

# Teachers' Notes (Late Primary & Secondary) by Robyn Sheahan-Bright

## Australia to Z

Armin Greder

ISBN 9781760113186

Recommended for ages 12–16

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## INTRODUCTION

### STORY SUMMARY

Armin Greder's ***Australia to Z*** is a disquieting and potent work – a 'gloves off' account of Australian nationhood, and how we as a culture might appear to those from other cultures. Alphabets are thought to be the province of young children, but here the format has been used to engage with adult concepts and topics in a cryptic and powerful way. '*Aborigine... Boat People... Calories... Digger...*' Iconic images – of Vegemite, Lamington and Kangaroo – sit in arresting juxtaposition to uncomfortable references to our sometimes myopic foreign policy and our national insularity.

Draped in the Australian flag, a large, thuggish man represents the worst kind of nationalist. Footy, Gold Coast, Meat Pie – together with cricket, and the lawn-mower – are depicted as humorously ironic representations of our national obsessions. Pokies, a deceased Digger, and Boat People being turned away, are the darker side of the Australian character depicted here. (Even Rupert Murdoch makes a cameo appearance!) The opening page features a child draped in the flag, and another hoisting it – both indicative of the fact that xenophobia, jingoism, extreme nationalism, and prejudice are learned at a parent's knees. In the closing frame 'Zoo', a group of people are looking through bars, but are they looking out from, or into, a cage?

Greder's spare and confronting text is accompanied by his characteristically graphic brush and ink illustrations, drawn with his loose and yet highly expressive hand. This is a publication which interrogates our national culture, a subject which many regard as a conversation we need to have, as a matter of urgency. An alphabet book for adults and children, it ends ironically with the words of *Advance Australia Fair* – a salutary reminder that perhaps our founding values and ideals are not best served by the current political and cultural agenda.

This is a profoundly significant work which will – like Greder's previous self-authored texts *The Island* and *The City* – provoke, disturb and challenge the reader's perception of what it means to be Australian, and what it means to be a global citizen.

### THEMES

There are several key ideas or themes which flow through this work. They are ideal for classroom discussion from late primary school through to Year 11 and could be used in core subjects such as Art, English and HSIE. These themes could be considered in conjunction with the following school curriculum areas.

## **CURRICULUM TOPICS**

1. Study of history, society and environment
2. English language and literacy
3. Visual literacy
4. Creative arts
5. Learning technologies

The notes which follow are designed to be used largely in upper primary and secondary classrooms. Teachers should be able to adapt them to suit the demands of their particular curriculum.

## **STUDY OF HISTORY, SOCIETY AND ENVIRONMENT**

### **AUSTRALIAN NATIONHOOD AND NATIONAL IDENTITY**

- *Discussion Point:* What characteristics would you apply to Australian nationhood?
- *Discussion Point:* What are the key events in our history which are used as a measure of our nationhood?
- *Discussion Point:* Isolate key issues relating to nationhood such as the debate between the Republican Movement and those who support Australia remaining a Constitutional Monarchy. Research and discuss with students.
- *Discussion Point:* Federation occurred when the six colonies (Queensland, NSW, Victoria, Tasmania, South Australia and Western Australia) united to form the Commonwealth of Australia. This event made a huge difference to how Australians regarded themselves. On 1 January 1901, the Constitution came into force, and the colonies became states of this Commonwealth. Research the campaign leading to, and the aftermath of, Federation.
- *Discussion Point:* The Immigration Restriction Act 1901 (known as the 'White Australia Policy') was designed to limit non-European immigration to Australia. Why did Australians think this a necessary legislation? How long did it last, and what legislation do we now have regarding immigration?
- *Discussion Point:* Discuss Australia's current policies, including offshore detention of illegal arrivals and refugees and whether that represents a humane policy.
- *Discussion Point:* 'National Sorry Day' has been celebrated on 26 May since 1998, in an effort to recognise the wrongs that have been done to Indigenous Australians since European settlement (often referred to as the 'invasion'). In 13 February 2008, PM Kevin Rudd moved a motion of apology in Parliament and to Indigenous Australians of

the 'Stolen Generation'. The issue of Reconciliation is still unresolved, though, in Australian society. Research this topic further, and report on what you discover.

- *Discussion Point:* What qualities would you identify as being particularly Australian? For example, 'mateship' is one value which is often claimed as an 'Australian' trait.
- *Discussion Point:* The Australian Flag is symbolic of our national identity. Discuss the history and symbolism of the flag. Discuss the Aboriginal flag. [See also [Craft and Design](#) below.]

