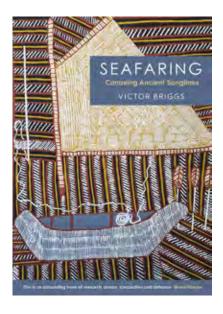
Magabala Books Teacher Notes

Prepared by Casey Mulder



Seafaring

written by Victor Briggs



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Category Culture & History

Cover artwork by Susie Wanji Wanji, Kapala (boat) ochre on canvas, 2021

OVERVIEW

'For various reasons, this story cannot be proven. But that does not matter to me because in my Aboriginal way of being and knowing, stories like my uncle's do not need modern scientific proof to have validity - the role of story in Indigenous community is key to all aspects of our Culture.'

A long time ago Indigenous Australian seafarers sailed to Hawaii on the trade winds. When they got there, they exchanged skills, information and technology.

A story told to his uncle by an Indigenous Hawaiian elder would change the shape of Gumbaynggirr/Gamilaroi man Victor Briggs' life, and send him on a search for answers to the question: were Indigenous Australians master navigators of one of the world's largest oceans, the South Pacific? Is this yet another example of suppression of the past in colonial history?

Bringing voice to his ancestors and the power of oral storytelling, Victor shares his compelling journey into the past through research, stories and visions. This seed of an idea is crying out for further research about the world's largest ocean and its Indigenous trading networks.

ABOUT THE AUTHOR

Victor Briggs is a Gumbaynggirr/Gamilaroi man born in Gamilaroi country. He has a Master of Philosophy (University New England), Masters of Environmental Advocacy (UNE), Bachelor of Arts (UNE), Grad Cert in Arts, Cert 4 Training and Assessment and currently mentors Aboriginal and Torres strait Islander students.

UNIT WRITER

Casey Mulder is a Ballardong Noongar woman from Western Australia. She is a secondary English teacher and Student Services leader within schools and has a keen interest in First Nations storytelling in all its forms. In 2022, she received a Creative Development Scholarship from Magabala Books to complete an editing mentorship at Night Parrot Press. She currently has a Writing Fellowship at the Centre for Stories in Perth and was recently appointed as the First Nations Editor for Westerly Magazine.

THEMES

- Indigenous culture and knowledge
- Oral storytelling
- Connection to Country
- First Nations Creators
- Australian History
- Identity
- Technology
- Power and authority
- Colonisation

AUDIENCE AND WRITING STYLE

Seafaring is a series of personal and academic essays, in which Victor Briggs introduces himself and his motivations for conducting the research that contributed to this book. Seafaring presents extensive oral and written source material as the collected evidence for Briggs' investigation into the possibility that Aboriginal and Torres Strait Islander people navigated the South Pacific Ocean, to Hawaii. Briggs explores the significance of oral storytelling in Aboriginal and Torres Strait Islander cultures and considers questions around credibility and validity of the content of oral stories, as an Aboriginal person studying in the Western academic system. Briggs maintains a strong sense of personal voice throughout, culminating in the conclusion in which Briggs reflects on the impact of this investigation, not just on the outcome of the research itself but on him personally. This text is accessible for high school students more broadly and is a text to study in depth for students in Year 10 to 12.

LINKS TO AUSTRALIAN CURRICULUM

General Capabilities:

- **Literacy**
- **Digital Literacy**
- Critical and Creative Thinking
- Personal and Social Capability
- **Ethical Understanding**
- Intercultural Understanding

Cross-curriculum priorities:

- Aboriginal and Torres Strait Islander Histories and Cultures
- **Sustainability**

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

Learning area Year level 10-12 **English**

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum, as well as various Senior Secondary English and Syllabuses in most Australian States and Territories:

Learning area	Year level
English	Year 10
Senior Secondary English	11-12

APPENDIX - LINKS TO THE AUSTRALIAN CURRICULUM

Year Curriculum Area

10 English

Language

- (AC9E10LA01) understand how language can have inclusive and exclusive social effects, and can empower or disempower people
- (AC9E10LA02) understand that language used to evaluate, implicitly or explicitly reveals an individual's values
- (AC9E10LA03) analyse text structures and language features and evaluate their effectiveness in achieving their purpose
- (AC9E10LA04) understand how paragraph structure can be varied to create cohesion, and paragraphs and images can be integrated for different purposes
- (AC9E10LA08) use an expanded technical and academic vocabulary for precision when writing academic texts

