

LISTEN

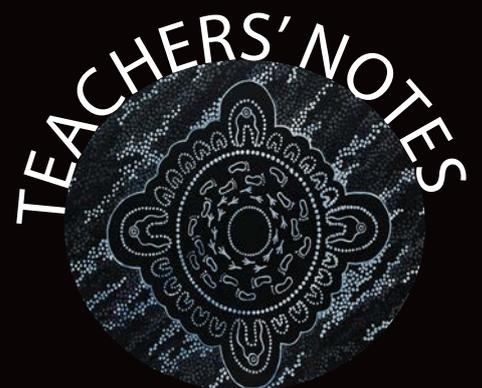


**DUNCAN
SMITH
& NICOLE
GODWIN**

with paintings by
**JANDAMARRA
CADD**



wild dog



Blurb

Listen, and you will hear
the voices of Ancestors.

Writing style

Listen utilises minimal text to create a prose-like writing style. Each carefully selected word prompts readers to reflect on its meaning and consider the importance of listening and truth-telling in response to Australia's complex history.

The sparse nature of the text encourages readers to begin their own investigations into, not only Australia's history, but how this history pertains to current issues surrounding the treatment of First Nations Peoples. The simplicity of the text makes these fraught and complex topics accessible to all readers, and its poetic nature creates a rich text that invites respectful discussion. This book can be read to young readers or read independently.

Illustration style

Yorta Yorta and Dja Dja Warung descendant, Jandamarra Cadd, is a renowned artist and illustrator. He uses a unique blend of traditional aboriginal art techniques alongside his own signature contemporary portraiture to support the text.

Cadd's use of bright colours injects a sense of joy into a text that explores what is often a painful history for First Nations Peoples. The use of traditional painting techniques are celebratory of First Nations histories and cultures, and emphasise their continuity for over 65,000 years.

Specifications

| | |
|-----------------|---------------------------------|
| Authors: | Duncan Smith & Nicole Godwin |
| Illustrators: | Jandamarra Cadd |
| ISBN: | 9781742036731 |
| Format: | 220x262mm |
| Extent: | 32pp self-ended |
| Binding: | Hardback |
| Reading Level: | 6+ |
| Interest Level: | 3+ |
| Category: | Non-fiction |

Curriculum Links

- ENGLISH • LITERACY
 - LITERATURE
 - HUMANITIES & SOCIAL SCIENCES
 - HISTORY
- CIVICS & CITIZENSHIP
 - * INCLUDED CULTURAL UNDERSTANDINGS

Australian Curriculum Outcomes

ENGLISH - LANGUAGE

- ACELA1443* • ACELA1460* • ACELA1475*
- ACELA1483* • ACELA1487*

ENGLISH - LITERATURE

- ACELT1592 • ACELT1596* • ACELA1488
- ACELA1496 • ACELA1504 • ACELT1608*
- ACELT1609* • ACELT1613* • ACELT161

ENGLISH - LITERACY

- ACELY1655* • ACELY1656 • ACELY1789 • ACELY1670
- ACELY1675* • ACELY1677* • ACELY1678*
- ACELY1682 • ACELY1687 • ACELY1694
- ACELY1709

ABORIGINAL & TORRES STRAIT ISLAND HISTORIES & CULTURE (COUNTRY/PLACE)

- OI.1 • OI.2 (CULTURE)
- OI.4 • OI.5 (PEOPLE)
- OI.7 • OI.8 • OI.9

Before Reading

Examine the cover

Help students identify the title of the book, the authors' names and illustrator. Discuss the role they each play in creating a book.

Discuss what clues the cover gives about the book:

- What do they think is the genre of the book? What might it be about?
- What does the title tell them about the book? What do they think it means?
- Who is the book written for? Ask students to explain their answers.

Examine the cover illustration

- Take a look at the children depicted. What could they be thinking and feeling?
- What are the different colours used?
- Why might the illustrator have chosen to use bright colours instead of a skin tone?