## AUSTRALIAN SOCIETY

- *Activity:* Australia is not *mono-cultural* but *multicultural*. Australians come from many countries and cultures. We are a nation of 'boat people'. Read about Australia's history — from Indigenous inhabitants, to later arrivals of people from Europe, Asia and other continents, and to more recent arrivals.
- *Activity:* Australians also live in a variety of places; the 'Bush'; the outback; cities; country towns; beaches; coastal suburbs; gated communities; Indigenous communities; boarding schools; nursing homes; detention centres. Make a list of all the different types of communities which exist in Australia.
- *Discussion Point:* Australia has an ageing population. Why is this so? Should we be doing more to populate our sparsely populated country?
- *Discussion Point:* What aspects of Australian society did you find were not suggested in this book? Why do you think they are important aspects of our society?
- *Discussion Point:* Australia's love affair with sport is suggested in the letters: 'Footy' and 'Out'. Other highly popular sports have created legends such as: Swimming — Shane Gould and Ian Thorpe; Tennis — Rod Laver and Pat Rafter; Athletics — Cathy Freeman and Betty Cuthbert. Discuss the role that sport plays in Australian society.
- *Discussion Point:* The arts reflect a culture in many forums; writing, art, drama, film, contemporary dance, ballet, contemporary and classical music, opera and multidisciplinary artforms. Choose a particular creative artist, text, artwork, performance, or artform and discuss its role in our society.
- *Discussion Point:* How does Australia present itself to tourists in advertising campaigns? Visit the site of Tourism Australia <http://www.tourism.australia.com/> to gain an insight into how Australia is presented there. Discuss these representations, and slogans associated with them, and whether they are accurate. For example, one campaign is entitled 'Aboriginal Australia Film' and focuses on the art, culture, heritage and environmental knowledge of Aboriginal Australians. Does Australian society in general reflect this sort of respect for Aboriginal culture?

- *Activity:* If you were creating an advertisement for travellers to come to Australia, what aspects of our society would you focus on? Students who have access to film and video equipment might like to write a script, create a slogan, and make a short ad for Australian tourism.

## **STEREOTYPES**

- *Question:* What common 'stereotypes' did you identify in the images in this book?
- *Activity:* Some so-called 'Australian icons' are widely recognised. Research some of the lists of such icons in sites such as 'Australian Geographic's 100 Aussie Icons' <http://www.australiangeographic.com.au/topics/history-culture/2010/11/australian-geographics-100-aussie-icons/> What do these lists suggest about Australia as a society?
- *Activity:* Discuss a common stereotype about Australia, perpetrated by advertisers. Eg That young Australian men are all fit, bronzed surfers, or that the majority of Australians live in the bush.
- *Discussion Point:* Paul Hogan's movie character 'Crocodile Dundee' made a certain type of image of Australia internationally recognisable and popular. How much (if any) of that stereotype is actually typical of Australia?

[See also **Visual Literacy** below.]

## **POLITICS, ACTIVISM AND SOCIAL/POLITICAL PROTEST**

- *Activity:* Discuss the notion of social and political protest. Research historical protest movements for issues such as, for example, Female Emancipation, Trade Unions, Feminism, Indigenous Rights and Multiculturalism. Research contemporary protest groups such as: GetUp! ChilOut.
- *Activity:* Read other works on political activism such as *A is for Activist* by Innosanto Nagara, or *ABC's of Anarchy* by Brian Heagney. This book is a 'conversation starter' for adults celebrating Australia Day around the barbecue as well as for older children and teenagers. [See [Bibliography](#) for details and for other related titles.]
- *Activity:* Make a list of issues that members of your class are interested in supporting or protesting against. Discuss how you might become engaged in such issues. You may wish to select a single issue for the class to become involved with. Note, though, that not all students may wish to be involved. Discuss the issue of personal, as opposed to community or group, choices.
- *Activity:* A concerned group can voice its protest about an issue via public demonstrations, media advertising campaigns, billboards, street art such as graffiti, or via a combination of such strategies. Research any of these strategies and how they are

viewed by public authorities. For example, in some countries public demonstrations are banned; in some countries the media is strictly monitored; billboards may also be subject to regulation; graffiti is often regarded as vandalism but alternatively some local authorities have encouraged public art projects which allow young people to express themselves via graffiti. Sometimes graffiti artists become well-regarded and even famous for their protests. eg 'Banksy' is the world-renowned anonymous British artist whose work is highly valued. [See [Bibliography](#) for relevant resources.] Discuss which of these strategies would promote or advance the issue or cause discussed above in the most effective way. Create a campaign with your class.

