



# HEROES, REBELS

..... AND .....

# INNOVATORS

INSPIRING ABORIGINAL AND  
TORRES STRAIT ISLANDER  
PEOPLE FROM HISTORY

.....  
KAREN WYLD AND  
JAELYN BIUMAIWAI

TEACHERS RESOURCES

# HEROES, REBELS AND INNOVATORS

KAREN WYLD AND JAELYN BIUMAIWAI

Teachers Resources by Kerry Klimm

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# INTRODUCTION

*Heroes, Rebels and Innovators* honours seven Aboriginal and Torres Strait Islander people in history who all Australians should know and remember.

Heroes, rebels and innovators are often only known through the perspectives of colonisers and those they deem worthy of commemorating. For example, despite his criminal and violent deeds, Ned Kelly is a person in Australian history remembered and celebrated with a six-metre statue. But where is the statue for freedom fighter Tarenorerer, or environmentalist Fanny Balbuk Yoorel? *Heroes, Rebels and Innovators* helps students to think about how we should remember people in history who have done incredible things. Every person faced hardships and followed their dreams, and that is something we all should be proud of.

This book shows that amid the upheaval and often traumatic interactions with British invaders, Aboriginal and Torres Strait Islander people used their knowledge, strength, bravery, determination, curiosity, creativity and kindness to keep them going.

We learn about the incredible knowledge of Aboriginal and Torres Strait Islander people – they were experts in astronomy, weather, the environment, their country and more. They were experts who helped British invaders stay alive, who rescued them and educated them about the new land they were settling.

This book gives young readers a unique perspective of first contact from the eyes of Aboriginal and Torres Strait Islander people; how they were treated by the British invaders, and what they thought of them. We learn how Aboriginal and Torres Strait Islander people tried to help the British invaders, give them information and advice, but were often ignored.

Karen Wyld wants to inspire young readers about the achievements and resistance of Aboriginal and Torres Strait Islander people during the colonisation era. Karen wants to show that in the face of adversity, Aboriginal and Torres Strait Islander people held on to their dreams. She asks students to think ‘What dream will you turn into reality?’

# BEFORE READING

**EXERCISE:** Before showing the book cover, ask the students to write down the names of people in Australian history who are celebrated as heroes, rebels and innovators.

**DISCUSSION POINT:** Discuss the people they wrote down, exploring these key questions:

- What was each person known for?
- How did students know about these people? Did they learn about them in school? See them on television, or in a movie?
- Are these people still alive? Or are they from a long time ago?
- How many are men and how many are women?
- How many are Aboriginal or Torres Strait Islander?

## THEMES & CURRICULUM TOPICS

### STUDIES OF SOCIETY AND ENVIRONMENT (SOSE)

#### **THEME: HEROES, REBELS AND INNOVATORS**

This book explores the characteristics that make a person a hero, a rebel, or an innovator. It encourages us to celebrate incredible Aboriginal and Torres Strait Islander people in history, who faced adversity and held on to their dreams.

Show students the book cover and read the title: *Heroes, rebels and innovators: Inspiring Aboriginal and Torres Strait Islander people from history.*

**DISCUSSION:** Look at the title and pictures on the front and back cover and discuss the following questions.

- What do you think these people may have done?
- When do you think these people lived?
- What do you think was happening at the time in Australia?

#### **READ INTRODUCTION**

Karen Wyld, a writer of Martu descent, and Jaelyn Biumaiwai, an illustrator of Mununjali and Fijian descent, combine their interests and skills to bring you these real-life stories of Aboriginal and Torres Strait Islander people who readers of all ages should know about.

British invasion and settlement caused upheaval for Aboriginal and Torres Strait Islander peoples, but the heroes, rebels and innovators featured in this book still held on to their dreams. What dream will you turn into reality?

