The Suburban Dream: the Story of the Watkin Family (p.148)**

- *Discussion Point:* This story illustrates many of the tenets of the times; clean living, the prosperity threatened by Depression, and large families living the Australian suburban dream. Note the difference in economic circumstances between this family and the Facey family (p. 142). How can economic circumstances affect the happiness and security of family and home?

### **Young Historian: Oscar and his Book (p.151)**

- *Discussion Point:* Students can view 'Oscar's Sketchbook and related materials' at: [http://www.nma.gov.au/collections/collection\\_interactives/oscars/oscars\\_sketchbook/home](http://www.nma.gov.au/collections/collection_interactives/oscars/oscars_sketchbook/home) This is an extraordinary record of the times, in graphic form. Discuss with students what this record tells us about Indigenous/non-Indigenous relations. Ask students to 'read' or 'deconstruct' Oscar's picture on p. 150 before reading the explanation in the text on p. 151. Did they 'see' everything there was to see?

### **7. A NATION FOR A CONTINENT p.154**

#### **CHAPTER SEVEN HIGHLIGHTS THE AMBIGUITIES INHERENT IN IDEALS OF NATIONHOOD AND NATIONALISM.**

- *Discussion Point:* 'On 1 January 1901, Australia became the only nation in the world to cover an entire landmass. Its new identity as the *Commonwealth* of Australia did not mean that the wealth of the country would be held in common. It meant that the people of Australia were linked together for their common wellbeing.' (p.154) Discuss the implications of these statements.
- *Activity:* The constitution outlined the division of responsibilities between federal, state and local governments (p.155). Research this further and discuss whether these divisions have worked efficiently over the last 113 years.
- *Activity:* There are many symbols of nationhood and they are sometimes the subject of debate and even controversy. Not everyone believes the national flag, for example, is fully representative of the ideals and history of the country; there is an Indigenous flag as well. What should our flag suggest about our country? Design one of your own.
- *Activity:* Our national anthem has also been the subject of controversy. From 1788 until 1974, Australians used the British national anthem ('God Save the King/Queen.'). 'Advance Australia Fair' is now the official anthem but many believe that 'Waltzing Matilda' is our unofficial one. Learn more than one verse of each song and sing with the class. Discuss the meaning in these songs and how they relate (or don't relate) to Australia. Relate 'Advance Australia Fair' to the title of this book.
- *Discussion Point:* The Immigration Restriction Act (or White Australia Policy) was the first passed by the new government (p.156). What did this say about attitudes at that time, and how has it continued to be reflected in Australia's policy debates?
- *Discussion Point:* 'By 1928, a third of all the people in Australia lived in Melbourne or Sydney.' (p.156) How did the concentration of our population in coastal areas affect the later development of Australia?
- *Activity:* The issue of a basic wage and other forms of social security (p.160) is covered here. Research this topic further.
- *Discussion Point:* The First World War (pp.162-3) was a seminal moment in our nationhood. The divided views reflected in the referendum on conscription; the huge loss of life occasioned by the war; and the birth of the 'Anzac Legend' were three strands in that experience which were to be reflected in developments in later decades.
- *Activity:* Soldier Settlements were meant to offer work to returned soldiers and to populate the rural areas of the country (p.166). What can students discover about this failed experiment from the story in this book?

- *Discussion Point:* The 'Jazz Age' occurred in the 1920s when communications improved with the advent of radio, and with local cinemas being built. 'As most of the feature films were American, it was in the 1920s and 30s that the United States took over from Britain as the main external influence on our culture.' (p.173). Discuss this statement. Research the lifestyle of the period. Watch the silent film *The Kid Stakes* (1927) to give students some idea of the period, and also read 'Fatty Finn' comics.
- *Discussion Point:* Protection Acts and Aboriginal Protection Boards left Aboriginal people with little control over their own destinies and led to the Stolen Generations (p.174). Research this history further.
- *Discussion Point:* Students may need to be introduced to *The Magic Pudding* by reading the brief description on p. 176. 'Surely nothing could stop our Magic Pudding from replenishing itself over and over and over ...' (p.176) The comparison between this literary character and economic policies prior to the Great Depression is very apt. Is it still apt today?
- *Discussion Point:* Politics is intimately bound up with ideas of nationhood. Discuss the concept of republicanism. Why is it so divisive?
- The title 'Australians All' suggests the opposite of the concepts suggested by the title of the controversial political party 'One Nation'. For it is strategically placing people at the centre rather than focussing on the construct of a nation. It suggests that all who live here are Australians, rather than that 'one nation' may evict those who are not considered Australian.