10 **English**

Literature

- (AC9E10LE01) analyse representations of individuals, groups and places and evaluate how they reflect their context in literary texts by First Nations Australian, and wide-ranging Australian and world authors
- (AC9E10LE02) reflect on and extend others' interpretations of and responses to literature
- (AC9E10LE03) analyse how the aesthetic qualities associated with text structures, language features, literary devices and visual features, and the context in which these texts are experienced, influence audience
- (AC9E10LE04) evaluate the social, moral or ethical positions represented in literature
- (AC9E10LE05) analyse how text structure, language features, literary devices and intertextual connections shape interpretations of texts
- (AC9E10LE06) compare and evaluate how 'voice' as a literary device is used in different types of texts, such as poetry, novels and film, to evoke emotional responses
- (AC9E10LE07) analyse and evaluate the aesthetic qualities of texts



Year Curriculum Area

10 English Literacy

- (AC9E10LY01) analyse and evaluate how people, places, events and concepts are represented in texts and reflect contexts
- (AC9E10LY03) analyse and evaluate how language features are used to implicitly or explicitly represent values, beliefs and attitudes
- (AC9E10LY04) analyse and evaluate how authors organise ideas in texts to achieve a purpose
- (AC9E10LY05) integrate comprehension strategies such as visualising, predicting, connecting, summarising, monitoring, questioning and inferring to analyse and interpret complex and abstract ideas
- (AC9E10LY06) plan, create, edit and publish written and multimodal texts, organising, expanding and developing ideas through experimenting with text structures, language features, literary devices and multimodal features for specific purposes and audiences in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical
- (AC9E10LY07) plan, create, rehearse and deliver spoken and multimodal presentations by experimenting with rhetorical devices, and the organisation and development of ideas, to engage audiences for different purposes in ways that may be imaginative, reflective, informative, persuasive, analytical and/or critical

11-12 English

- Purpose, taking into account that a text's purpose is often open to debate (ACEENOO8)
- Personal, social and cultural context (ACEEN009)
- The use of imaginative, persuasive and interpretive techniques. (ACEEN010)
- Analysing the ways language features, text structures and stylistic choices shape points of view and influence audiences (ACEEN024)
- Evaluating the effects of rhetorical devices, for example, emphasis, emotive language and imagery in the construction of argument (ACEEN025)
- · Analysing the effects of using multimodal and digital conventions such as navigation, sound and image (ACEEN026)

CULTURAL NOTES

The Australian Curriculum identifies Aboriginal and Torres Strait Islander histories and cultures as a priority area, ensuring it is addressed across learning areas and year levels.

We understand that many teachers have found it challenging to teach Indigenous content, perhaps for fear of making a mistake and causing offence, due to lack of knowledge or due to the complexity of issues it can raise.

Teachers can be confident when using our books. Magabala Books is Australia's leading Indigenous-owned and controlled publisher. Our books are Indigenous authored, and collaborations between Indigenous and non-Indigenous storytellers/authors are rigorously overseen to ensure they comply with Magabala's protocols. Magabala's books represent integrity of process.

Our teacher resources are free and provide comprehensive and practical guidelines to assist teachers to use Indigenous books in the classroom. They are developed by teachers, teacher librarians and curriculum writers. Magabala teacher resources are listed below, together with a link to Reading Australia where you will find additional resources for English literature thanks to the support of the Copyright Agency's Cultural Fund.

In the Australian Curriculum, the Cross-curriculum priority emphasises the value that teachers are to place on Aboriginal and Torres Strait Islander Histories and Cultures. Within English, this means that teachers are to provide 'culturally relevant and engaging contexts for all students to:

- appreciate literature created by First Nations Australian authors and illustrators
- engage with and respond to literature about the histories, cultures and perspectives of First Nations Australians
- examine texts that include events, Country/Place, identities and languages of First Nations Australians
- identify and discuss the representation of First Nations Australians' histories and cultures
- explore oral narrative traditions of First Nations Australians and their importance for connections to people, Country/ Place and cultural identity.'

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TEACHING INDIGENOUS CONTENT

The following suggestions aim to assist teachers in using Magabala books to incorporate Indigenous content and perspectives into their classrooms. Along with the teacher resources for each title, these practical hints will help maximise the rich learning opportunities provided by the books.