**DISCUSSION POINT:** What does upheaval mean? What do you think happened to the people in the book?

**DISCUSSION POINT:** What do you think you might learn from these people?

## THEME: HONOURING PEOPLE

This section explores how and why we remember people who have done incredible things. Students will explore some of the qualities that make a person incredible – characteristics like bravery, strength, determination, curiosity, creativity and kindness.

**DISCUSSION POINT:** Look at the Contents page. Read each title and ask students to write down if they think this person, or people, might be a hero, a rebel, or an innovator? Could they be two, or even all three?

**DISCUSSION POINT:** Read each story. What do students think now after reading their story? Are they a hero, a rebel or an innovator, two, or even all three? Compare answers to students' previous answers. Who had the same answers? Who had different answers?

**DISCUSSION POINT:** Look at the pictures on pages 5, 9, 13, 17, 21, 25, 29. Discuss what is happening in each image. What do you think the picture shows each person as: a hero, a rebel, an innovator? Two or all three?

**ACTIVITY:** Write down the name of each person and, next to their name, words to describe what made them incredible:

Patyegarang

Bungaree

Tarenorerer

Yarri and Jacky Jacky

Mohara Wacando-Lifu

David Unaipon

Fanny Balbuk Yooreel

**DISCUSSION POINT:** These people are remembered for doing something incredible. Is there someone you know who is incredible? What makes them incredible? It can be someone in your family, or a friend. It can be someone you don't know, like someone on television, someone famous, or someone you have learnt about. Write one paragraph about them.

**DISCUSSION POINT:** If you could go back in time and meet one of the people in *Heroes, Rebels and Innovators*, who would it be and why? What are some questions you would ask them?

**ACTIVITY:** There are many more Aboriginal and Torres Strait Islander men, women and communities in history we should know about. Ask students to research one of the following: Pemulwuy, Jandamarra, Barangaroo, the Ngemba people (who created the Brewarrina fish traps). (Research to be used for literacy activity – see resources.)

### ACTIVITY RESOURCES

#### Pemulwuy

National Museum of Australia <[nma.gov.au](http://nma.gov.au)>

Pemulwuy: The Aboriginal man who waged a resistance on the British <<https://www.sbs.com.au/news/pemulwuy-the-aboriginal-man-who-waged-a->

resistance-on-the-british>

Pemulwuy resists the colonists | Australia's Defining Moments Digital Classroom | National Museum of Australia <<https://www.nma.gov.au/definingmoments/resources/pemulwuy>>

### **Jandamarra**

<http://www.jandamarra.com.au/jandamarratheman.html>

Jandamarra: The outlaw who fought to save his country and people from colonisation - ABC News <<https://www.abc.net.au/news/2018-07-04/iconic-australian-landscape-home-to-fierce-warrior/9936054>>

### **Barangaroo**

Sydney Harbour artwork honours Aboriginal fisherwomen and the history of Barangaroo - ABC News <<https://www.sbs.com.au/nitv/nitv-news/article/2018/01/11/sharing-stories-about-fisherwoman-barangaroo-through-practical-art>>

**DISCUSSION:** Ned Kelly is someone who is well known in Australian history. He was a criminal, bushranger, outlaw and gang leader. Movies have been made about him, stories written about him and there is a six-metre statue in Glenrowan to commemorate him. Tarenorerer was a freedom fighter, an outlaw and gang leader. Yet there are no movies, few stories and no statue to commemorate her. Discuss why Ned Kelly is remembered, and Tarenorerer is not.

**ACTIVITY:** Plaques are designed to honour and remember people for different things they have achieved. Choose one person and design a plaque for them. It must have their name, date of birth and death, or age on death, where they are from and three sentences that describe why you are honouring them.

## **THEME: IDENTITY, ABORIGINAL AND TORRES STRAIT ISLANDER LANDS, LANGUAGES, CULTURES**

This section helps students understand that the lands we call Australia are the lands of Aboriginal and Torres Strait Islander peoples. Students will gain a better understanding that there are no clear boundaries between neighbouring groups, who often interacted with each other. Students should be thinking about how they might have interacted, such as trade, sharing resources, sharing information, similar language, celebrations.