Read the blurb

'Listen, and you will hear the voices of Ancestors.'

- Does the blurb confirm or change students' ideas about the book?
- After examining the cover and reading the blurb, ask students to share any questions they may have about the book.
- Write any questions on the whiteboard or a poster for display in the classroom.

Wonder Wall poster

- After examining the cover and reading the blurb, ask children to share questions they may have about the book.
- Write questions on the whiteboard, or on a Wonder Wall poster for display in the classroom.

HUMANITIES & SOCIAL SCIENCES (INQUIRY SKILLS)

- ACHASSI073 • ACHASSI074 • ACHASSI077
- ACHASSI079 • ACHASSI080 • ACHASSI095 • ACHASSI097 • ACHASSI099* • ACHASSI102
- ACHASSI122 • ACHASSI123

(KNOWLEDGE & UNDERSTANDING)

- ACHASSK083* • ACHASSK108*

CIVICS & CITIZENSHIP

- CHASSK091 • ACHASSK093* • ACHASSK115

THEMES

- Citizens • citizenship • Australia
- First Nations People
- First Nations culture • ceremony
- responsibilities • belonging
- rights • obligations • listening
- Country • history





- The Voice to Parliament
- Referendums
- Treaties
- What does the word 'truth' mean?

What Country?

Duncan Smith, one of the authors of *Listen*, was born on Wiradjuri Country. Jandamarra Cadd, the illustrator, is a Yorta Yorta and Dja Dja Warung descendant. Australia is comprised of different groups. Each of these groups have their own cultures, customs, laws and languages.

- Ask students if they know whose Country they live on.
- Do they know whose Country their school is on?

Visit: <https://aiatsis.gov.au/explore/map-indigenous-australia>.

- Show the students the Country where your school is located on the map.

The Uluru Statement from the Heart

Key elements from the Uluru Statement from the Heart underpins the text and can be shared with students. The Uluru Statement from the Heart is an invitation to all Australians to walk together towards a better future. It provides a roadmap with three key pillars – Voice, Treaty and Truth.

- 2016/2017

Regional dialogues with First Nations Peoples were held across Australia to ensure Aboriginal decision-making was at the heart of the process.

- May 2017

At the base of Uluru, the First Nations Constitutional Convention heard the stories gathered and issued the Uluru Statement from the Heart.

After Reading Discussion

Discuss how the book was similar and different to what students were expecting.

- Have students' ideas about the book changed after reading?

Return to the title *Listen*. Has its meaning changed after reading?

- Do you like the title?
- What else could it have been called?

Discuss the proverb, 'You can't judge a book by its cover.'

- How true or untrue is the proverb about *Listen*?

Return to the Wonder Wall.

- Are there more Wonderings to add?
- Colour code the wonderings to show those that have been answered and those that need further investigation.

Return to the endpapers.

- How did they prepare readers for the book's content and meaning?
- What might the endpapers signify?

Ask students to share what they know and/or any questions they have about:

- The Uluru Statement from the Heart



Visit <https://ulurustatement.org/the-statement/view-the-statement/>. Read through the statement with students.

You can also watch a video explaining the purpose of the statement here: <https://ulurustatement.org/the-statement/>.

Voice

A Voice to Parliament is a new body representing First Nations Peoples to provide advice to Government on laws and policies on matters that affect them, including health, education, employment, and much more. It was prompted by the Uluru Statement from the Heart, when it was delivered in May 2017.

For over 250 years, Australia's First Nations Peoples have been speaking, but there has not been enough listening. This has led to gaps between Indigenous and non-Indigenous Australians in many areas, including:

- Life expectancy
- Health
- Attaining a Year 12 equivalent
- Employment
- Incarceration rates.

A Voice to Parliament, enshrined in the Australian Constitution, can't easily be changed, as this founding document can only be amended through a referendum.

The Australian Constitution sets the rules for how Australia is governed. It came into effect when Australia federated on 1 January 1901.