- Huge diversity exists within and between Indigenous communities. While Magabala books offer insights into a variety of Indigenous people, practices and places, it is important that students understand that each text explores a specific context. To highlight Indigenous diversity, it may be useful to explore the themes raised in any given text within your local context. This could involve, for example, asking a local Indigenous representative into your class, visiting a nearby site of significance, or researching the Indigenous group/s from your area and their language/s.
- Magabala's books provide great opportunities to develop students' intercultural understanding, which has been identified as a general capability in the Australian Curriculum. Empathy tasks can be particularly useful in this regard. This could involve asking students to respond creatively to texts by taking on the role of characters or individuals in books. Highlighting the similarities between students and characters, rather than the differences, can also be an effective way of developing intercultural understanding.
- Aboriginal and Torres Strait Islander cultures are living, changing and ongoing. Be mindful, particularly when using texts about the past, not to describe cultural practices or beliefs as happening only in the past.

- When discussing a book as a class, it is preferable to avoid generalisations about Aboriginal and Torres Strait Islander peoples. The statement 'Aboriginal people use boomerangs to hunt animals', for example, is misleading, as boomerangs are only culturally significant in some areas. It is preferable to qualify statements (e.g., 'The Yawuru people...'). For similar reasons, avoid asking students, including Indigenous students, to contribute to discussions on behalf of a cultural or racial group. Students should instead be encouraged to offer personal perspectives.
- Themes covered in some Magabala books, such as the stolen generations, discrimination and violence, may be distressing for students. These books can be powerful tools for addressing difficult issues, but care should be taken. Students may not wish to be active participants in class discussions and providing opportunities for individual reflection can be useful. It is also important to challenge stereotypical or discriminatory statements made by students. The best way to do this is to ask them to explain what they are basing their statements on, so any assumptions or misinformation can be quickly corrected.

INITIAL RESPONSE

Personal response on reading the text

Provide each student with a reading journal and a set of post-it notes to use while reading the text.

After the class completes each chapter, set time for free writing. If your class would benefit from some more structured prompts, this resource contains some good writing prompts for creative non-fiction texts.

The section called 'Close Study of the Text' also contains specific activities where the reading journal can be utilised.

Introductory activities

Ensure each student has access to a copy of the text. Conduct a close reading of the front and back covers, and complete a 'See, Think, Wonder.' Have students note their responses in their journals. Their responses will feed into a class discussion and will also be revisited later in the unit.

Discussion questions:

See: What do you see by closely examining the front and back covers of this text?

Think: What are your current thoughts about the cover, and also your perceptions of the content of the text?

Wonder: What questions does this leave you with?

Oral storytelling

Discuss oral storytelling as it relates to Indigenous cultures in Australia. The following journal article may assist you with this:

What is the role of oral history and testimony in building our understanding of the past? - Patricia "Chent" Gwatkin-**Higson**

The blurb states:

"...this story cannot be proven. But that does not matter to me because in my Aboriginal way of being and knowing, stories like my uncle's do not need modern scientific proud to have validity – the role of story in Indigenous community is key to all aspects of our Culture.'



The story told to his uncle by an Indigenous Hawaiian elder would change the shape of Gumbaynggir/ Gamilaroi man Victor Briggs' life, and send him in search of an answer to the question: were Indigenous Australians master navigators of one of the world's largest oceans, the South Pacific?

Based on his masters thesis, Victor shares his compelling journey into the past through research, stories and visions whilst bringing voice to his seafaring ancestors and the power of oral storytelling.

Consider the information provided by the cover alone and discuss:

- Why did Victor Briggs embark on this learning journey?
- What were the influencing factors?
- What was the key question Victor Briggs sought to investigate?
- What does the blurb teach you about oral storytelling? Susie Wanji Wanji is the artist featured on the book's cover. Students can learn about this artist via the profile on the Munupi Arts website.

Outline key elements of the text

Seafaring is based on Victor Briggs Masters thesis.

Deakin University published the following resources on the elements of a conventional thesis.