**ACTIVITY:** In the book, we learn that Patyegarang was a young Darug woman, Bungaree was also Darug, Tarenorerer was born on Tommeginne Country, Yarri and Jacky Jacky were Wiradjuri, Mohara had Torres Strait Islander, Nuie Islander and Papua New Guinea heritage, David Unaipon was a Ngarrindjeri man, and Fanny Balbuk Yooreel was a Whadjuk woman.

Using the resource, find the different Aboriginal and Torres Strait Islander nations these people come from. Map of Indigenous Australia | AIATSIS <<https://aiatsis.gov.au/explore/map-indigenous-australia>>

Now write down the nations all around them and see how they border each other.

**DISCUSSION:** What do you notice about the land size of the different Aboriginal communities?

**DISCUSSION:** How might the neighbouring groups interact with each other and why?

**ACTIVITY:** Get students to draw a circle to represent where they live. Using the Map of Indigenous Australia, find the Aboriginal or Torres Strait Islander nation on whose lands they live. Draw circles off the main circle and put in the names of the neighbouring nations.

**DISCUSSION:** Discuss ways we can remember and celebrate that we live on Aboriginal or Torres Strait Islander land. Explore concepts such as Acknowledging Traditional Owners, flying the Aboriginal and Torres Strait Islander flags, NAIDOC Week, Reconciliation Week, using Aboriginal names for cities and towns.

**ACTIVITY:** *Heroes, Rebels and Innovators* contains a number of Aboriginal words. Create a worksheet listing the words and their meanings and ask students to match them. Ask students to write a sentence using each Aboriginal word.

## THEME: IMPACTS OF COLONISATION

*Heroes, Rebels and Innovators* investigates how British invaders interacted with Aboriginal and Torres Strait Islander peoples and the impact it had on them, their culture, their community and their lands.

**DISCUSSION:** Discuss how British settlers treat each person, people or community in the book.

**DISCUSSION:** We feel different emotions when people are nice, or not nice to us. Discuss what each person in the book thought about the British settlers and the way they were treated.

**ACTIVITY:** Page 6: Before the British arrived, there were over 250 distinct Aboriginal languages and hundreds more dialects. Patyegarang and William Dawes wrote the first list of Aboriginal words. William's forgotten notebooks were rediscovered in 1972 and helped preserve Darug language.

British invaders did not allow Aboriginal people to speak their languages and over time some languages became dormant. Now through books like the one Patyegarang helped create, Aboriginal people are reviving their languages.

Show students the First Languages Map and listen to people tell creation stories, speak language and speak about the importance of reviving and learning language. Gambay - First Languages Map <<https://gambay.com.au/languages/>>

**DISCUSSION:** Imagine if you were told to stop speaking English today. Discuss how you would feel and different ways you might be able to communicate. (Explore the different languages students may also speak, e.g. sign language, and other non-verbal ways of communicating.)

**DISCUSSION:** Page 6. 'Patyegarang acted as a liaison between local Aboriginal people and the British at Sydney Cove.' What is a liaison?

**DISCUSSION:** Page 8. ‘Bungaree can feel change in the air, and he wants to be a part of it.’ What do you think Bungaree was feeling was happening? Why do you think he wanted to be part of it?

**DISCUSSION:** Page 12. ‘Tarenorerer wanted vengeance for her people. For her Country.’ What does vengeance mean? Why did Tarenorerer want vengeance? What happened to her and her family and community?

**DISCUSSION:** Page 14. ‘Forcing Aboriginal people to be unpaid workers was common in those days.’ Discuss how you would feel if you worked without getting paid.

**DISCUSSION:** Page 18. ‘Wiradjuri had warned the settlers not to build there, but they were ignored.’ Discuss how Wiradjuri would have felt when the settlers didn’t listen to them.