#### **Pommie Migrant: Roland Robinson's Story (p.157)**

- *Discussion Point:* Roland later became a poet and writer. Is his story of bullying any different from bullying today? Are students familiar with the term 'Pommie' or has it died away to be replaced by newer derogatory nicknames?

#### **Facing the Test: the Story of Bou Youk Tong (p.158-9)**

- *Discussion Point:* The test that Bou Youk Tong and her siblings had to take when they returned to their birthplace (Australia) seems antiquated. And yet immigrants must still take an 'Australian Citizenship Test' today before they can become citizens, which might be equally puzzling. Students might like to complete a practice test to see how they fare.  
[http://www.citizenship.gov.au/learn/cit\\_test/practice/](http://www.citizenship.gov.au/learn/cit_test/practice/)

#### **Growing Up in the Silver City: Marj Liddell's story (p.161)**

- *Discussion Point:* This story is about the child of a worker in a Broken Hill mine, owned by BHP. It is surprising to hear of how children of poor families were treated by the rich. Class was a huge issue in terms of social justice and workers' rights. Is this still the case today?

#### **The Home Front: in the Home of Brian Lewis (p.164)**

- *Discussion Point:* This story contrasts the presentation of war to children on the home front as an exciting adventure, with the actual effect of war on a family in which four sons enlisted.

#### **The Home Front: in the Home of George Johnston (p.165)**

- *Discussion Point:* This story illustrates another terrible aspect of war; the damaged people who returned and the effect that had on their families. Students can cross-reference it with the stories either side, which also refer to shell-shocked returned soldiers. George Johnston would become a writer whose memories of his father's violent rages would stay with him forever.

### **Cecil Lamb: Son of a Soldier Settler (p.167)**

- *Discussion Point:* This story illustrates the differing experiences of a child whose father went to the Second World War – and came back to a soldier settlement.

### **Making Raggedy Baggedy Engines: Mark Oliphant's Hobby (p.168)**

- *Discussion Point:* The development of a scientist who initially failed at education is an interesting example of how individual talents and strengths, if fostered, can be as important as formal education. Read Mark's biography on p.266.

### **Cricket Practice: Donald Bradman's Story (p.169)**

- *Discussion Point:* The birth of a cricketer and his dream of playing at the Sydney Cricket Ground gives children an insight into how we should endeavour to develop the talents we have and to follow our childhood dreams if possible.

### **Opportunities for Girls: Olive Lane's Story (p.170)**

- *Discussion Point:* Olive Lane received a scholarship in 1923 to attend Sydney University and was one of only a handful of women to do so. She later studied science, which was unusual for a woman at that time, and went on to a satisfying career as a librarian. Her story, like the following one, is not typical of women's lives at the time. Have students research educational opportunities for women in this era.

### **An Independent Girl: the Story of Barbara Jefferis (p.171)**

- *Discussion Point:* 'Barbara Jefferis, like Olive Lane, grew up in a family in which the men received a tertiary education as their right, but the women were expected to stay home and run the household. Like Olive, Barbe would break out of this mould.' (p.171) How did these women achieve what they did? What obstacles did they surmount?

### **A Proper Bush Child: the Story of Hilda Muir (p.175)**

- *Discussion Point:* For Hilda, life in this institution meant the loss of everything she knew. 'I lost my true inheritance, my ancient language and the culture and loving companionship of my Yanyuwa people,' she remembered. 'I stopped being an Aboriginal girl and became a half-caste girl.' (p.175) Discuss with reference to what you have read about the Stolen Generations.