The conventional thesis is a monolithic text rather like a book. It tends to be structured as follows:

- an abstract
- an introductory chapter
- a review of the literature in the field, possibly accompanied by an outline of the objectives of the research project
- a chapter discussing the methods used in the research
- a series of substantive chapters presenting the research findings

- possibly a general discussion drawing the findings together
- a conclusion that summarises your contribution to knowledge, and may also reflect on future research questions that follow from your project.

Briggs begins Seafaring with an introduction, and then the text moves through the following chapters:

- Chapter One Uncle Tim's Story
- Chapter Two Canoes in Aboriginal Australia
- Chapter Three Customary Trade Relationships in Oceania
- Chapter Four Astronomy and Navigation
- Chapter Five Religion and Culture

Briggs then concludes the text, and Seafaring finishes with the endnotes, bibliography acknowledgements and some information about the author.

Consider now, what might be some of the challenges in developing a Masters for broader publication? What are some of the expectations of academic writing? What are the possibilities when publishing a book?

Synthesising task

Have students record a podcast introduction as thought they were about to interview Victor Briggs about his book, Seafaring.

Guidelines:

- Voice record onto a device
- No more than 3 minutes long
- Must contain information about the author (Victor Briggs)
- Must contain information about the publisher (Magabala Books)
- Must contain information about the cover artist (Susie Wanji Wanji)

CLOSE STUDY OF THE TEXT

Introduction

Read the introduction.

Using the following resource to provide examples, guide the students in drawing a life map for Victor Briggs. Students can choose whatever structure they like. The emphasis is not on linear progression, but on visually mapping all the key elements Briggs describes about his life, and how they brought him to write this book.

Students should draw this life map into their reading journals or create it digitally and add a printed copy to the journal.

Chapter One: Uncle Tim's Story

In Chapter One, Victor Briggs introduces his Uncle Tim. The story told to Briggs around the dinner table compelled the research that in time, resulted in this book.

'We were talking about numerous interesting topics ... when he mentioned that, while he was on one of the

Hawaiian Islands, an old Indigenous elder there had approached him and asked if he was from Australia. Because of his Australasian appearance, he knew my uncle was from that region of the South Pacific. My uncle said 'yes' and then the local Indigenous Hawaiian man began to tell him the story about long-timeago Indigenous Australian seafarers who had sailed to Hawaii on the trade winds. When they got there, they helped the Hawaiians with resources such as information and technology.' p.17-18

Briggs goes on to describe the impact this had on him in the moment.

'I was amazed: Aboriginal people had sailed all the way across the sea and had the know-how to help the Hawaiians with these extensive resources and this had never been acknowledged in Western history, which truly amazed me.' p.18



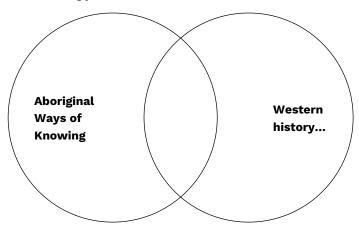
Direct the students to read Chapter One in full. They should highlight or use their post it notes to identify key points in the chapter.

In reviewing the chapter, as the students to complete a Venn diagram that looks at Aboriginal Ways of Knowing in comparison to what Briggs identifies as 'Western history', 'conventional history' and 'colonial masters academic opinions.' It is recommended students use an A3 sheet of paper for this task, and you could have students work in pairs and small groups. Each note on the Venn diagram should have an accompanying page number.

Students should make sure they include notes on:

- Aboriginal ways of knowing
- Dreams
- Archaeological accounts of Sahul the mega-continent
- Sea voyages and Dreaming stories

Once completed, the Venn diagram should be added to their reading journals.



To review this content before moving on to Chapter Two, complete the visible thinking activity Creative Question Starts. Students add these questions to their reading journals and then select one to offer to their classmates in a class discussion. Discussions could also be conducted in small groups.

Chapter Two: Canoes in Aboriginal Australia

In Chapter Two Victor Briggs explores the tensions and friction from Aboriginal scholars within the Western academic system, writing that:

'Academic historians have typically underestimated Indigenous Australians' abilities as seafarers.' p.35

The following articles explore the experience of Aboriginal academics within tertiary institutions within Australia:

Indigenous scholars struggle to be heard in the mainstream. Here's how journal editors and reviewers can help

Being an Aboriginal academic – it's like The Hunger

Make copies of these available to your students and have them read and annotate the articles.

