

Found

Written by Bruce Pascoe;
illustrated by Charmaine Ledden-Lewis

OVERVIEW

This gentle story set in the rugged Australian bush is about a small calf who becomes separated from his family. The little calf is alone and simply wants his mother, sisters and brothers. He can see other animals, and after running to the river, manages to ask some horses if they are his family. The calf's family have been taken away in the back of a noisy truck. So begins the little calf's journey to find his family.

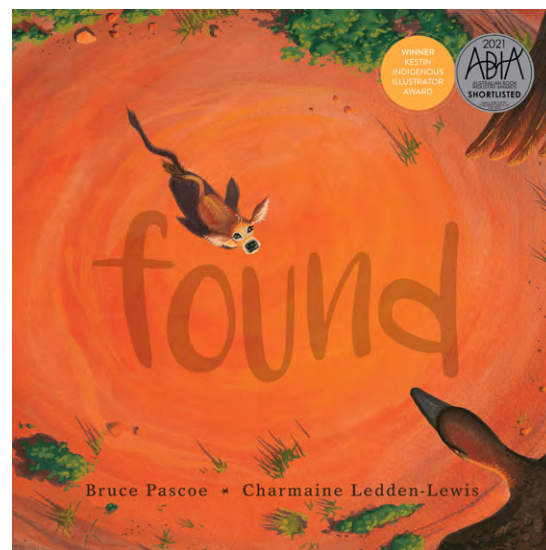
In *Found* we share the calf's point of view in an evocative story, accompanied by stunning illustrations.

ABOUT THE AUTHOR AND ILLUSTRATOR

Bruce Pascoe has published widely in both adult and young adult literature and has won numerous awards including the New South Wales Premiers' Book of the Year Award in 2016 for *Dark Emu* and the Prime Minister's Literature Award for Young Adult fiction for *Fog a Dox* in 2013. In 2018 he was awarded the Australia Council for the Arts' Lifetime Achievement Award for Literature. Bruce is a born storyteller and this is his first children's picture book. Bruce is a Yuin, Bunurong and Tasmanian man. He has enjoyed watching the progress of Charmaine's artwork and is excited by the result.

Charmaine Ledden-Lewis is a Blue Mountains artist, and descendant of the Bundjalung people. Her matriarchal lineage is a living legacy of the Stolen Generation. She is a vocal advocate for those who have had their history and culture stolen from them. Raised in a loving family surrounded by art and music, Charmaine developed a passion from a young age, for all things creative. She provides the same environment for her two sons, taking pleasure in nurturing their creativity. Charmaine believes we are all artists and encourages everyone to transcend inhibition and find creative expression!

- Second Kestin Indigenous Illustrator Award winner — stunning illustrations
- Pascoe is a well-known and respected author — his first children's picture book
- Distinctive, vibrant, stunning illustrative style by talented artist
- Wonderful addition to every family's bookshelf
- Iconically Australian
- Well suited to Early Childhood



THEMES

- Stolen Generations
- Family
- Belonging

AUDIENCE AND WRITING STYLE

Found is an exceptionally profound and powerful allegory about the Stolen Generation. When a calf is estranged from its family, it is afraid and alone. Running from the man who has herded cattle onto his truck, it is eventually reunited with its mother, but not before feelings of fear and isolation have set in. The evocative illustrations provide additional layers of meaning and allow for analysis and discussion. The written text is spare and invites readers to consider what is not said as well as what is. Because of its themes and setting, *Found* is more suited to Upper Primary students, however, it is a suitable introduction to Year 3 and 4 students of this chapter in Australian history.

LINKS TO THE AUSTRALIAN CURRICULUM

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

Learning area	Year level
English	3-6
HASS	4; 6

The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities that relate to the text and classroom ideas provided.