## **8. SACRIFICE p.178**

### **CHAPTER EIGHT OUTLINES THE GREAT DEPRESSION AND THE AUSTRALIAN HOME FRONT DURING THE SECOND WORLD WAR.**

- *Discussion Point:* The battle to preserve workers' rights in this economic climate is a shocking story (p.180) of how employers tried to blackmail workers into accepting lesser conditions in order to lower their own costs.
- *Activity:* Many during the Depression were on the dole or the 'susso' which was a form of government support (pp.184-5). But other forms of support were provided by people simply helping each other. Research this further and create a display of some of the forms of assistance which were prompted by the shortages of the Depression. Find recordings of Depression-era songs and relate them to the themes in these stories.
- *Discussion Point:* The Second World War changed Australia in the many ways described in this book. The social structure was altered by the economic demands of war and the fact that women worked while men were away. The ending of it

was marred by the dropping of the atomic bomb which resonated from then on in global politics.

- *Discussion Point:* Many people in Australia from non-English backgrounds were discriminated against during the Second World War in Australia just as they had been during the First World War. Germans, Italians and Japanese for example were particularly at risk from racial prejudice. Read books, such as *The Divine Wind* (1998) by Garry Disher or *Pennies for Hitler* by Jackie French (2011), about war-time internment of, or rejection of, foreigners. The story of the members of the Vienna Boys Choir who were interned ('I Was a Twelve year Old Alien' <http://www.hyperhistory.org/images/assets/pdf/viepdf.pdf>) is another fascinating example of this sort of paranoia.

### **Eyewitness: the Story of Jim Comerford (p.181)**

- *Discussion Point:* Jim was involved in one of the strikes against employers at the Hunter Valley mine where he worked. His experiences in witnessing the violence used to quell the strike influenced his later life.

### **From Farm to Factory: the Story of Jessie Shorthouse (p.182)**

- *Discussion Point:* Jessie worked at Joyce Bros, a textile factory, in dangerous conditions on low wages and eventually became the sole earner in her family. Discuss the details outlined in this story and what they reveal about the employment laws of the time, with regards to under-age workers. Use the photo of the factory Jessie worked in as a historical document and make notes on the work conditions that it reveals.

### **A Tough Irish Bush Kid: the Story of Tom Doherty (p.186)**

- *Discussion Point:* Kids in the Depression had to be resourceful to survive. Is Tom's story the story of someone who was happy despite having no money? Read his biography on p.267. Does it make you read p.186 in a different light?

### **A Feeling of Safety: the Story of Isabel Flick (p.187)**

- *Discussion Point:* An Aboriginal child in these times lived in fear of the authorities who could arrive at any time and take them away. But these same authorities did not allow them the education that other children were offered as a right. Compare Isabel's educational situation with that of Tom Doherty.

### **The Wonder of Words: Colin Thiele's Education (p.188)**

- *Discussion Point:* German Lutheran by birth, Thiele discovered the love of words in both English and German at an early age. How many students in the class are bilingual? What is their experience of the influence of bilingualism on their education and insight to society?

### **Worlds of Fiction: Vincent Buckley's Education (p.189)**

- *Discussion Point:* From a poor Irish Catholic background Buckley was assisted to attend a prestigious city school on a scholarship and began a course which would also lead to a life as a writer. How would students feel going from a small country town to a large boarding school at the age of eleven or thirteen?

### **Refugees: the Story of the Ropschitz Family (pp.190-1)**

- *Discussion Point:* The rise of Anti-Semitism in Europe led to many people applying to emigrate; the Ropschitz family was one of them. What did these family members and their descendants later do? Does this make a good case for why we should accept refugees?

