



**A Waltz for Matilda by Jackie French**

**Teaching Notes by Robyn Sheahan-Bright**

**ISBN 9780732290214 RRP \$18.99 Publication Date December 2010**

**CONTENTS**

**Book description**

**About the author**

**Characters**

- The Significance of Character
- Major Characters
- Minor Characters
- Character Arcs

**Themes**

- Federation and Nationhood
- Racism and Prejudice
- 1890s Depression
- Unionism and Workers' Rights
- Land Ownership and Management
- Women's Rights
- Indigenous Beliefs

**Key quotes**

**Curriculum topics**

- Language and Literacy

- SOSE

### Further points for discussion

### Notes on the Text

### Bibliography

### Book description

*'A love song to a land, and to a nation' ...* The author's dedication to this book says it all, for this is a work which is both a tribute to the iconic song 'Waltzing Matilda' and an account of nationhood as it is reflected in a writer's imagination and viewed through a fictional individual's eyes.

In 1894, twelve-year old Matilda O'Halloran, living in dire poverty in the city slums, flees the city to find her unknown father's farm. She has already survived the death of her protective Aunt Ann, endured long days working in a jam factory, and then suffers her frail mother's demise (p 19). In desperation, and fuelled by her dreams, she journeys alone to meet her father, Jim O'Halloran, and then travels with him, when he flees the authorities after his involvement in the shearers' strike. They are pursued by the wealthy squatter Cecil Drinkwater accompanied by troopers, and in their encounter by a billabong, her father tragically loses his life (p 111). Matilda then finds herself in possession of her father's beloved but drought-ridden small holding Moura which was once part of the neighbouring larger property of Drinkwater, the owner of which she blames for her father's death.

Matilda discovers an Aboriginal woman Auntie Love, who has collapsed in a local cave, and takes her to Moura to care for her, after which Auntie stays on; she helps and then is helped by Sampson, a relative of Auntie, who had formerly worked for Mr Drinkwater. Her old friend and co-worker, Tommy Thompson, arrives to help as well, and she gradually acquires many friends who assist her along the way. Her brief 'romance' with James, the elder son of Drinkwater, before he heads off to fight in the Boer War, is another strand to this saga, as is Tommy's disappointed retreat to the city, which leaves Matilda alone with her old arch enemy Mr Drinkwater, who becomes her trusted companion.

Seen through the symbolic narrative prism of A.B. (Banjo) Paterson's much loved song 'Waltzing Matilda', often regarded as our unofficial national anthem, the action takes place between 1894 and 1915. This is the story of the fight for justice amongst Australian rural workers, the growth of the union movement, of how racism and prejudice have forged our nation, the fight for women's rights, the philosophical questions of ownership and use of the land, and the sustaining power of Indigenous beliefs. All of these issues come together when Matilda suggests to Sampson that not only should he move his house and his paddies onto 'her' land, but that they should share the proceeds equally (p 179). These issues are still just as pertinent in contemporary society, if not more so.

*A Waltz for Matilda* is also a romance in the sense that it is the story of several loves lost and found, and sometimes lost again. It's about how a twelve-year old girl becomes a woman, saves a property, finds a family, and learns how to manage on the land. It's a grand and sweeping narrative about one woman's tenacity and will to survive.

### **About the author**

**Jackie French** is a multiple award-winning and very diverse writer. Of her books, she says on her website that: *'There were 132 at last count, slightly more than we have varieties of apples. If something is worth doing you may as well go heart and soul and boot leather ... I write for kids and adults, fiction, history, gardening, pests control, chooks and some that must be a nightmare for book shops to work out what genre they are.'* Her website offers further detailed and fascinating insights into her life and work. <http://www.jackiefrench.com.au>

### **Characters**

- **The Significance of Character:** Characters are the heart of any narrative, the catalysts for action, and the central core around which all other narrative aspects must revolve and work. In this work there are several major characters (some of whom figure briefly in the action) and a cast of minor ones.

*Discussion Point:* Apart from Matilda, which character did you consider to be central to the novel's plot and themes, and why?