Now read through Chapter Two as a class, pausing to discuss each of questions below:

- What does the beginning of Chapter Two teach us about Aboriginal people and culture? pp.35-36
- How have white academics downplayed Aboriginal achievement? p.36
- What ideas are introduced about Aboriginal people's navigational abilities? pp.38-39
- What did Victor Briggs discover about canoe making technology through his research? pp.39-41
- Review the evidence Briggs provides for the history of seafaring. p.42
- List the variety of canoe technologies and give reasons for these construction methods and designs. p.43-47

As a publisher, Magabala Books seeks to:

Based in Broome, Western Australia, we publish Aboriginal and Torres Strait Islander authors, artists and illustrators from all over Australia. An independent, notfor-profit Indigenous Corporation, Magabala is governed by a dedicated Board of Kimberley Aboriginal educators, business professionals and creative practitioners.

Magabala publishes up to 18 new titles annually across a range of genres: children's picture books, memoir, fiction (junior, YA and adult), non-fiction, graphic novels, social history and poetry. We also keep a substantial backlist in print and our earliest titles stand strong alongside new releases in the trade and are of significant cultural importance.

Magabala's commitment to developing new and emerging Indigenous writers, illustrators and one-time storytellers, sets us apart from other publishers. Our program of professional development is unparalleled in the industry.

Our award-winning titles are recognised for their literary merit, cultural significance and contribution to the canon of Australian literature.

Magabala Books is an advocate and guardian, protecting the cultural and intellectual property rights of all our creators. We play a significant advisory role within the publishing industry, modelling best practice for the publishing of Indigenous stories. Magabala also delivers a range of innovative social and cultural initiatives.

Every Magabala Book purchased is an investment in Indigenous creative, cultural and economic futures.

Consider the significance of the relationship between Magabala Books and First Nations creators, particularly in the context of the information introduced by Briggs in Chapter Two.

Now, use an online note-taking tool like Padlet. Students must each contribute two dot points to the notes wall in review of Chapter Two. Display this digitally as contributions are being made and instruct students to review the contributions with the aim of adding information that has not yet been offered.



Chapter 3: Customary Trade Relationships in Oceania

In Chapter 3, Briggs explores the trade activities and relationships throughout Oceania.

Direct students to take notes on the evidence for and purpose of trade relationships with Aboriginal Australians, using the subheadings used throughout the chapter:

- Papua New Guinea
- Torres Strait Islands
- Cape York
- Macassar
- Polynesia

Students can then use Canva or other design software to create an infographic that explore s these trade relationships.

Once completed, posters should be displayed in the classroom. A gallery walk should be conducted, with students offering positive feedback on post it notes during the experience.

Discussion questions:

- How did this research impact Briggs' understanding of the importance of canoes in trade?
- How did trade and migration impact agriculture and horticulture, according to Briggs' research?
- Consider the quote that concludes Chapter 3: 'Trade and kinship relationships between Aboriginal Australians and other people of the South Pacific were close and extensive. These relationships could well have fostered oceanic voyaging by Australian Aboriginal people. If this story seems strange and novel now, it may be because the history of these longstanding connections has been discounted by the coloniser along the lines of the 'divide and conquer' principle. In other words, it may be that the British not only prevented these inter-Pacific relationships from continuing, but also that their historians worked to eradicate the memory of them from the record.' p.61

Discuss the notion of 'eradicating the memories of [these inter-Pacific relationships] from the record'. Consider the impact of colonial storytelling on representations of Aboriginal and Torres Strait Islander technologies and capabilities. Finding Eliza: Power and colonial storytelling written by Larissa Behrendt explores this notion in depth. Resources for Finding Eliza can be accessed via the Reading Australia website.

Chapter Four: Astronomy and Navigation

Chapter Four begins with the following statement:

'Aboriginal people possessed similar science and technology to all the other peoples throughout Oceania. This knowledge was more than sufficient to have enabled Aboriginal people to sail across the Pacific.' P.63

Briggs goes on to explore both astronomy and navigation in this chapter, as well as the interrelationships between the two. Briggs focused on evidence and examples of

sailing in the South Pacific, maintaining his focus on the proposition that Aboriginal Australians had the skills and technology to sail to Hawaii. Briggs writes:

'Once human beings started making voyages, they had to develop navigational systems. There is plenty of evidence that the systems of Indigenous travellers were reliable and sophisticated.' p.64

Direct students to read this chapter, using their highlighters or post-it notes to emphasise key points.