### **The Home Front: in Joyce Drummond's Home (p.193)**

- *Discussion Point:* What is this story about? Students need to scan surrounding text to discover the significance of the events of the last Sunday night of May 1942. What 'action' was Jimmy watching from the cliff tops? This is also a story about those who stayed at home. Often war histories fail to speak about the experiences of women, children and those men who were either unfit for service, or were considered 'essential workers' and thus didn't go to war. Read other wartime reminiscences about children's experiences of the Second World War, such as Catherine Farthing-Knight's *Days with Gran*, Ill. by Anne-Maree Althaus (UQP, 1995).

### **The Home Front: in the Home of Jack Hudson (p.194)**

- *Discussion Point:* The fact that women were not expected to work, and the fact that soldiers who served on the homefront were sometimes killed as well, is illustrated in this poignant story. Read the biography of Jack on p.268. What do you think about the practice of not speaking about these painful things to children? Why do you think many people do not like to speak about their war experiences? How might the lives of Jack, his mother and his brother been different if their father had not been killed?

### **The Home Front: in the Homeland of Eddie Koiki Mabo (p.195)**

- *Discussion Point:* This story is significant because of what Eddie Mabo later pioneered in land rights. It also illustrates the fact that learning both traditional culture and the white man's ways was important to Eddie Mabo for his future. How did 'learning two ways' influence his future life? What did he learn about the law of the land from his father? Compare this story with the texts on pp.248-9 and p.25 for a fuller picture of Eddie's education in two cultures.

## **9. TIMES A-CHANGING p.198**

### **CHAPTER NINE IS ABOUT THE SOCIAL AND CULTURAL CHANGES BROUGHT BY THE SECOND WORLD WAR, INCLUDING CHANGES TO HOUSING, FAMILY LIFE AND EDUCATION.**

- *Discussion Point:* Australia was determined to make this a more prosperous period with new forms of social welfare and education coupled with economic and cultural growth. 'Baby Boomers', or 'Cold War' are some of the catch phrases of this period. Research this period further.
- *Discussion Point:* Many 'New Australians' arrived due to government policies encouraging 'displaced persons' (refugees) to emigrate from Europe. 'Overall, in the decade after the war, a million men, women and children came from Europe to settle in Australia. Two-thirds of them were from countries other than Britain. A million more immigrants arrived in each of the next three decades.' (p.200) This book points out that the Australian government hoped to 'assimilate' these migrants and discouraged ethnic languages etc. But the opposite happened in that Australia became more multicultural. Discuss with reference to the unrealistic poster reproduced on this page.
- *Discussion Point:* The Snowy Mountains Scheme had some major environmental and social influences (pp.204-5).
- *Discussion Point:* 'With a Holden car in the garage and a rotary clothes line at the centre of the backyard, all that was needed was a fence, to bind the spell about the dream.'(p.206) This statement sums up the nature of the dream of home ownership at the time. Discuss the effects of this dream on future generations.

- *Discussion Point:* Education was a vital part of post-war growth (p.207). Discuss the changes in education and the challenges it presented to state and federal governments. Discuss the influence of bodies such as the Children's Book Council of Australia in encouraging Australian publishing for young people as well.
- *Discussion Point:* The introduction of television in 1956 had a profound effect on Australian children's lives. (p.208) Research and write a list of some of these effects. Discuss what it would be like to live without television and talk to someone who remembers that time. Students could raise money in a sponsored 'no TV' week.
- *Discussion Point:* The invention of the 'teenager' (p.209) had another profound effect. Secondary school was extended, new products were made to suit the needs of the newly identified adolescent market, and rock and roll music influenced their attitudes.
- *Discussion Point:* The Assimilation Policy of 1951 was followed by gathering unrest amongst Aboriginal people and a range of significant events in protest. Research this history and create a display about some of the key events such as the Freedom Ride of 1965, the referendum of 1967, the Gurindji stockmen's walkout in the Northern Territory in 1969, and the creation of the Aboriginal Tent Embassy in 1972 (pp.210-1).
- *Discussion Point:* Opposition to the Vietnam War awakened a spirit of political activism which led to several landmark events. It also led to a spirit of rebellion which created new protest groups, and 'baby boomers' became their parents' worst fears: rebels.
- *Discussion Point:* 'The Personal Is Political' (p.218). Discuss this statement. Does 'The Political is Personal' mean the same thing?
- *Discussion Point:* The word 'Liberation' covered political movements against colonial oppression, the Women's Liberation Movement and the Gay Pride movement. Choose one of these to research and discuss.
- *Discussion Point:* Policy changes introduced by the Whitlam government in 1975 (p.220) altered Australia forever. Research multiculturalism, for instance, or one of the other changes. How have subsequent governments honoured these changes? Have some of them been reversed or diluted?
- *Discussion Point:* The 'Dismissal' and the subsequent election of Malcolm Fraser and a Liberal government were momentous events. But the arrival of the first Vietnamese boat people fleeing persecution and seeking asylum was another huge event of this time. 'This was the first sign of what would prove to be perhaps the biggest change that would happen to the Australian people since 1788.' (p.222) Why was this so?