- **Major Characters:** **Matilda O'Halloran** is the feisty heroine of the novel, resourceful, tenacious, brave, kind and clever; her father **Jimmy O'Halloran** was a unionist and idealist; her mother was a romantic who couldn't take to life on the land; **Aunt Ann Hills** was a member of the Women's Temperance and Suffrage League, and although she dies before the novel opens, her example, and her connections offer Matilda guidance; **Tommy Thompson** is the hardworking mechanical genius who was Matilda's first friend; **Cecil Drinkwater** is an irascible old squatter who gradually reveals his softer side; **Mr Drinkwater's son James** has ideals about the property, and loves Matilda, but neither passions are any match for his will to adventure; **Auntie Love** is the wise and secretive Aboriginal woman who lives with Matilda after the latter helps to rescue her; **Her nephew Mr Sampson** becomes Matilda's trusted friend and manager.

*Discussion Point:* Which of the main characters did you find most appealing, and why?

- **Minor Characters:** **Ah Ching**, Matilda's city friend; **Mr Thrattle**, the jam factory owner; **Mrs Dawkins**, the landlady; **Patrick O'Reilly**, the union organiser and speaker; **Bluey, Whitey Gotobed** and **Curry and Rice**, local larrikin unionists; **Doo Lee**, and his **wife Patricia**; Sampson's wife **Elsie**; **Mrs George Ellsmore**, Mr Drinkwater's half-sister, an emancipated woman; **Bertram Drinkwater** who marries Mrs Ellsmore's daughter **Florence**; and their two children, **Ellen** and **Cecil**; **Mrs Murphy**, the housekeeper at Drinkwater.

Discussion Point: Is there a minor character who might have played a larger part? Why would you have liked to have seen more of this character?

- **Character Arcs** are the curve on which key events show how a character grows or develops in response to events and to interactions with other characters in the novel.

Activity: Choose a character and trace an arc on which key events indicate some aspect of their personality or change in their behaviour.

## Themes

### **Federation and Nationhood**

- The action in this novel takes place before and after federation and details the gradual growth of the move towards a federated nation and some of the influences on public opinion.

Discussion Point: It also reveals that some of the reasons were not entirely altruistic.

- One of the ideals of federation was that everyone in Australia would have equal rights.

Discussion Point: However, the book also shows that not everyone had equal power in this new nation. 'You had to be a man and over twenty-one to vote in this referendum. And white.' (p 298)

- Miss Thrush writes to Matilda about the city celebration of Federation (pp 370-1). Activity: Research and read about the events. Conduct a mock play in your classroom detailing one of the events which took place.
- Read other books about federation, and prepare a display based on your reading, containing creative responses by the students to what they read. [See **Bibliography** below.]

### **Racism and Prejudice**

- Jackie French makes an explanation (in her 'Apology' at the beginning and end of the book) regarding the racist attitudes and words necessary to give the real flavour of the times she's describing in Australia. Research the White Australia Policy and its relationship with the Federation Movement.

Discussion Point: Discuss this with reference to Patrick O'Reilly's stirring speech (pp 45-6) which is full of commendable idealism but also tinged with racist ideas e.g. 'Today the bosses bring in kanakas and Chinese who work for little money or none at all, tearing the bread from the mouths of the children of decent working men.' (p 46)

- Ah Ching is (like many Chinese people at the time) both industrious and despised by those of European descent for his industry (p 3). Mr Doo is initially ignored by local workers, but becomes a pillar of local society, as market gardener and proprietor of the Prosperity Hardware Store. The Chinese were fearful of being sent 'home' (p 300), which was a frightening prospect for those like Mr Doo and his wife Patricia who were born in Australia, and had never been to China. Mrs Doo makes sure that she becomes part of the town (p 374) for her children's sake.

Activity: Read about the treatment of the Chinese in the nineteenth and early twentieth century.