A referendum is a vote by all eligible Australians. To be successful, a referendum must be approved by a double majority. This means both:

- A majority of voters across Australia;
- A majority of voters in at least four of the six states.

Treaty

A treaty is an agreement between First Nations Peoples and the Australian Government outlining a path to a shared future.

Many Indigenous Peoples around the world have signed treaties. There has been some progress towards treaties in a few Australian states and territories, but not yet at a national level.

Truth

Telling the truth about Australia's history is central to healing wounds and moving forward on the path to reconciliation. It includes truth-telling about colonisation and dispossession and acknowledges the strength and resilience of First Nations Peoples.

A Makarrata Commission will oversee the Treaty and Truth process. Makarrata is a Yolngu word describing conflict resolution, peacemaking, and justice.

Pages 6-7

- Who are the Ancestors this page refers to?
- What do we need to be guided towards?
- Ask students to look at the artwork on these pages. Why do they think it was chosen for this page?

Pages 8-9

- Ask students what 'respect' means.
- What does 'scars of the past' mean?
- What would 'healing' look like?
- Why do the students think the artwork 'Country is Within' was chosen for this page?
- Ask students what they think 'truth-telling' refers to. Why might this be difficult?

Pages 10-11

- What are the first languages of Country?
- Ask the students if they know any names of First Nations languages.

Page 12-13

- Ask students if they know what Dreaming stories are.
- Ask students if they know any Dreaming stories.

Visit: <https://www.nla.gov.au/dreaming#> to learn more about The Dreaming and <https://dreamtime.net.au/dreaming/story-list/> to read some Dreaming stories with the students.

Page 15

- Ask students what a treaty is.
- Ask students whether they think Australia should have a treaty with its First Nations Peoples.
- Ask them to question why one doesn't exist already.

Page 18-19

- Ask students what they know about First Nations culture.
- Ask students what they think reconciliation means.

Page 20

- Ask students what we can learn by listening to stories from the past.
- Ask students how listening to views and various voices could guide Australia.

Page 22

- Ask students to reflect on the cover and the words 'walk together'. Why is this important?
- Ask students to reflect on their ancestors. What would it be like to walk in their footprints?

Activities

Wondering Wall

- Return to the Wondering Wall. Note the Wonderings the class previously decided need further investigation.
- Allocate one of these to pairs or groups of threes to investigate, using technology and books.
- Groups present their findings to the class and share their resources.
- This can also be an activity to highlight the importance of using reputable sources.

Incursion: Invite a local Elder to speak to the class.

Before the visit, work with students to prepare questions. Ask students to word questions in a way that encourages detailed information from your guest.

- Discuss with students the importance of deep listening in First Nation culture and what this might look like when listening to a guest.
- After the visit, have children write a report for the school newsletter or for display in class.

Creator Study

Duncan Smith, Nicole Godwin and Jandamarra Cadd are successful individuals who have teamed up to create *Listen*.

- Allocate or allow students to choose one of the three creators to research and write an author or illustrator report.



Resources

- <https://www.abc.net.au/btn/classroom/voice-to-parliament-update/102510176>.
- <https://www.reconciliation.org.au/reconciliation/support-a-voice-to-parliament/>.
- <https://www.aec.gov.au/referendums/>.
- <https://www.abc.net.au/btn/classroom/constitutional-recognition/11370486>.
- <https://deadlystory.com/page/culture/articles/self-determination-and-treaty>.
- https://deadlystory.com/page/culture/Annual_Days/NAIDOC_Week/NAIDOC_2019/Hey_you_Mob_it_s_NAIDOC_week.
- <https://www.wingaru.com.au/blog/truth-telling-in-classrooms>.
- <https://www.narragunnawali.org.au>.
- <https://ulurustatement.org>.
- <https://www.abc.net.au/education/digibooks/dust-echoes/101734324>.
- <https://www.narragunnawali.org.au/curriculum-resources>.
- <https://humanrights.gov.au/our-work/rights-and-freedoms/rights-and-freedoms-right-right>.