Students will design an oral presentation that examines the content of this chapter. Their presentations must include:

- Notes and planning added to their reading journal
- A five minute speech, including note cards
- At least two direct quotes from the text
- At least two visual elements (for example, the use of a whiteboard or smartboard, a video, a PowerPoint with minimal text, diagrams or maps

Their presentation must address the following:

- The myths around ocean navigation Briggs seeks to dispel
- Examples of navigational systems and strategies
- The reasons European sailors downplayed or disregarded the navigational and sailing skills of Aboriginal seafarer, and an explanation of what purposes these colonial narratives served
- Examples of specific voyages
- The importance of the stars in Aboriginal culture

Students should present to a small group of 3 other students. This will require additional staff to assess, should you wish to conduct all presentations on the same day.

To conclude this chapter, students should write a reflection on the following questions into their reading journals:

How does the evidence presented in Chapter Four connect with Briggs' overall proposition that Aboriginal people sailed the South Pacific to Hawaii?

Chapter Five: Religion and Culture

In the opening paragraphs of Chapter Five, Briggs makes to 'The Australian Dreaming,' stating that:

'The Australian Dreaming is a way of life, a philosophy that encapsulates environment, spirituality, languages, stories and people.' p.77

Direct students to read the quote by Nganyinytja, an Elder Pitjantjatjara woman (pp.77-78). In their reading journals, students should complete the visible thinking activity **Connect**, **Extend**, **Challenge** in reference to their developing understand about the Dreaming.

Now write the following subheadings on large pieces of card or butcher's paper, and place them around the room:

- Songlines
- Reciprocity and trade



- Religious dimensions of navigation and seafaring
- Celestial bodies and religion
- Canoes as sacred

Students should read Chapter Five in full, and then add two notes to each of the posters in review of their learnings. Divide the class into five groups and allocate one poster to each group. The group must now collate the information into a handout, prepare it for the class and then distribute it. All students add these notes to their reading journals.

Conclusion

In the conclusion, Briggs summarises the findings of his research, reflects on the impact this investigation had on him, and discusses the cultural significance of this work.

To review the conclusion, have the students read and annotate it as with previous chapters.

Students should then bring their copy of the text, to a yarning circle. Yarning circles are an important Indigenous methodology, and can be introduced using the following resource on the Queensland Curriculum and Assessment Authority website: Yarning Circles

Focus questions for the yarning circle:

- Why does Briggs use both academic and personal essays in Seafaring? What is the significance of this structural decision?
- What are the key points Briggs uses to summarise his research?
- Discuss this quote: 'The evidence of religion, astronomy, trade and marriage, and canoe technology shows that Aboriginal people sailing from the north of Australia to Hawaii was highly achievable and quite possibly believable despite what other historians and scholars might have thought.' p.87
- What impact did this research, and then the writing of this book have on Victor Briggs? What did he learn and realise, beyond the specific findings of the research itself? What was the 'icing on the cake' for him, and why?
- What did Briggs realise about the 'dumbing down of Aboriginal achievements by the coloniser'?

SIGNIFICANCE

Ways of reading the text

In reading this text, work with your students to develop an understand of the concept of yarning as a methodology. Consider the importance of yarning to the creation of Seafaring as a literary work.

Utilise the following resource:

Yarning About Yarning as a Legitimate Method in <u>Indigenous</u>

Research

Extending the yarning yarn: Collaborative Yarning Methodology for ethical Indigenist education research

Comparison with other texts

Sand Talk: How Indigenous Thinking Can Save the World by Tyson Yunkaporta

Sand Talk, published by Text Publishing, has links to Seafaring in that it explores Indigenous ways of knowing and applies these Aboriginal knowledge systems to the global systems of modern society.

Both Seafaring and Sand Talk are creative non-fiction texts written by Indigenous authors.

The Text Publishing website introduces Sand Talk by saying:

'This remarkable book is about everything from echidnas to evolution, cosmology to cooking, sex and science and spirits to Schrödinger's cat.

Tyson Yunkaporta looks at global systems from an Indigenous perspective. He asks how contemporary life diverges from the pattern of creation. How does this affect us? How can we do things differently?