[See also [Creative Arts](#) below.]

## GLOBALISM

- *Discussion Point:* Issues suggested above are global concerns. At the time of publication, Syrian and other refugees were pouring into Europe as a result of recent political events. How might countries work together to resolve such crises? (Refer to the UN Refugee Agency's 1951 Refugee Convention and 1967 Protocol. <http://www.unhcr.org/pages/49da0e466.html>)
- *Discussion Point:* Indigenous cultures have routinely suffered as a result of colonial expansion, and the era of post-colonialism typically reveals inequities between those who were the first inhabitants of a country and those who arrived there later. Discuss in relation to the *UN Declaration on the Rights of Indigenous Peoples* [http://www.un.org/esa/socdev/unpfii/documents/DRIPS\\_en.pdf](http://www.un.org/esa/socdev/unpfii/documents/DRIPS_en.pdf)
- *Discussion Point:* Community responsibility extends to global responsibility. Conduct a debate on this topic.

## ENGLISH LANGUAGE AND LITERACY

- 1) The **language** in this book is necessarily cryptic, given that it is an alphabet, but this is like other works intended to use the letters as a springboard for serious discussion, not as a learning tool.
  - *Discussion Point:* Compare this alphabet book to others which are intended to extend the audience for alphabets, and to make a point about aspects of society or culture. [See [Bibliography](#) below.]
- 2) This book follows the **traditional structure of an alphabet book but is not for teaching young children their alphabet at all**. It subverts the format by using letters to start discussions about iconic or controversial aspects of Australian culture.

- *Activity:* Have your students create their own alphabet of Australia, using symbols of our culture, food, politics, or any aspect of our lifestyle. Use [Blackline Master 1](#) at the end of these notes – best blown up to A3 size. [See also [Visual Literacy](#) below.]
- *Activity:* Compare to another alphabet of Australia e.g. *A is for Aunty* by Elaine Russell (ABC Books, 2000). What do these books have in common? How are they different?

### 3) **Black Humour and Satire are used to make points in this suggestive text.**

- *Activity:* Many cartoonists create commentary on Australian society, for example Bill Leak, Michael Leunig, Cathy Wilcox, Sean Leahy, Kaz Cooke. Examine some of their cartoons by visiting their websites. Then create a cartoon with a caption making a point about Australian culture, using black humour or satire. For further ideas, visit Australian Cartoon Museum (ACM) <http://theaustraliancartoonmuseum.com.au/> or the Australian Cartoonists' Association <http://cartoonists.org.au/>
- *Activity:* Create a comic strip exploring one of these issues. [See [Blackline Master 2](#) – best blown up to A3 size.]

### 4) **The Conclusion of a story** should cement its themes.

- *Discussion Point:* How does the last page, including the national anthem, cement the ideas and themes in this book?

## VISUAL LITERACY

**1) Armin Greder's images** consist, as any artist's do, of lines on a page. Each image consists of brush strokes boldly drawn which denote very strong feelings and ideas. In each of them you can study aspects of the stroke, the line, the angle, perspective, the juxtaposition of figures etc.

- *Activity:* Invite students to create their own interpretation of one of the images in this book. Create a class display and an online gallery of them. Discuss the differences between each interpretation. [See also [Blackline Master 1](#) below.]

**2) The Typography (font)** used is Frutiger-Roman.

- *Activity:* Discuss the use of fonts and differences between serif and sans serif type. Invite students to choose another font for their alphabet, and to explain why they chose it.

**3) Medium – Brush and ink**

- *Activity:* Armin Greder's drawings are loose and very expressive. Create your own image using a similar technique with this medium or another, such as charcoal.

**4) Emotions** are conveyed in the images in this book, too.

- *Activity:* Choose a particular image and describe the emotions conveyed in it.

**5) Colour:** There is a very limited colour palette used in this book with predominately black and white, and blocks or spots of colour used for emphasis.

- *Discussion:* Why has the artist chosen to use colour in this manner? What effect does it have on the reading?

**6) Design encompasses every aspect of a picture book's construction**, and includes-the front and back cover image, a dedication page, a title page, 16 double page spreads, and a final imprint or publication details page. The juxtaposition of images and words on each page contributes to meaning in this and in other books.