**DISCUSSION:** Page 24. ‘David spoke about Ngarrindjeri, and their dreams of equality and rights.’ Discuss what David meant by equality and rights.

**DISCUSSION:** Page 29. ‘Turning their backs on Fanny Balbuk, settlers didn’t listen to the warnings. She shook her head. Country is everything; why can’t they understand?’ Discuss how Fanny would have felt when the settlers didn’t listen to her.

**DISCUSSION:** Discuss why you think the settlers often didn’t listen to the people in this book.

## **SCIENCE, ENVIRONMENT AND TECHNOLOGY**

We learn how each person and Aboriginal and Torres Strait Islander nation are experts in science, astronomy, technology, weather, environment, and more.

**DISCUSSION POINT:** Why do you think Dawes wanted to hear Patyegarang’s stories about the stars?

**DISCUSSION POINT:** What made Bungaree a great sailor? How did he keep the crew alive?

**DISCUSSION POINT:** What did the Wiradjuri know about the weather and land? Why did they warn the British settlers not to build on the flood plains?

**DISCUSSION POINT:** Why was Tarenorerer such a good resistance fighter? What did she know about the land that British settlers didn’t?

**DISCUSSION POINT:** Why do you think Mohara was able to swim to safety in the middle of a cyclone? What would she have needed to know about the weather and the ocean?

**DISCUSSION POINT:** Why was David Unaipon called the Black Da Vinci?

**DISCUSSION POINT:** What is an environmentalist? What did Fanny mean when she warned that ‘She knew that settlers and sheep had to tread more carefully’?

## **ENGLISH LANGUAGE AND LITERACY**

**ACTIVITY:** Vocabulary. Find these words in *Heroes, Rebels and Innovators* and their meanings:

observatory, liaison, botany, dialects, preserve, anti-slavery campaigner, reluctantly, morsels, fascinated, tricorn hat, reputation, diplomat, sealers, vengeance, invincible, taunt, captivity, freedom fighter, fearsome, pearling boats, dugong, floundering, cobbler, perpetual motion, spirited, resistance fighter, formidable

**DISCUSSION:** Narrative and expository. The stories are written in two components. The first is creative story telling around the main characters. The second is expository style, which provides further factual information.

Look at the layout of each story. Discuss what is different about each text. Discuss why you think it’s different.

**ACTIVITY:** Write a biography. From the activity researching other Aboriginal and Torres Strait Islander heroes, rebels and innovators, ask students to write a short piece in the same styles as used by author Karen Wyld: a short creative narrative text and expository piece.

## **VISUAL ARTS**

Each story has two images, the first is an action image, recreating a key section from the text. The second is a portrait of the central figure.

**VISUAL LITERACY ACTIVITY:** Draw two pictures to go with your biography activity, recreating a key section in your story, and a portrait of the central figure.

**ACTIVITY:** Captions often go with images or photos to tell us who is in the image or photo and what they are doing. Look at the pictures on page 5, 9, 13, 17, 21, 25, 29. Write a one-sentence caption that describes the image.

**ACTIVITY:** Write a one-sentence caption for the portrait in each story, using verbs and adjectives to capture their personality and why we should remember them.

# RESOURCES

## **Patyegarang**

<https://www.williamdawes.org/patyegarang.html>

<http://arc.parracity.nsw.gov.au/blog/2018/07/12/significant-aboriginal-women-patyegarang/>

<https://www.abc.net.au/news/2020-03-11/patyegarang-and-how-she-preserved-the-gadigal-language/12022646>

<https://aso.gov.au/titles/documentaries/first-australians-episode-1/clip3/>

## **Bungaree**

Alternative names: Bongaree, Boungee

<http://adb.anu.edu.au/biography/bungaree-1848>

<https://australianmuseum.net.au/about/history/exhibitions/trailblazers/bungaree/>