### **Refugees: the Story of the Konrads Kids (p.201)**

- *Discussion Point:* This story is an inspiring one of two immigrant children finding their skills in this new country. Does this make a good case for why we should accept refugees?

### **Asian Refugees: the Story of the Jacob-O'Keefe Family (pp.202-3)**

- *Discussion Point:* This is a fascinating story demonstrating how government policy can be too rigid to accommodate a given situation. This family were already acculturated to Australian life, and sending them 'home' made no sense at all. Compare this to current regimes regarding asylum seekers.

### **Building the Snowy: the Story of the Salvestro Family (pp.204-5)**

- *Discussion Point:* This story demonstrates both the hard work and sacrifice of immigrant families and the optimism behind such massive post-war projects.

### **Keeping Culture Strong: the Story of Mary Malbunka (p.212)**

- *Discussion Point:* Under the Assimilation Policy, Mary's family was forced to live in a crowded government settlement at Papunya, far away from their traditional homelands. Yet Mary's family and community kept their culture strong by teaching the children in the traditional way. Read Mary Malbunka's own account of this history in the picture book *When I was Little, Like You* (Allen & Unwin, 2005). You can also read more about the government settlement of Papunya in the *Papunya School Book of Country and History* (Allen & Unwin, 2000).

### **Part of the Struggle: the Story of Hetti Perkins (p.213)**

- *Discussion Point:* Hetti is the daughter of activist Charles Perkins and experienced first hand some of the pioneering moments of his struggle. Have students research her story and that of her father.

### **Becoming a Student Radical: the Story of Helen Voysey (p.216)**

- *Discussion Point:* This story demonstrates the sort of challenges posed by a student becoming an activist. Accusations of being a 'communist' and the discipline involved in studying while protesting were evinced in Helen's commitment.

### **Finding Refuge: the Story of Mandy Sayer (p.219)**

- *Discussion Point:* Domestic abuse of women and children is represented in this story. Have students discuss possible strategies for dealing with such a situation.

### **A Voice for his Family: the Story of Arthur Paschalidis (p.221)**

- *Discussion Point:* The experiences of a Greek immigrant family and their support for the promises made by the Whitlam government are revealed in this story. How would you feel if you had to be your family's translator? Was it a burden for Arthur, or an opportunity, or both? What kind of things might such a kid have to see and do that other kids his age would not? How might his role affect his relationship with his parents?

## **10. NEW BEGINNINGS p.224**

### **CHAPTER TEN COVERS THE PERIOD FROM THE 1980S UNTIL THE PRESENT DAY – MULTICULTURALISM, INDIGENOUS RIGHTS, TECHNOLOGY AND CLIMATE CHANGE.**

- *Discussion Point:* 'Of the twenty-two million people living here today, one in four was born overseas, and many young Australians have parents and grandparents who come from other countries.' (p.224) These statistics present a challenge to contemporary protests against admitting asylum seekers to what has always been a multicultural country.
- *Discussion Point:* The birth of the environmental movement (p.228) with the protest against the construction of a dam on the Franklin River in Tasmania is a seminal moment in Australia's political history. Why?
- *Discussion Point:* Discuss some of the changes in the Australian family outlined in this text. Then consider this quote: 'A recent study shows that Australian mothers spend more time with their children than mothers from any other country in the

First World. Australian fathers also increasingly play a part in raising their children and running the home.' (p.230) Why do you think this is so?