- *Activity:* Choose a double page spread and discuss how the two facing pages have been designed and how that contributes to meaning.
- *Activity:* Examine the front and back cover of the book. What meaning do you make from the images? Read the blurb on the back cover. Then write your own blurb for the book.

**7) Critical Literacy and Inter-textual References.** Critical Literacy can be employed to examine each double page which contains confronting images with underlying meanings, and often the spread may suggest an opposition between concepts.

- *Activity:* Invite students to examine each page carefully and then to write down briefly their interpretation of the spread. Compare and discuss interpretations.
- *Question:* What 'sub-texts' did you discover in the images in this book?
- *Activity:* The following list relates to each page in the text, and encourages close reading of the words and visuals in each frame. It contains a suggested list of questions which might be asked. Teachers are encouraged to write their own questions and to invite students to pose theirs as well.

#### **HALF-TITLE PAGE**

- *Discussion Point:* What does the image of the lawnmower on the half-title page suggest to you as a reader?

#### **TITLE PAGE**

- *Discussion Point:* A globe is depicted with a hand holding a magnifying glass over it, showing Australia. What does this image suggest about Australia as a world power?



## **ABORIGINE**

- *Discussion Point:* A lone Aboriginal figure standing on a headland watches as a ship draws closer to the Australian shores. What does this image suggest to you? How is that message or idea conveyed?

## **BOAT PEOPLE**

- *Discussion Point:* What other words are used by the media, by politicians, and by the general populace for such arrivals by boat? How does Australia treat such refugees?
- *Discussion Point:* The juxtaposition of the two images for A and B also has something to say about Australia as a nation of immigrants. Discuss the underlying message in this juxtaposition.

## **CALORIES**

- *Discussion Point:* An overweight woman is perched on a stool drinking what looks like a pink milkshake. Australia is said to have an 'obesity epidemic' since so many Australians are over-weight. Why? What can be done about this?

## **DIGGER**

- *Discussion Point:* in this image of a child and a woman grieving over a coffin, there are a number of potent symbols of war and nationhood. What are they? What does this image suggest?

## **ESKY**

- *Discussion Point:* 'Esky' is a brand name for a portable cooler box which has come to be used to describe any cooler. This man is viewed from behind with a towel over his shoulder, holding an esky, with bare feet. What does this storage item denote about Australian society?

## **FOOTY**

- *Discussion Point:* What does the body language in this image suggest about the game of football?
- *Discussion Point:* Football is a national obsession. What role has it played in the formation and presentation of Australia's national identity?

## **GOLD COAST**

- *Discussion Point:* This hedonistic image of sun worship on the beaches at the Gold Coast may offer an opportunity to discuss a) Gold Coast culture including the density of its high rise development; and b) the issue of sunbaking and its effects on health.

## HAT

- *Discussion Point:* A group of people form an open triangle wearing what appears to be the famous akubra hat designed by R.M. Williams, and high-heeled riding boots. What association does this hat have for most of us? What group of people does it represent? Is this group a powerful group in our society?

## IKEA

- *Discussion Point:* This Scandinavian store has been embraced by Australia since the first branch opened here in 1975.  
[http://www.ikea.com/ms/en\\_AU/about\\_ikea/the\\_ikea\\_way/history/](http://www.ikea.com/ms/en_AU/about_ikea/the_ikea_way/history/) Why do Australians love IKEA and its 'DIY' projects so much? Is it because of the innovative designs, the low cost, the immersive shopping experience, or some other reason?

## JERRY CAN

- *Discussion Point:* Relate this image to the remote landscape of Australia. Many people are stranded in Australia due to a lack of understanding that distances are so immense. Some are prepared with a jerry can for petrol or water, but many also abandon their vehicles without adequate sustenance or protection from the elements. So this is an ambivalent image. The person may return and take to the road again. Or may not. Discuss the various scenarios suggested here.

## KANGAROO

- *Discussion Point:* What is this image indicating about the kangaroo on the roads of Australia? Although regarded as a national emblem we don't generally encounter the kangaroo unless it be on the road or as a gourmet dining experience. What relationship do Australians generally have with the kangaroo?
- *Activity:* What is the origin of the word 'kangaroo'? Early Indigenous cave paintings depict the kangaroo. Later the kangaroo's name or image was used symbolically in many ways in Australian culture and is said to be 'emblematic of Australia's curious nature'. It has been used on various Coats of Arms, to sell products, as a mascot ('Matilda' at the 1982 Commonwealth Games) and as a brand (e.g. QANTAS). Research the history of the kangaroo as symbol in Australia. [See also [Blackline Master 3.](#)]

## LAMINGTON

- *Activity:* This is a favourite food of Australia. Research its history. What does the body language of the woman in this image suggest about lamingtons?
- *Activity:* Make a list of other items of food which are distinctively Australian.

