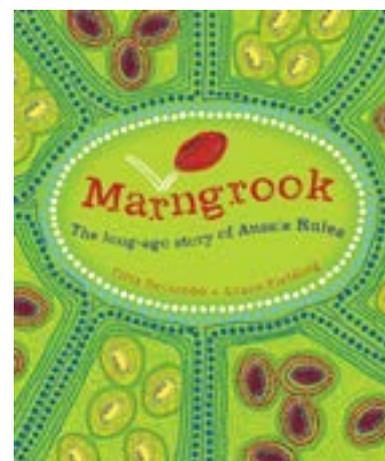


Magabala Books • Teacher Notes

Marngrook: The Long Ago Story of Aussie Rules

Written by Titta Secombe

Illustrated by Grace Fielding



Teacher Notes prepared by Christina Wheeler

OVERVIEW

Marngrook: The Long Ago Story of Aussie Rules is a picture book that shares the story of how the Indigenous game of 'marngrook' helped to inspire the development of Australian Rules Football. This game was played by the Aboriginal people of north west Victoria over 150 years ago. When one of the tribe's elders makes a toy from a possum's skin, Jaara creates a wonderful game that transcends time and place.

THEMES

- Indigenous culture
- Indigenous language
- Australian Rules Football

AUDIENCE AND WRITING STYLE

Written in third person, past tense, *Marngrook: The Long Ago Story of Aussie Rules* is an engaging, simple story for lower and middle primary students. It incorporates Jardwadjali language words and dot art techniques.

LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to English, History and Visual Arts for year levels 1–4. The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities

CULTURAL NOTES

Marngrook: The Long Ago Story of Aussie Rules offers rich opportunities to explore aspects of Aboriginal culture – specifically of the people of Gariwerd in north west Victoria – including hunting, leisure, and family. It is recommended that teachers practise the Jardwadjali language words included in the text with their students.

For information about teaching Australian Indigenous content see [Teaching Indigenous content with Magabala Books](#).

ABOUT THE AUTHOR AND ILLUSTRATOR

Titta Secombe is a Gunditj-marra-jard-wa woman from the Wimmera Region of Western Victoria. She is a proud mother and grandmother and grew up being told the marngrook story by her elders. Titta is a dedicated AFL fan and has worked in programmes that develop the skills of young football players.

Grace Fielding was raised at the Wandering Mission near Perth. Well-known for her unique art style that combines traditional dot art with contemporary images, Grace has illustrated several children's books and has won many awards, including the CBCA Crichton Award for illustration and the Children's Award at the WA Premier's Book Awards.



CLASSROOM IDEAS

- Before reading, consider the title and cover of the text. What might a 'marngrook' be? What clues does the reader get about the text from the cover?
- Where is this book set? Find the area on a map.
- Jardwadjali language is used throughout the text. Keep a journal of these words and their meanings. Use the introduction to help pronounce these words. Why has the author chosen to include the Jardwadjali language in the telling of this story?
- Wawi uses all parts of the possum. Nothing goes to waste. What does this tell you about the connection between the Aboriginal people and nature?
- Wawi is a Clan Elder. What does this mean? Think about what he does and how he is shown in the illustrations to help answer this question.
- Why does Jaara begin to cry when he is lost in the bush? Have you ever felt like Jaara? When?
- Choose your favourite page opening from the book. Share with the class why you like this page, discussing both the text and the illustrations.
- What aspects of Indigenous culture are evident in *Marngrook: The Long Ago Story of Aussie Rules*? Brainstorm a list as a class.
- Think about Jaara's life. List all the things you have in common with Jaara. What things are different?
- Explore the illustrations in *Marngrook: The Long Ago Story of Aussie Rules*. Identify aspects of the pictures that reflect an Aboriginal style of artwork. Create an artwork in the style of Grace Fielding.
- Choose a spread from the book. What can you learn from the words on the page? What can you learn from the illustration? What can you learn from both the words and the illustration?
- Research the history of Australian Rules Football. Create a poster to explain the link between marngrook and the modern game.
- Compare *Marngrook: The Long Ago Story of Aussie Rules* with the picture book *Kick it to Me* which also traces the history of marngrook and Aussie Rules. Create a table to show the similarities and differences in these texts.
- Investigate and play other Indigenous games and sports. Download the Yulunga Resource from the Australian Sports Commission. <http://www.ausport.gov.au/participating/resources>
- Invite a local Indigenous guest speaker to speak about pastimes of traditional Aboriginal people.
- Learn the game of Australian Rules Football. Practise kicking and bouncing like Jaara would have done.
- Read the quote from Adam Goodes on the back cover. Research and present a report or talk on a famous Indigenous sports person.
- Write a reflection about a pastime you enjoy. This could be a sport or another hobby such as a craft. Illustrate this reflection.



APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM F-10 (VERSION 8)

Year	English	History	Visual Arts
1	<p>Compare different kinds of images in narrative and informative texts and discuss how they contribute to meaning (ACELA1453)</p> <p>Discuss how authors create characters using language and images (ACELT1581)</p> <p>Discuss characters and events in a range of literary texts and share personal responses to these texts, making connections with students' own experiences (ACELT1582)</p> <p>Respond to texts drawn from a range of cultures and experiences (ACELY1655)</p>	<p>Differences in family structures and roles today, and how these have changed or remained the same over time (ACHASSK028)</p>	<p>Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)</p> <p>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)</p>
2	<p>Understand that different types of texts have identifiable text structures and language features that help the text serve its purpose (ACELA1463)</p> <p>Identify visual representations of characters' actions, reactions, speech and thought processes in narratives, and consider how these images add to or contradict or multiply the meaning of accompanying words (ACELA1469)</p> <p>Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created (ACELT1587)</p> <p>Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591)</p>	<p>How changing technology affected people's lives (at home and in the ways they worked, travelled, communicated and played in the past) (ACHASSK046)</p>	<p>Explore ideas, experiences, observations and imagination to create visual artworks and design, including considering ideas in artworks by Aboriginal and Torres Strait Islander artists (ACAVAM106)</p> <p>Respond to visual artworks and consider where and why people make visual artworks, starting with visual artworks from Australia, including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR109)</p>



<p>3</p>	<p>Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)</p> <p>Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)</p> <p>Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)</p>	<p>The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062)</p> <p>How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK063)</p>	<p>Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)</p> <p>Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)</p>
<p>4</p>	<p>Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages (ACELA1487)</p> <p>Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)</p> <p>Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)</p>	<p>The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)</p> <p>The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086)</p>	<p>Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)</p> <p>Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander Peoples (ACAVAR113)</p>

Cross curriculum priorities

Aboriginal and Torres Strait Islander histories and cultures

General capabilities

Literacy, Personal and social capability, Intercultural understanding