- *Discussion Point:* Educational changes (p.231) have been huge over recent decades. Discuss some of the issues raised here such as government funding for private schools; HECS fees for tertiary education; the efficacy of students spending more years at school and going on to tertiary education.
- *Discussion Point:* Read the poem 'My Country' by Dorothea Mackellar in the context of the comments made on our climate (p.244). What are the future challenges likely to be in dealing with more extreme events such as floods and fires? (See also painting, p.235.)
- *Discussion Point:* The Murray-Darling Basin is a significant test case for our record of environmental management (p.236). The problems faced there are repeated all over the country to a lesser or greater degree.
- *Discussion Point:* 'Thinking Globally, Acting Locally' is an excellent environmental slogan. Try to locate one of the 'Special Forever' anthologies mentioned here (p.237) and read with students. Create your own anthology of what your place means to you and your community.
- *Discussion Point:* The section on digital changes (p.238-9) poses some significant questions. Choose one of them and outline some of your suggested responses based on your research.
- *Discussion Point:* 'Since the 1980s, immigrants have come here from two hundred different countries. However, more immigrants continue to come from Europe than from any other continent.' (p.240) Is Australia still a racist country? How successful are our refugee policies in treating those in need? 'Now, as we enter a new millennium, we are again asking ourselves: what does it mean to be an Australian?' (p.240)
- *Discussion Point:* 'Compared with that of many other nations, Australia's intake of refugees is small. Those who shout the slogan 'Stop the boats!' seem to forget that this nation was founded by a group of homeless people who came to Australia in a flotilla of small boats.' (p.245)
- *Discussion Point:* The Mabo and Wik Judgements are significant pieces of legislation in our history (pp.248-9). The 'History Wars' revealed how contentious Aboriginal history still was. 'The Apology' (p.250) was another major moment. Research these subjects further.
- *Discussion Point:* The photo on p.249 was taken on Australia Day (Invasion Day) 1988 and depicts a group of Aboriginal protestors. Is the T-shirt slogan right? Does White Australia Have a Black History? Where was this photo taken? When? How does this link with text and image on pp.54-5? Why is this the last photo in the book?

### **A Boat Called Freedom: the Journey of the Lu Family (p.227)**

- *Discussion Point:* This story describes some of the common experiences of boat people. Read other accounts such as those written by children who were boat people, or whose parents were boat people, eg. Anh Do and Alice Pung [See **Bibliography.**]

### **Supporting the Campaign: the Story of Angie and Jamie Lister (p.229)**

- *Discussion Point:* This story is about a woman prepared to go to gaol for her beliefs about the environment. Read Nadia Wheatley's novel *The Bleeding* (1987) which illustrates some of the complexity of environmental activism.

### **Growing Up with Traditional Values: the Story of Ray Ingrey (p.232-3)**

- *Discussion Point:* This story outlines in a positive way the advantages of growing up with traditional Aboriginal values within contemporary Australian society. For more information, direct students to Ray Ingrey's first-person account of the link between land, language and culture in *Playground* (2011) p. 26. Do you think it is possible for Aboriginal people to live a traditional life in an urban environment?

### **Being Australian: the Story of Nadine Rabah (p.242)**

- *Discussion Point:* Nadine's story is of a Lebanese family who have made their home in Australia. She excels in both football and her studies and has become an 'Aussie'; her story is a positive endorsement for immigration.

### **Escaping Persecution: the Journey of Najeeba Wazefadost (p.246)**

- *Discussion Point:* This story is an indictment of the cruelty meted out to those who seek asylum. The avenues open to such refugees are few and the dehumanising language used to describe them often obscures the fact that they are seeking refuge from persecution.