## **MEAT PIE**

- *Discussion Point:* The image of this child eating a meat pie has added resonance when placed opposite the image of the adult nationalist. How does this image suggest this child may develop?

## **NATIONALIST**

- *Discussion Point:* This is an ugly image. Why? What is this man wearing? What is he holding? Is this image typical of Australians or atypical?
- *Discussion Point:* The 2015 scandal of Indigenous sportsman and 2014 Australian of the Year, Adam Goodes, being booed on the football field is an example of the racism which sometimes rears its head in public life. Discuss the issue of 'ultra-nationalism' and how it can often lead to overt or covert racism.

## **OUT**

- *Discussion Point:* Cricket has been popular in Australia since early settlement. It is now a favourite viewing pastime in Australia. Cricketing heroes like Sir Donald Bradman have become almost mythical figures in our national psyche. Why?
- *Activity:* 'Out' is a cricketing term. Make a list of other cricket terms and explain their meaning.

## **POKIES**

- *Discussion Point:* What does the use of black for the figures and bright colours for the poker machines, suggest about the allure of gambling on such machines? Research gambling in Australia and its effects on our society. Research the efforts to ban poker machines and how that has been impeded by powerful gambling interests.

## **QUEENSLANDER**

- *Activity:* The 'Queenslander' is a form of architecture unique to the state of that name. Research the origin of the 'Queenslander'.

## **RUPERT**

- *Discussion Point:* What does Rupert Murdoch, the owner of NewsCorp, signify in Australian life? He is a global media owner, but also comes from an established Australian media family. These strands make up a complex picture. What features are particularly pronounced in this portrait? What does this portrait suggest about the subject?

- *Discussion Point:* The Archibald Prize is Australia's most prestigious award for portraiture. Encourage students to visit the website and view the entrants for the current year, and winners from previous years. Discuss the convention of portraiture and the different techniques and styles employed by portrait artists. Then invite students to choose a subject from the exercises they are doing in this unit of work, and create a portrait which reveals something about the subject. Create a gallery of these portraits.

### **STUBBIES**

- *Discussion Point:* This image depicts both the rear view of a man leaning on a bar, wearing the item of clothing known as 'stubbies', and a beer bottle also known as a 'stubby' sitting on the bar. What does the combined image suggest about our culture?

### **THONGS**

- *Discussion Point:* Australia's outdoor lifestyle, particularly at the beach, has led to the wearing of the ubiquitous 'thongs'. What does such footwear suggest about the Australian lifestyle?

### **UTE**

- *Discussion Point:* The use of the word 'Ute' to stand for 'Utility' (a heavy duty work vehicle with a storage tray at the rear) is an example of the Australian tendency to abbreviate words and names. Make a list of other words which are commonly abbreviated like this.

### **VEGEMITE**

- *Activity:* This is another food which Australians consider uniquely their own since it was first produced in 1922. Create an image which explains what this spread means to you – if it does mean anything to you! (See also activity above under 'Lamington'.)

### **WALTZING MATILDA**

- *Discussion Point:* Discuss the significance of this song (written by Andrew Barton 'Banjo' Paterson in 1895) to Australians, which some consider our unofficial national anthem ('Advance Australia Fair' is the official anthem and the words are listed on the final page). What does this image suggest? ('Waltzing Matilda' was 19<sup>th</sup> century slang meaning 'to travel with a swag'.) Compare and contrast this to the images which accompany the anthem later in the book.

## **XMAS**

- *Discussion Point:* What is this man (who is wearing reindeer antlers) intending to do? What is this suggestive image telling us about this man's attitude to Xmas?
- *Activity:* Write a brief story describing your interpretation of what is happening in this image.

## **YAKKA**

- *Discussion Point:* This is a colloquial term for hard work. This image has a threatening aspect to it. What does it suggest about work? Or about this worker?
- *Activity:* What other colloquial Australian words do you know? Make a list and write their meaning beside them. E.g. Bluey, Swag, Cobber, Digger etc. Make a list, too, of more recent additions to this dictionary. Young people today use different colloquialisms. Are they distinctively Australian, or more influenced by global influences such as social media? [See [Bibliography](#) for relevant resources.]

## **ZOO**

- *Discussion Point:* Who is inside the cage in this image? Who is outside it?