<https://www.sydneybarani.com.au/sites/imagining-the-people/>

<https://www.youtube.com/watch?v=3zBD7vFtbkA>

<https://www.abc.net.au/news/2019-01-25/bungaree-australian-circumnavigate-country-matthew-flinders/10749476>

## **Tarenorerer**

<http://adb.anu.edu.au/biography/tarenorerer-13212>

<https://nga.gov.au/exhibition/niat07/detail.cfm?IRN=144778&BioArtistIRN=18776&Audio=16k&ViewID=1&MnuID=SRCH>

## **Yarri and Jacky Jacky**

<https://www.nma.gov.au/defining-moments/resources/gundagai-flood-1852>

<https://indigenoux.com.au/the-heroes-of-gundagai/>

<https://www.sbs.com.au/nitv/nitv-news/article/2017/06/13/wiradjuri-heroes-honoured-gundagai-sculpture>

<https://www.sea.museum/2017/11/24/yarri-jacky-great-flood-1852>

## **Muara Lifu Wacando**

Please note: the following newspaper articles use archaic terminology that's now considered offensive (i.e. 'Native', lower case a in 'Aboriginal') and inaccuracies (Muara was Torres Strait Islander, not Aboriginal; and her husband survived the cyclone): <https://trove.nla.gov.au/newspaper/article/166106979?searchTerm=Mua%20Lifu&searchLimits=>

<https://trove.nla.gov.au/newspaper/article/92473965?searchTerm=Mua%20Lifu&searchLimits=>

<https://trove.nla.gov.au/newspaper/article/217258036?searchTerm=Mua%20Lifu&searchLimits=>

<https://www.abc.net.au/news/2014-12-26/cyclone-mahina/5964342>

<https://www.youtube.com/watch?v=5EldSRfM2zY>

## **David Unaipon**

<http://ia.anu.edu.au/biography/unaipon-david-8898>

<https://readingaustralia.com.au/authors/david-unaipon/>

<https://www.sbs.com.au/nitv/article/2016/09/28/remembering-david-unaipon-man-fifty-dollar-note>

<https://www.gizmodo.com.au/2014/03/the-australian-da-vinci-how-david-unaipon-almost-changed-our-nation/>

### **Fanny Balbuk Yooreel**

[https://www.youtube.com/watch?v=bpnZYm2-\\_PY](https://www.youtube.com/watch?v=bpnZYm2-_PY)

<https://issuu.com/nationaltrustsaustralia/docs/fannybalbuk-perthresistancefighter->

<https://www.nationaltrust.org.au/initiatives/fanny-balbuk-perth-resistance-fighter/>

<https://www.abc.net.au/news/2017-05-19/celebrating-fanny-balbuk-yooreel-110-years-later/8538688>

<http://museum.wa.gov.au/explore/wetlands/aboriginal-context/fanny-balbuk>

## ABOUT THE AUTHOR

**Karen Wyld** lives by the sea, south of Adelaide. Born on Kurna yerta in South Australia, she is of Martu descent (people of the Pilbara region in Western Australia). Karen was the recipient of the 2020 Dorothy Hewitt Award for an Unpublished Manuscript, shortlisted for a 2021 Victorian Premier's Literary Award and longlisted for the ABIA Small Publishers' Adult Book of the Year.

## ABOUT THE ILLUSTRATOR

**Jaelyn Biunaiwai** is a self-taught illustrator. She is of Mununjali and Fijian descent and lives and creates on the Gold Coast. She has a passion for Pasifika and First Nations culture and communities, and this is reflected in both her original and commissioned art.

## ABOUT THE AUTHOR OF THESE NOTES

**Kerry Klimm** is a Gugu Yalanji and Koko Lamalama woman from Far North Queensland. Kerry is a journalist and communications specialist who runs her consultancy, Flashblak. Kerry is passionate about ensuring Aboriginal and Torres Strait Islander perspectives are embedded into the Australian curriculum.