- James Drinkwater says he's been shooting natives (p 38) as if it's the most natural thing in the world. Frontier violence like this was often camouflaged behind the notion that the Aboriginal people were criminals and masked the European settlers' feelings of insecurity. Later James tells Matilda that he was only trying to impress her with his bravado.
- Discussion Point: Why do you think people actually deliberately hunted and kill Aboriginal people?
- Apart from the effects of such conflicts, many Aboriginals died of introduced illnesses (p 293) as well.

Activity: Read about how settlement affected Aboriginal people in terms of their health, food sources, lifestyle and culture.

- When Sampson tells Matilda that Aboriginal workers are paid in rations not money (p 146) he's revealing how rubbery the concept of equality really was in this colonial society. Aboriginal workers had to have their payments paid into the Native Protectorate's Trust Fund (p 223) and then often didn't receive their entitlements.

Activity: Research this question further.

- 'Some natives were cannibals weren't they?' (p 44) This sort of speculation and rumour is also revealed later in the novel, when Matilda writes to Tommy, and includes some of the misconceptions people had (and some still have), about Aboriginal people (p 162).

Discussion Point: Do such misconceptions stem from ignorance, prejudice or fear?

### **1890s Depression**

- Matilda and her mother's experiences are typical of many people living in the 1890s Depression, when food became short, lodgings too expensive, and work was under-paid and often very onerous, if not downright dangerous. Social security was non-existent so when Matilda is orphaned she has no recourse but to charity or a Destitute Children's Home.  
Discussion Point: How have social services improved since then?
- 'Past carin' (p 62) is the phrase used by Mrs Heenan to describe the small allotment owners' plight. It's also a phrase well-known from Henry Lawson's poem, the words of which can be found at <http://oldpoetry.com/opoem/1004-Henry-Lawson-Past-Carin> Mr Doo describes the situation succinctly: 'Small farm. 100 acres. Father works, brothers work, send money. Sometimes. '(p 63)

Discussion Point: The lot in life of the small allotment owner was not a happy one, but it generally fell heavily on the shoulders of the women left to mind the farm.

### **Unionism and Workers' Rights**

- The Shearers' Union was formed in 1891 and aimed to force property owners to pay fair wages.(p 33) Her dad wants to pay his own workers fairly (p 90) when he's got the wealth to do it.

Activity: Read about the evolution of the workers movement and adoption of the Southern Cross (p 100) as its flag, and read Jackie French's book *The Night They Stormed Eureka* as well.

- The Shearers' Strike was one of the major events of the time.

Activity: Read some contemporary newspaper articles from that period. [See NLA website in **Relevant Websites** below] What do they tell you about this event?

- Twelve year old Matilda works six days a week fourteen hours a day, in a jam factory for 3 shillings. She complains that boys get double her wages.

Activity: Find out more about child labour in this era.

- The conditions at the factory are appalling (pp 10-11). 'Everyone at the factory coughed after a few years. It was the factory cough.'(p 12) The machinery is old and rusted and Tommy's accident (pp 13-4) is evidence of that.

Discussion Point: How did the union movement change the workplace?

- 'Waltzing Matilda' was written by Andrew Barton (Banjo) Paterson in 1895 when Paterson was visiting Dagworth Homestead, a station in western Queensland owned by the family of Christina Macpherson. While at the station Christina played a tune called 'Craigelee' which inspired Paterson to write 'Waltzing Matilda'.

Activity: Research the story of the song and the role it's played in our literature. (See also Jackie French's notes on it at the back of the book.)

### **Land Ownership and Management**

- 'Old Drinkwater never bought most of his land. He squatted on it, back in the forties ... then the law was changed so that some of the squatters' land could be selected.'(p 86)

Discussion Point: This sort of legislation left Aboriginal people out of the equation.

- The reaction of Matilda's mother to the farm is based on notions of the land imported from Europe. But Jim points out to Matilda that 'It don't have to be green to be beautiful.' (p 92) and that there is real poetry in this landscape.

Discussion Point: What do you find beautiful about the Australian landscape?

- 'It always changes, this land.'(p 97)

Discussion Point: Discuss this statement in terms of the current debate on climate change.