## **ADVANCE AUSTRALIA FAIR**

- *Discussion Point:* This double page spread contains several images relating to Australia, which might also be discussed.
- *Discussion Point:* Discuss the words of our national anthem.

## **8) When you have completed the Discussion Points and Activities above:**

- *Activity:* Choose a letter and an 'icon' of Australian life and create your own visual interpretation of it, as Greder has done in this book, to make a comment on its significance in Australian society.
- *Activity:* Create your own Australian alphabet. [See also [Blackline Master 1.](#)]
- *Activity:* Discuss symbols and icons of Australia and what they denote (e.g. Flag, Coat of Arms, Wattle, etc). Discuss landmarks which have become emblematic of Australia (e.g. Sydney Opera House, Uluru). Invite each student to choose a symbol and to give a short address regarding the positive and negative implications of that symbol.

## CREATIVE ARTS

This text will encourage students to explore various other creative arts.

### DRAMA

- *Activity:* Invite students to choose one of the images in the book and create an improvised playscript based on that image.

### MUSIC

- *Activity:* Choose music to enhance the play you are performing.
- *Discussion Point:* Iconic popular songs reflect our culture. Choose a range of songs and discuss their relationship to our culture. E.g. Paul Kelly's 'From Little Things Big things Grow'; Men at Work's 'Down Under'; Peter Allen's 'I Still call Australia Home'; 'Great Southern Land' by Icehouse; 'Khe Sanh' written by Don Walker and sung by Jimmy Barnes and Cold Chisel; 'Treaty' by Yothu Yindi etc.

### CRAFT AND DESIGN

- *Activity:* Design a new Flag for Australia.

### FILM

- *Activity:* Create a Book Trailer for this book. [See [Bibliography](#) for resources.]
- *Activity:* Watch iconic contemporary Australian films with secondary students and discuss their presentation of Australia. E.g. *Muriel's Wedding*; *Priscilla Queen of the Desert*; *Crocodile Dundee*; *The Sapphires*; *Yolngu Boy*; *Spotswood*; *Samson and Delilah*; *Bran Nue Day*; *Australia* etc.
- *Activity:* Watch David Bowie's 'Let's Dance' (1983) a video clip shot in rural and urban Australia. What does it say about Australia?

## LEARNING TECHNOLOGIES

This book might be used as a tool for investigations on the Internet.

- *Activity:* Explore website links to related topics such as: Australian Identity; Activism and Protest; Australian Icons. [See [Bibliography](#) for suggested sites.]
- *Activity:* Research the work of Armin Greder online.

## CONCLUSION

This is a work which invites deep thought and discussion. It is by a creator who makes complex observations about the nation to which he came as an immigrant decades ago. Now a world traveller, living in another country, Armin Greder's feelings for his adopted country are ambivalent. He hopes to find readers sympathetic to his questions and to his strongly held beliefs. This is an extremely important text with relevance for readers of all ages. It is also destined to become a contemporary classic.

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### **WEBSITES**

'Aboriginal Flag' *AUSFLAG*

[http://www.ausflag.com.au/aboriginal\\_flag.asp](http://www.ausflag.com.au/aboriginal_flag.asp)

'An Ageing Australia: Preparing for the Future' Australian Government Productivity Commission

<http://www.pc.gov.au/research/completed/ageing-australia>

'Archibald Prize' *Art Gallery of New South Wales*

<http://www.artgallery.nsw.gov.au/prizes/archibald/>

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<http://theaustraliancartoonmuseum.com.au/>

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Banksy

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## **ABOUT THE WRITERS**

### **ARMIN GREDER**

**Armin Greder** was born in Switzerland. In 1971 he migrated to Australia where he worked as a graphic designer and later taught design and illustration at a tertiary art institution. Books he has illustrated include *The Great Bear*, *An Ordinary Day* and *I Am Thomas*, all written by Libby Gleeson. Books he has authored and illustrated include *The Island* and *The City*. His work, in which brush and ink is prominent, reflects his European background. He is the recipient of a number of international recognitions such as the Bologna Ragazzi Award and has also been nominated for the Hans Christian Andersen Prize. He now lives in Lima, Peru and travels regularly.