### **Escaping Civil War: the Journey of Nene Manasseh (p.247)**

- *Discussion Point:* This story documents a girl's journey from Sudan and how it took all of her childhood to be processed through inadequate immigration channels. She was a baby when her mother fled the country with her children, and fourteen when the family arrived in Hobart. Discuss with students what it might be like to have such a fractured childhood and how it must feel to arrive in a foreign country like this. (Be sensitive to the likelihood that some of the students in your classes may share similar stories.)

## **CONCLUSION p.252**

In her conclusion, Nadia Wheatley writes that 'For all of us, wherever our ancestors come from, history holds stories that help us understand who we are. It also shows us who we might be.' (p.253) This is the major lesson to be taken from this book.

- *Discussion Point:* How does this quote from Nadia Wheatley relate to the book's title and the image on the cover? Do we 'read' them differently after reading the book in detail?

## **WHAT HAPPENED TO THE CHILDREN AND FAMILIES? P.255**

This section makes fascinating reading, for many of these names are not commonly known and yet have had very interesting lives.

## **FOR PARENTS AND TEACHERS P.272**

- *Discussion Point:* 'My rather jaded love of history was suddenly revived by the discovery of History From Below – a new type of historiography that aimed to include the experiences of the 'forgotten' people who had been left out of the historical narrative because they were at the bottom of the social pyramid.' (p.272) Discuss the concept of 'history from below' with your students. Have students discuss the other points made in this section.

## ARTS

### ARTS - LANGUAGE AND LITERACY

- *Activity:* **Research the childhood of some other famous Australian people.** eg. Ned Kelly; Dame Nellie Melba; Dawn Fraser; Lowitja O'Donohue; Dr Victor Chang; Keith Urban.
- *Activity:* **Interview someone in your family** (parents, aunts, uncles, grandparents) and write down their childhood story. Try to find out what was different about living in the past. What were the key events of their childhood – both personal and community events?
- *Activity:* Test your **students' comprehension** after reading the book by answering simple questions, using the **Glossary** (p.276) and **Index** (p.278) as the source of some of the questions.
- *Activity:* In groups, choose from the **Index** a topic with a number of references to different sections of the book. Follow the thread of these references through the book and create a presentation on it, for example, 'Farming in Australia', 'How houses have changed', 'A Country of Immigrants'.

### ARTS - VISUAL LITERACY

- *Activity:* Create a **comic strip** of four panels of the event which most appealed to you in this book. [See *Jandamarra* by Mark Greenwood and Terry Denton (Allen & Unwin, 2013) which is a graphic novel about the life of this famous Aboriginal warrior. This offers an excellent example of how an incident in Australia's history might be translated into a graphic form.] Consult books on designing comics and graphic novels. [See **Bibliography**.]
- *Activity:* Design your own **cover** for this book. What would it depict?
- *Activity:* Create a **poster** for one of the campaigns or issues discussed in this book, e.g. women's emancipation or better treatment for refugees.
- *Activity:* Have students **examine photographs of people or incidents** described in these stories. Photos can give a unique insight into the times. Visit sites such as the National Library of Australia Trove site for 'Pictures, Photos, Objects'. <http://trove.nla.gov.au/picture>. Discuss the choice of images and how they are placed in the text. Have students create their own illustrated text based on a few carefully chosen family photographs and write an explanation of why these photographs were chosen.

### ARTS - CREATIVE ARTS

- *Activity:* Create a play or a short film about one of the childhoods recorded in this book. Write a script and choose relevant music, costumes and set for your play or short film. [See **Bibliography** for resources.]
- Create a **Book Trailer** for this book. [See **Bibliography** for resources.]

## CONCLUSION

Nadia Wheatley has created a monumental tribute to the diversity of experiences which have made up the history of Australia to date. She has paid respect to the Indigenous traditions of this country, to the travails of those who were transported and forced to live here against their will, and to those who freely arrived on these shores. She has traced the waves of immigration which have occurred since the penal colony was established, and the influence of global events such as wars and economic depression. She has pointed out how important it is for Australia to continue offering refuge to those who are fleeing from persecution in other countries and how much such asylum seekers have contributed to our nation's identity. She issues a warning to today's young people not to become engulfed by technology and how important it is for the spirit of community to go beyond the virtual world of social media.