- '... you learn this land right and it'll give you everything you need, and riches too.'(p 91)

Activity: Read more about some of the bush foods and techniques which both the Aboriginal people and later settlers have sometimes implemented.

- When James and Matilda see the flock of emus fleeing drought to find food, he points out that they'll eat the stock's feed and will have to be killed (pp 320-1). Matilda understands but also feels uncomfortable about this solution. Later, after Mr Drinkwater dies, she appears to be beginning a new era in allowing the land to return to its original state and selling off some of her sheep.
- *Discussion Point:* How important is it that stock are introduced species, and emus and other fauna are native to the area.

### **Women's Rights**

- Matilda is a 'model' emancipated woman.

Discussion Point: Jackie French celebrates here and in her other historical novels (*A Rose for the Anzac Boys*, etc) the strength of women she has known or admired. What qualities does she most admire in these women?

- Mrs Ellsmore, Aunt Ann Hills and Miss Thrush, Matilda's former teacher, were all members of The Women's Temperance and Suffrage League.

Activity: Read about the history of the emancipation movement and of how Australian women achieved the vote before women in many other countries.

- Patricia, the Chinese wife of Doo, is much younger and may not have had much say in being married to him. Matilda is not asked to speak at her own father's funeral.

Discussion Point: What other examples of women being treated as 'lesser' individuals did you discover in this book?

- Matilda is taken aback when Tommy says, 'I came to save you,' (p 198) for even as a teenager she had developed an independent streak out of necessity. Later she ponders her options (p 333) to live alone, or with James (whom she is unsure she loves) or Tommy (her dearest and oldest friend)? Her lot as a single woman running a property is very unusual for the times.

Discussion Point: Should women have to compromise their aspirations in order to find a partner in life?

### **Indigenous Beliefs**

There are many references to Indigenous beliefs in the text, for example:

- Auntie Love refers to women's business (p 144) and later teaches Matilda many skills. Bush food (p 146) is referred to in a number of incidents, and Matilda is taught for example to kill and eat goanna (pp 164-5). Other evidences of Indigenous beliefs are when Auntie 'disappears' into the landscape (pp 355-6), and when she takes Matilda to the cave and adds their hand prints to the wall (pp 366-7).

Discussion Point: What have you learnt of such beliefs?

- The management of land and natural resources is another aspect of Indigenous belief which is revealed for example in Auntie Love insisting that Matilda keep the waterhole clean (pp 163-4) and her later realisation that fire (pp 223-4) is coming, just from observing the natural signs. She also predicts for Matilda when drought will break (p 367), and Drinkwater admits that she told him too that the drought would break, years before (p 405).

Activity: Research how Indigenous people managed the land.

- Communal rather than individual ownership of land is crucial to Aboriginal belief. Matilda doesn't quite understand this, but she has some inkling of their different views when she thinks: 'Sometimes Matilda wondered if Auntie Love realised she owned the farm ... '(p 163) Clearly Auntie Love thinks little of anyone imagining that they 'own' a property. When Sampson leaves Drinkwater and rebuilds his house on Moura he builds it on what he calls 'Dhirrayn' a small piece of land on Moura; clearly the local Aboriginal people had their own names for these places now named after of by European settlers.

Discussion Point: Research Aboriginal land title, and recent developments in land rights legislation.

### Key quotes

The following quotes relate to some of the **Themes** above. You might like to present any one of them (or two related quotes) to your students as a catalyst for further discussion, or as the subject of an essay outlining how the quote reflects a theme central to this novel:

'How could anyone live in a land as dry as this?' (p 28)	'The land gets worn out if you don't manage it properly.' (p 307)
'Our fight is for the rights of working men <i>and</i> working women.' (p 32)	'The nation of Australia, a brotherhood, a new nation where no man travels second class, for all men are treated equal.'(p 46)
'There were lots of Chinese in Australia. She had a vague feeling that they'd been here just about as long as the English and Irish.'(pp 48-9)	'Maybe one day they will see that my son is a man, not that he Chinese.'(p 374)
' 'You mean she's ... wild?' She thought she saw a flare of anger, well controlled. 'I mean she don't like houses.' ' (p 142)	' 'Don't want daughters of mine sent to the reservation.' She had thought that reservations were good places, where natives learned to speak English and live in houses. ' (p 147)
'That's why we need unions, new laws—because some people don't know how to help themselves.' (p 91)	'But most people are like sheep, aren't they? ... Few people actually do things. The rest follow.'(p 325)
'Natives can be good workers. But they need	'It just ain't proper ... A white girl living with



someone to keep them under control or they go walkabout on you.’(p 327)	blacks.’ (pp 199-201)
‘Women got a right to work, sure enough. But they should be doin’ it in the kitchen.’ (p 32)	‘ ‘No women allowed.’ I’m not a woman. I’m the boss.’’(p 431)

## Curriculum topics

### Language and Literacy

- **Colloquialisms of the era give a tangible sense of the times**— they include words such as cove (p 5), coot (p 8), ‘The men o’ the road call their swag their Matilda’(p 85) and expressions such as: ‘the whole dashed place runs on spit and rubber bands’(p 9), ‘I could eat a horse and chase the rider’(p 18), ‘beyond the black stump’(p 23), ‘I’m as dry as a dingo’s armpit’(p 155), ‘it’s slap up’ (p 206), ‘ducks on the pond’ (p 432).

Activity: Make a list of all the uncommon words or expressions and try to guess their meaning from the context in which they appear. Then check their meanings in a dictionary. Which other expressions do you know which date from an earlier era and are not used now?

- **This novel is a work of Historical Fiction or Faction**—a genre which relies on the author weaving together fact and fiction seamlessly. In this novel the song ‘Waltzing Matilda’ acts as a literary framework. So the encounter with Drinkwater (pp 106-12) is closely based on the words of the famous song. At his funeral Mr O’Reilly says the words ‘His ghost will be heard as you pass by that billabong.’(p 152) Later Matilda hears the song being sung in the tearoom (pp 302-3).

Discussion Point: Jackie French says in her notes that she didn’t stick to historical fact as she wanted to create a fiction related to them. How much did you recognise from the history you have read? What was similar and what was different to actual events or people? Discuss the writing of historical fiction, with reference to some of the articles on writing such fiction in the **Bibliography** below.]

- **Narrative Structure** — The novel follows a chronological structure. However it does allow the various narrators to recall or to ‘flashback’ to incidents in the past which are significant in the background or framing narrative.

Activity: Create a timeline of all the incidents referred to in the book.

- **Multiple Narrative Points of View are presented** — for the book opens in **first person** with a letter from Matilda to her father. Then it switches to **third person** in the bulk of the narrative. However, a series of other letters in **first person** appear throughout the text.

Discussion Point: What function do these letters play? How do they enhance or enrich the text? Do they provide information which otherwise couldn’t be conveyed to the reader? [Note: A few

other texts such as the song 'Three Cheers for the union men' (pp 153-4) also appear in the work.]

- ***The Cover of a book is an ideogram for the contents and a marketing tool as well.***

Activity: Create a new Cover for the work drawing on either theme or incident to create the image. Use techniques such as collage. Write a blurb for the back cover of the book as well.

## SOSE

- ***Whose History?*** —There are many versions of history as the **Themes** above would suggest. In the **Bibliography** below there are websites tracing Australian history from Indigenous and women's perspectives as well as from the Eurocentric views which often feature in such historical overviews. How different is the Chinese view of a particular incident likely to be from that told by a European squatter or shearer?

Activity: Choose an incident referred to in the novel and then write a diary entry as if the story is being told by Mr Doo.

- ***Social Class*** —Initially Australia was a country inhabited by Aboriginal people, then convicts, officers, explorers, surveyors, and later free settlers, and new immigrants. Divisions between these various groups arose based on wealth, power, race and religion. Many became socially 'upwardly mobile' in this new colony where the past could be erased or at least forgotten. For example, Mr Drinkwater has moved from poverty to wealth. His sons take this for granted, so that Bertram's reaction to his brother's death is to worry about his reputation (pp 384-5).