## **Other Books by Armin Greder**

### **Picture Books published by Allen & Unwin:**

*The Island*

*The City*

*I am Thomas* (by Libby Gleeson)

### **Picture Books published by others:**

*Italia A/Z. L'Italia in 26 lettere e 45 parole* by Fofi Goffredo & Armin Greder (Orecchio Acerbo)

*The Great Bear* by Libby Gleeson (Walker Classics)

*An Ordinary Day* by Libby Gleeson (Scholastic)

*Flight* by Nadia Wheatley (Windy Hollow Books)

*Sleep Time* by Libby Gleeson (Scholastic)

*Uncle David* by Libby Gleeson (Scholastic)

*Big Dog* by Libby Gleeson (Scholastic)

*Danny and the Toybox* by Richard Tulloch (Scholastic)

*The Princess and the Perfect Dish* by Libby Gleeson (Scholastic)

### **Collections published by others:**

*The Bunyip and the Night* by Mark Nestor Svendsen and illustrated by Annmarie Scott, Arone Raymond Meeks, Narelle Oliver, Geoffrey Elliott, David Mackintosh and Armin Greder (Jam Roll Press, UQP, 1994.)

*To This Day: For the Bullied and Beautiful* by Shane Koyczan illustrated by Gary Venn, Armin Greder, Phil Lesnie, Kathleen Jennings, Barroux and others (Walker Books, 2014)

## **ROBYN SHEAHAN-BRIGHT**

**Dr Robyn Sheahan-Bright** operates justified text writing and publishing consultancy services, and publishes regularly on children's literature, Australian fiction, and publishing history. She was inaugural director of and is a Life Member of the Queensland Writers Centre, and was co-founder of Jam Roll Press. Her publications include *Paper Empires: A History of the Book in Australia (1946-2005)* (2006) co-edited with Craig Munro and *Hot Iron Corrugated Sky: 100 Years of Queensland Writing* (2002) co-edited with Stuart Glover. In 2012 she was recipient of the CBCA Nan Chauncy Award for Outstanding Services to Children's Literature. In 2014 she received the Queensland Writers' Centre's Johnno Award.

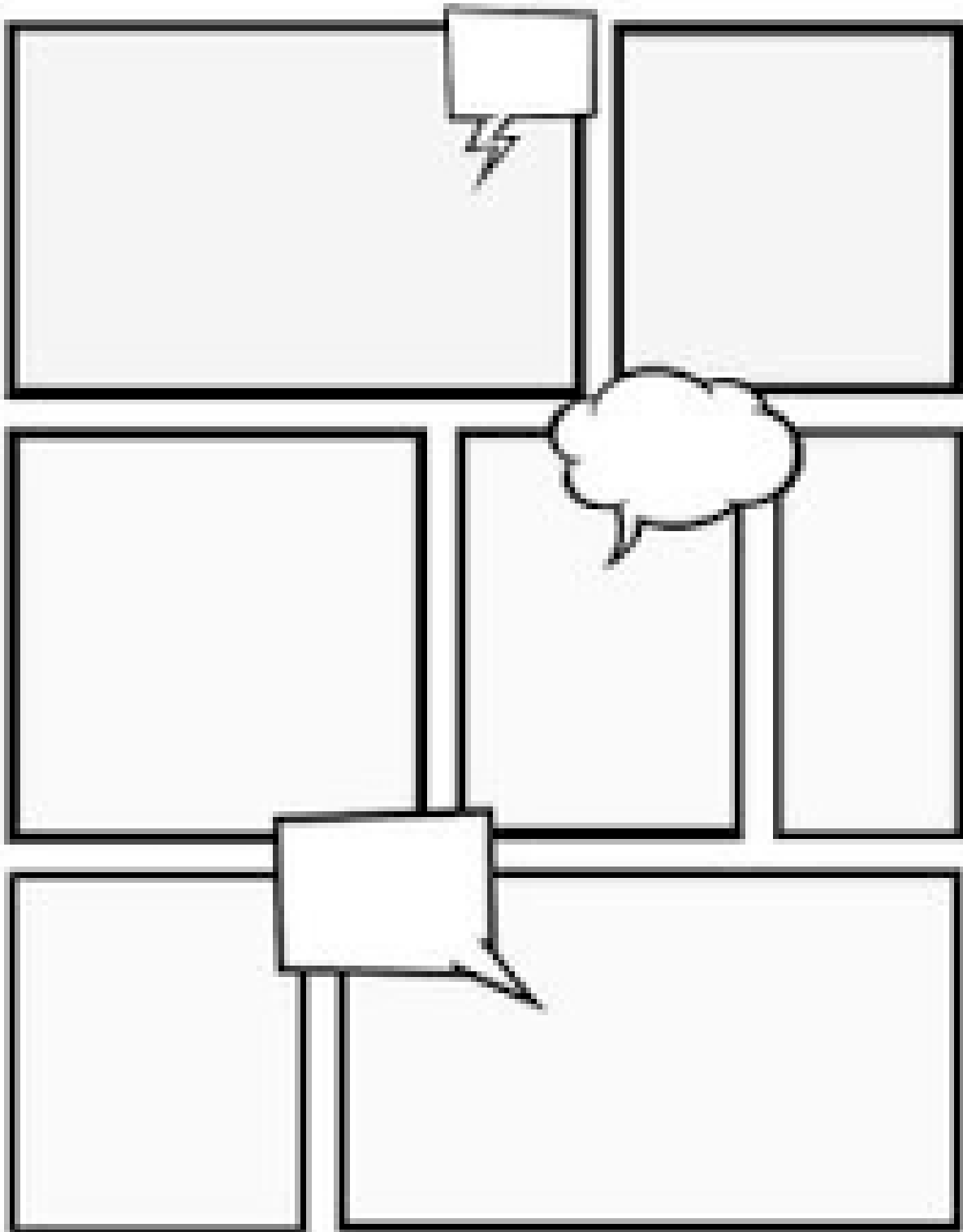
### BLM 1: CREATE YOUR ALPHABET OF AUSTRALIA