Sand Talk provides a template for living. It's about

how lines and symbols and shapes can help us make sense of the world. It's about how we learn and how we remember. It's about talking to everybody and listening carefully. It's about finding different ways to look at things. Most of all it's about Indigenous thinking, and how it can save the world.'

The Text Publishing site contains a wealth of information about this text including interviews, reviews, video content and book club notes.

Dark Emu by Bruce Pascoe

Dark Emu, also published by Magabala Books, has links to Seafaring in that it also addresses the impact of colonial storytelling, and the myths perpetuated within colonised Australia, about the history, culture, technology and knowledge of Indigenous Australians.

Both Seafaring and Dark Emu are creative non-fiction texts written by Indigenous authors.

The introduction to Dark Emu on the Magabala Books website states:

'Dark Emu argues for a reconsideration of the "huntergatherer" tag for pre-colonial Aboriginal Australians and attempts to rebut the colonial myths that have worked to justify dispossession. Accomplished author Bruce Pascoe provides compelling evidence from the diaries of early explorers that suggests that systems of food production and land management have been blatantly understated in modern retellings of early Aboriginal history, and that a new look at Australia's past is required.'

A teaching resource for *Dark Emu* can be accessed via the Reading Australia website here.



Finding Eliza: Power and colonial storytelling by Larissa **Behrendt**

Finding Eliza, published by University of Queensland Press has links to Seafaring in that many of the same themes are addressed:

- Identity
- Language
- Land and landscapes
- Cultural resilience and vitality
- Communities and connections
- Colonial storytelling

The blurb on the UQP website states:

'Behrendt uses Eliza's tale as a starting point to

interrogate how Aboriginal people – and indigenous people of other countries - have been portrayed in their colonisers' stories ... Exploring works as diverse as Robinson Crusoe and Coonardoo, Behrendt looks at the stereotypes embedded in these accounts, including the assumption of cannibalism and the myth of the noble savage. Ultimately, Finding Eliza shows how these stories not only reflect the values of their storytellers but also reinforce those values – and how, in Australia, this has contributed to a complex racial divide.'

Both Seafaring and Finding Eliza are creative non-fiction texts written by Indigenous authors.

A teaching resource for Finding Eliza can be accessed via the Reading Australia website here.

INFORMED REACTION

Synthesising core ideas

- addressing and justifying any revisions to the initial response
 - Visible Thinking: <u>I Used to Think... Now I Think...</u>
- developing a coherent, conclusive statement of understanding regarding the text and its themes, structures and/or techniques, as applicable Visible Thinking: Layers
- reflecting on awareness of the text's wider cultural value
 - Read the following essay written by Jeanine Leane, and published by the Sydney Review of Books:

As We Are: A Call Across the Islands

Focus specifically on the first half of the essay that focuses on creative non-fiction. Now consider Leane's

- comments about First Nations writers and creative non-fiction. How do Leane's idea relate to Victor Briggs' Seafaring.
- reflecting on one's own processes of responding to and creating texts.

Students should review their response to the See, Think, Wonder task from the Introduction, with a particular focus on 'Wonder'. Have their questions or wonderings been answered? What have they learned that surprised them or sparked their curiosity? Allow time for students to take the opportunity to go back to the initial tasks completed in this unit and build on them. Encourage students to make notes as they reflect on what they have learned. This is a way of consolidating learning.

ADDITIONAL RESOURCES

Ordinarily more resources would be added here, however seeing as this book has only recently been released, the additional resources are minimal. This section will be updated in time.

About the book and author

- MPhil Thesis Victor Briggs
- Magabala Books Seafaring Victor Briggs

Discussions, news and interviews

- Radio and podcasts
- News and online publications
- YouTube and video
- Indigenous seafarers: Sailing and Navigation National Library of Australia

Critical commentary, essays and journal articles **Teaching approach and resources**

- Magabala Books Teaching Indigenous Content
- <u>The Guardian The surge in sales of Indigenous books</u> is heartening but education takes many forms, 25 Jun 2020
- missship WordPress Aboriginal perspectives in the English classroom: finding texts to teach
- AATE Digital Indigenous Literature Resources
- ABC Education (curriculum-linked resources for students and teachers)
- Reconciliation NSW How to be an Indigenous Ally
- IndigenousX 8 things you should know when teaching Indigenous culture
- Welcome to Country: Youth Edition teachers' notes