Discussion Point: Does 'class' necessarily lead to the corruption of ideals, and to a lack of feeling for others?

- ***Values*** — This novel is about 'character' in the sense that it's about the qualities necessary to live a useful, meaningful existence. There are several quotes which might be discussed in relation to such values: 'Always keep on fightin' Matilda, my darlin'. Don't end up like a fish.' (p 96); 'She was older than them in more than years.' (p 221); 'Your young man knows how to stick at things.'(p 295); 'Because there wasn't justice to protect him.' (p 390)

Activity: Create a table and list some of the values demonstrated in any of the scenes or events in this book (eg the bushfire) with a corresponding quote to illustrate it.

- ***Individual/Community*** — This novel constantly records the interplay between individual action and community responsibility. Matilda is always an exponent of this, and Indigenous people (as detailed above), think like this routinely. Other characters in the novel have to learn the role they play in their wider network, and some never recognise this responsibility.

Discussion Point: Invite students to consider how the characters in this novel play / or decline to play a role in their community. Which characters act out of blind self-regard, and which are always conscious of their neighbours, no matter how remote they might be?

## FURTHER POINTS FOR DISCUSSION

1. 'A family, in a funny way' (p 205) is how Matilda comes to think of those she cares for and who help her.

*Discussion Point:* Invite students to discuss the notion of family. What do family members do for each other? Can you have more than one family? Might you consider your classmates or your workmates a family too?

2. Matilda realises that perhaps her mother too was at fault (and not so much her father) in not seeking help from those closer to her such as the women in the Women's Temperance and Suffrage League; that perhaps her mother was too proud (p 183) to reveal her poverty to others.

*Discussion Point:* Is pride often a deterrent to seeking or accepting charity?

3. 'She didn't know if she minded or not. She had never had a chance to 'mind' things before—adults of fate decided, not her.'(p 149)

*Discussion Point:* Are children generally at the mercy of adults or can they exercise power too? What rights do children have? [See also UN Convention on the Rights of the Child <http://www2.ohchr.org/english/law/crc.htm>UN.]

4. When Mr Drinkwater tells Matilda about his poverty as the son of an ex-convict (pp 294-5) she realises that things aren't as cut-and-dried as they seemed. He's worked (like her father dreamed of doing) to establish himself as a wealthy landowner, and values hard work. He's not the son of a wealthy man, but when he becomes one, he falls into the trap created by wealth, which is to believe in his own superiority.

*Discussion Point:* Matilda reminds him of what really matters to him, and teaches him to value what's important in life.

5. Novelists often leave little 'hints' in a text for the reader to discover.

*Discussion Point:* Are some of the names in this book symbolic? [See **Characters** above.]

6. Read about the Boer War which James goes off to fight in (pp 357-8), and the famous case of Breaker Morant.

*Discussion Point:* Why was Australia involved in this conflict? And was it wise that the Australian government encouraged its citizens to fight in it?

7. Matilda's mother dies, and later we hear of the death of Auntie Love's daughter Dorothy (p 248) in 1848, and that Tommy's wife and son have died of diphtheria, tragedies which were not uncommon in that time, when many children and women died in childbirth or of contagious illnesses.

*Discussion Point:* How might people in those times have coped with their grief? They generally didn't have counsellors, or social services. Were they tougher people, emotionally?

7. Romantic love can sometimes blind us to people's real natures. Matilda's mother romanticised the home Jim was offering her and reality horrified her to the point where she refused to stay on Moura, preferring to retreat to Aunt Ann's for a more secure existence. Matilda realises that despite his love for her, she's not sure how she feels about James, and that he really cares more for adventure than for home.

Discussion Point: Can love survive the reality of a settled life? Is the love between Tommy and Matilda romantic, and also likely to remain constant?

9. 'If there'd been no drought there'd have been no shearer's strike, no union ... the drought gave us Australia.' (p 423).