Write a word in the first column, which relates to Australia. Draw a small image in the second column to illustrate the word. eg Crocodile, Thorpedo (Ian Thorpe). Enlarge on a photocopier to create more space.

A		N	
B		O	
C		P	
D		Q	
E		R	
F		S	
G		T	
H		U	
I		V	
J		W	
K		X	
L		Y	
M		Z	

## BLM 2: CREATE A SATIRICAL COMIC STRIP

Use the layout below as the storyboard for your comic strip. Enlarge on a photocopier to provide more space.



### BLM 3: QUIZ

1. Which airline has the kangaroo as its brand or logo?
2. Which famous kangaroo was the star of a popular television show (1968–70) which is still being screened today?
3. Which two Australian fauna are depicted on the Australian Coat of Arms?
4. Uluru is a national landmark and a symbol of Indigenous Australia. What was the name given to it by surveyor William Gosse in 1873?
5. To which Indigenous groups of people is Uluru sacred?
6. Who designed the Aboriginal Flag?
7. 'Dame Edna Everage' is an iconic alter ego created by which actor and performer?
8. Which Australian Prime Minister made the famous Redfern Park Speech about the need to acknowledge Aboriginal people's treatment by white Australians?
9. What was the Eureka Stockade?
10. Who was David Unaipon?
11. The strike by Indigenous workers on Wave Hill Station, NT eventually led to the *Aboriginal Land Rights (Northern Territory) Act 1976*. Which Prime Minister made the symbolic gesture of pouring sand into the hands of Indigenous activist Vincent Lingiari in 1975, to celebrate this historic moment?
12. What are these famous Australians noted for: Gustav Nossal; Cate Blanchett; Noel Pearson; Harry Seidler; Li Cunxin.
13. Which Vietnamese-born comedian and actor has now forged a successful career as a writer and artist?
14. Who designed the Sydney Opera House?
15. Which Indigenous footballer co-captained (with Matthew Scott) the North Queensland Cowboys NRL Grand Final win in 2015?



## BLM 3: QUIZ ANSWERS

### ANSWERS:

**1.** QANTAS. **2.** Skippy, The Bush Kangaroo. **3.** Kangaroo and Emu. **4.** Ayers Rock. **5.** Uluru is sacred to the Pitjantjatjara and Anangu Indigenous peoples of Central Australia. **6.** Harold Thomas. **7.** Barry Humphries. **8.** Paul Keating in 1992. **9.** In 1854 in Ballarat, goldfield workers (known as 'diggers') rebelled against the government in opposed the government miners' licences. It is regarded as a key event in the development of Australian democracy and Australian identity. **10.** David Unaipon (born David Ngunaitponi) (28 September 1872–7 February 1967) was a well-known Indigenous Australian of the Ngarrindjeri people, a preacher, inventor and writer featured on the \$50 note. **11.** Gough Whitlam. **12.** Scientist and Research Biologist; Actress; Indigenous Lawyer, Advocate, Writer and Speaker; Architect; Ballet Dancer and Artistic Director. **13.** Anh Do, author of *The Happiest Refugee*. **14.** Danish architect, Jørn Utzon. **15.** Johnathan Thurston.