*Australians All* is a major contribution to Australian historical non-fiction for children, and will provide students with a wide range of information and stimulus to research further.

## BIBLIOGRAPHY OF RELATED TEXTS

There is an extensive listing of sources within the text and in the **Bibliography** (p.275). The following is a select list of additional resources.

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## ABOUT THE WRITERS

### ABOUT THE AUTHOR

**Nadia Wheatley** writes for both adults and young people. Her award-winning books cover the genres of fiction, history, biography and picture books, and reflect her commitment to social justice. Nadia's first book, *Five Times Dizzy*, was often described as the first multicultural children's book in this country. She has published award winning short stories and novels including: *The House That was Eureka* (Text, 2013, Viking Kestrel, 1984), *Five Times Dizzy and Dancing in the Anzac Deli* (Lothian, 2012) and *Vigil* (Penguin, 2011).

During the period 1998-2001 Nadia Wheatley and artist Ken Searle worked as consultants at the school at Papunya (an Aboriginal community in the Western Desert, Northern Territory). As part of their work, they helped forty Indigenous staff and students produce the multi-award-winning *Papunya School Book of Country and History* (Allen & Unwin). In 2005 Nadia Wheatley and Ken Searle developed an innovative Harmony project with children from Muslim, Catholic and state schools in Sydney's south-west. Examples of the students' writing and art are included in the picture book *Going Bush* (Allen & Unwin), which is illustrated and designed by Ken and has a narrative text by Nadia. *Playground* (Allen & Unwin, 2011) was a collection of stories about Indigenous country.

### ABOUT THE ILLUSTRATOR

**Ken Searle** grew up around the Cooks River, in the south-west suburbs of Sydney, where he still lives. He is best known for his large paintings in oil on canvas, depicting the suburban and industrial areas of a number of Australian cities. As well, he has painted the landscapes of the Western Desert and of the southern coastline. He has

worked with author Nadia Wheatley on two main projects to produce the multi-award winning *Papunya School Book of Country and History* and *Going Bush*. A self-taught artist, in the mid 1970s Ken Searle began regularly exhibiting works at Watters Gallery in Sydney, where he has held fifteen solo exhibitions. Examples of his work can be viewed at [www.wattersgallery.com](http://www.wattersgallery.com)

#### **ABOUT THE AUTHOR OF THESE NOTES**

**Dr Robyn Sheahan-Bright** operates *justified text* writing and publishing consultancy services, has published widely on children's and YA literature. In 2011 she was the recipient of the CBCA (Qld Branch) Dame Annabelle Rankin Award for Distinguished Services to Children's Literature in Queensland, and in 2012 the CBCA (National) Nan Chauncy Award for Outstanding Services to Children's Literature in Australia.

Australia, officially the Commonwealth of Australia, is a sovereign country comprising the mainland of the Australian continent, the island of Tasmania, and numerous smaller islands. It is the largest country in Oceania and the world's sixth-largest country by total area. The neighbouring countries are Papua New Guinea, Indonesia, and East Timor to the north; the Solomon Islands and Vanuatu to the north-east; and New Zealand to the south-east. The population of 25 million is highly urbanised and Enjoying Yours at the Races in Australia Australians, even those who do not care to punt or are otherwise ambivalent to the racing industry that plays such an important role in the sports environment of the country, can derive plenty of enjoyment from attending race meetings in any of the. Become inspired to travel to Australia. Discover fantastic things to do, places to go and more. Visit the official site of Tourism Australia here. Rates are indicative based on the minimum and maximum available prices of products and services. Please visit the operator's website for further information. All prices quoted are in Australian dollars (AUD). Tourism Australia makes no representations whatsoever about any other websites which you may access through this website.