Discussion Point: It's a fact of human nature that adversity makes us realise what we need in life, not just what we want. Affluence often breeds complacency.

10. What was the major idea that this novel conveyed to you as a reader?

### **Notes on the Text**

At the back of the book, there are extensive notes (pp 463-79) by author Jackie French on many of the historical and cultural issues referred to in this text. This should be an invaluable resource to teachers in using the book, in conjunction with these notes, in the classroom.

### **BIBLIOGRAPHY**

#### **Fiction**

Farrer, Vashti, *Plagues and Federation: The Diary of Kitty Barnes (My Story)* Scholastic 2000

French, Jackie, *The Night They Stormed Eureka* HarperCollins 2009

Murray, Kirsty, *Market Blues* Allen & Unwin 2001

Wheatley, Nadia, *The House That Was Eureka* Viking/Kestrel 1984

Wheatley, Nadia, *A Banner Bold: The Diary of Rosa Aarons (My Story)* Scholastic 2000

#### **Non-Fiction**

Horton, David 1994, *The Encyclopaedia of Aboriginal Australia* (2 vols), Aboriginal Studies Press, Canberra, ACT.

Brasch, Nicolas *Eyewitness to Australian History Series* 2009, 2007.

Crew, Gary. 'Fiction, Nonfiction and the Limits of Faction' *Magpies*, Vol 19, Issue 2, May 2004, pp 8-10.

Disher, Garry & Caswell, Brian, 'Looting the Past & Predicting the Future' in *Time Will Tell: Children's Literature into the 21<sup>st</sup> century: Proceedings from the Fourth National Conference of the Children's Book Council of Australia Adelaide, 1998*, edited by Sieta van der Hoeven. CBCA, 1998, pp 81-5.

Gleeson, Libby 'Writing Historical Fiction *My Story Series*' *Magpies* Vol 16, No 4, September 2001, pp 12-4.

Knight, Fran *Celebrating 100 Years of Federation* in *The Literature Base*, Vol 12, No 2, May 2001, pp 10-20.

Lively, Penelope, 'Bones in the sand' in *Innocence and experience* edited by Barbara Harris & Gregory Macguire, (Comp. & ed.), NY, Lothrop, Lee & Shepard, 1987, pp 13-21.

'Parting the Veil: Writing Historical Fiction Comments by Three Writers' *Magpies*, Vol 21, Issue 2, May 2006, pp 4-6, 8-9.

Wheatley, Nadia 'History Alive' *Magpies* Vol 16, No 4, September 2001, pp 8-11.

### **Websites**

*A Timeline of Australian Jewish History from 1788* <http://jewishhistoryaustralia.net/jha/timeline.htm>

*Australian Aboriginal History Timeline*

<http://www.creativespirits.info/aboriginalculture/history/aboriginal-history-timeline.html>

*Australian History! in Pictures and Narratives*

<http://www.australianhistorypictures.com/AustralianHistoryPictures.com/WELCOME.html>

*Australian History Timelines* Compiled by Jackie Miers

<http://www.teachers.ash.org.au/jmresources/history/australian.html>

*Australian Slang Dictionary* <http://www.koalanet.com.au/australian-slang.html>

*Australian Women's History Timeline* <http://www.womenshistory.com.au/timeline.asp>

*Digital Learning Websites* <http://www.nfsa.gov.au/digitalllearning/>

'Past Carin' [by Henry Lawson] *Old Poetry* <http://oldpoetry.com/opoem/1004-Henry-Lawson-Past-Carin->

*Roger Clarke's Waltzing Matilda Home-page* <http://www.rogerclarke.com/WM/>

'1890-1900 Towards Federation' *Parliament of New South Wales*

<http://www.parliament.nsw.gov.au/prod/web/common.nsf/key/HistoryTowardsFederation>

'1894 Shearers' Strike' *National Library of Australia Trove Newspaper Search*

<http://trove.nla.gov.au/newspaper/result?q=1894+shearers+strike>

UN Convention on the Rights of the Child <http://www2.ohchr.org/english/law/crc.htm>UN.