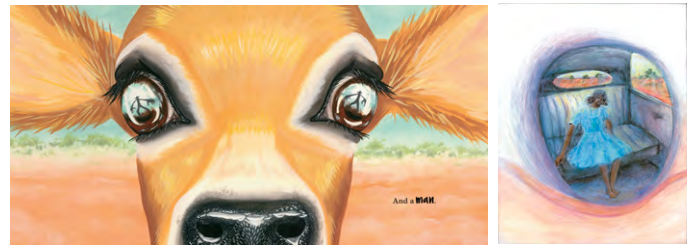
CLASSROOM IDEAS

- Before reading the text, use the title, cover and blurb to make predictions about the text. How does the title suggest what may happen in the text?
- After reading the text, share what you think this book is about, including its themes and purpose.
- Discuss the Stolen Generation as a class. When did this occur? Who did it affect? Why did this occur? What effects may this have had on children taken from their families and on parents whose children were taken from them? (See notes about the Stolen Generation in Trina Saffioti's *Stolen Girl*.)
- Why are certain words written in larger and bold font? Why have these particular words been emphasised? *Alone, Mother, Sisters, Brothers, Gone, Horses, Wood ducks, Man, Jumped, Flew, Stolen, Gone, My family, Mother, Sisters, Brothers, All alone, Not, Not, Hooves, Fur, Someone, See, My mother, I hear her, My mother, Found, Home, My family*
Using a selection of these words, compose a poem that reflects the themes and subject matter of *Found*.
- Several page openings, such as those below, are illustrated using a 'high angle'. How does this position readers? Why is the calf shown from this angle? How does this angle represent the calf's loss of power at the hands of the man? How does this reflect more broadly how Aboriginal families were treated during this time?



- How has the illustrator used the body language of the calf to add meaning to the text?
- Using evidence from the text to support your thinking, respond to the following statement: 'Found is as much about what *is* said as what is *not* said.'

- Compare *Found* with another picture book about the Stolen Generation such as *Stolen Girl* by Trina Saffioti and Norma MacDonald. Create a graphic organiser to identify the ways in which the authors and illustrators have addressed this chapter of Australian history.
- Discuss the page opening on the left below. Why is it so powerful? Discuss the body language of the man reflected in the calf's eyes. Compare this page opening with the one on the right from Trina Saffioti's *Stolen Girl* (Magabala Books). Why are these perspectives shown to readers in this way?



- Who do you think is the audience for this story? Why do you think that? Share with a partner, and then another pair. How have your thoughts about the text changed after discussing with others?
- Why has the author chosen to write about the Stolen Generation through animals rather than human characters? In context with the Stolen Generation, what is the significance of the main characters being cattle?
- When alone, the calf says, "I can see some horses. They're not my family, but they're here." How does this fit within the wider context of the Stolen Generation?
- Eventually, the calf can hear its mother, but still can't see her. The mother keeps calling until they are reunited. How does this symbolise the way Aboriginal and Torres Strait Islander peoples fought to reconnect with their own people?
- Rewrite a few pages in past tense, third person. Discuss the author's choice to write *Found* in present tense, first person.
- Discuss the significance of the title *Found*. Why isn't the text called *Lost*?
- What clues do we get that this story is about the Stolen Generation? Why isn't it merely about a calf who loses its family?
- Watch Kevin Rudd's apology speech. Why was the Prime Minister's apology an important step towards reconciliation?
- Have you ever been separated from your family? Brainstorm words to describe how you felt at the time before writing a reflection to share your experience.



APPENDIX – LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
3	English Language <ul style="list-style-type: none">• Understand how different types of texts vary in use of language choices, depending on their purpose and context (for example, tense and types of sentences) (ACELA1478)• Identify the effect on audiences of techniques, for example shot size, vertical camera angle and layout in picture books, advertisements and film segments (ACELA1483)
	Literature <ul style="list-style-type: none">• Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)• Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596)• Discuss how language is used to describe the settings in texts, and explore how the settings shape the events and influence the mood of the narrative (ACELT1599)
4	English Language <ul style="list-style-type: none">• Explore the effect of choices when framing an image, placement of elements in the image, and salience on composition of still and moving images in a range of types of texts (ACELA1496)
	Literature <ul style="list-style-type: none">• Make connections between the ways different authors may represent similar storylines, ideas and relationships (ACELT1602)• Discuss how authors and illustrators make stories exciting, moving and absorbing and hold readers' interest by using various techniques, for example character development and plot tension (ACELT1605)• Create literary texts that explore students' own experiences and imagining (ACELT1607)• Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)
	HASS History <ul style="list-style-type: none">• The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086)
5	Literature <ul style="list-style-type: none">• Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608)
6	English Literature <ul style="list-style-type: none">• Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)• Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)
	HASS <ul style="list-style-type: none">• Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)

