

Teacher
Notes

INHERITANCE

TEACHER NOTES



Carole Wilkinson

Award-winning author of the DRAGONKEEPER series

Teacher notes by SUE LAWSON

INHERITANCE

Stuck at her grandfather's remote property, Nic searches for clues about her mother, who died the day she was born.

But her investigation uncovers so much more than she could have imagined. With an inherited ability to travel back in time, Nic reveals a dark and shocking secret about the European settlers and the Aboriginal owners of the land.

Inheritance is compelling, shocking and based on true events – this is historical time-slip fiction at its best.



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CAROLE WILKINSON — AUTHOR

Carole Wilkinson writes both fiction and nonfiction and her stories are loved by young people all over the world. Carole embarked on her writing career at the age of 40 and she has been making up for lost time ever since. Her multi-award-winning and bestselling Dragonkeeper series is loved around the world.



SUE LAWSON — TEACHER NOTES AUTHOR

Sue Lawson is an award-winning author who also leads writing workshops for students and adults. She has won the Australian Family Therapists' Award for Children's Literature and was short-listed for the Prime Minister's Literary Awards and the Children's Book Council of Australia Book of the Year Awards. Her recent titles include *Nganga: Aboriginal and Torres Strait Islander Words and Phrases* (with Aunty Fay Muir), *Freedom Ride* and *Our Stories: Protest in Australia*.



AUTHOR Q&A

***Inheritance*, while historical, is a very different book for you. What attracted you to this story?**

I'd been thinking about writing a time travel book for a long time – about 20 years! Most of my books are historical, set in the past where characters know nothing about the future – our present. Sending a present-day character back in time allowed me to examine the past through the eyes of a modern character with twenty-first century ideas.

Initially, I wanted to write a story set in the Dark Ages, which would have been somewhere in Europe. But then I thought: most of my readers are Australian, I should be writing about something that has more meaning to them.

Reading a book called *Dark Emu* by Bruce Pascoe (which is about how Aboriginal culture has been misrepresented in the version of the history of Australia that most people accept) convinced me that I had to confront the dark history of settlement.

Can you explain how you decided on *Inheritance* as a title?

I spent ages trying to think up a clever title that hinted that the book was about time travel. I came up with about ten, but none of them hit the mark. Then my publisher,

Maryann Ballantyne, suggested *Inheritance*. And it is perfect because it includes all of the things that Nic inherited from her ancestors besides the amazing ability to time travel, including guilt and the desire to fix the mistakes of the past.

There is such a wide range of areas needing research – Aboriginal massacres, different periods of time, even the concept of time travel. How did the research compare to the Dragonkeeper series?

I read about the history of time travel stories and discovered that the vast majority of them are about travelling into the future. That was something I had no interest in! The decision to travel to the past was easy. In a way it is what I've always done myself when I write. As a writer of historical fiction, I travel into the past through reading about history. Reading about how other writers handled the mechanics of time travel made me realise I didn't want it to be a random thing that Nic had no control of, and I definitely didn't want a time machine! I wanted her ability to time travel to be at least partially genetic.

I'd been invited to schools in Western Victoria twice to talk to students and I found the landscape there very atmospheric. With the Dragonkeeper series, I trawled through Chinese history looking for an ideal time to set a story, and once I'd decided on the Han Dynasty, I just read

AUTHOR Q&A

whatever I could find about that time to get a feel for what life was like, but also looking for story ideas. Although I've been to China, I never went there for research purposes.

I approached *Inheritance* the same way – I wanted to find something in the history of Western Victoria that actually happened to be the seed of my story. When I read about a massacre of local Aboriginal people, my first thought was “obviously that's not what I'm looking for. Too confronting, too controversial!” The more I thought about it, the more I realised that was exactly what I had to write about. I read everything I could find about the massacre (which wasn't a lot). And then I did what I usually do for historical research – I looked for the primary sources. In this case that was the very few letters and diary entries that mentioned this awful event.

So my research technique was the same, in that I read everything I could find about the topic, and looked for original documents. The difference was I could drive to where I would set my story and wander around soaking up the atmosphere of the land as I learned about the history of the area.

We know from your beautiful book *Ten Pound Pom* that you emigrated from England when you were young. How do you think this has influenced your understanding of Australia's early history, particularly its Indigenous history?

I arrived in this country with no knowledge of any of its history. I didn't go to primary school in Australia, and I didn't study history in secondary school, which meant that my education gave me no foundation of knowledge of Australian history. I knew nothing at all about the history of Australia's First Peoples. Even when I was young I had an interest in history. I remember thinking that Australia had a short history, and there were no historical monuments much older than 150 years. Then I visited an Aboriginal rock art site and learned about the tens of thousands of years of Aboriginal history.

***Inheritance* confronts a shocking incident in Victoria's history. Why do you believe it's important young people are aware of what happened?**

The massacre in my book is based on an actual event. It was one of many massacres of Aboriginal people in Victoria. Young people aren't as ignorant about the history of settlement as I was at their age, but I think it's important that they understand the enormous cost to Aboriginal people that settlement caused.

Why did you decide to make the time travellers women?

Most time travel stories have male protagonists. I've written books from the point of view of men and women,

but when I started thinking about this book I'd just finished a trilogy that had a male main character – not to mention a whole lot of male dragons too! So I was ready to write a new female protagonist. When I'm writing a modern-day main character, I prefer to write from a female point of view. I also liked the idea of Nic's female ancestors, who often didn't get to make many choices in their lives, having this secret power.

All books come with their problems during creation. What was the hardest part about writing *Inheritance*?

The whole time travel thing got much more complicated than I'd first envisioned. All the timey-wimey stuff of who had already met who at each time travel event “did my head in”! I always make a time line when I'm writing a book, but for this one I had at least four!

It was very difficult to get the tone of the massacre scenes right. *Inheritance* is a middle-grade book, so I had to get the balance right between depicting the event accurately without making it too graphic.

Perhaps the hardest thing was attempting to portray Aboriginal people, past and present, with respect for their culture and their history.

What are you hoping readers will take away from *Inheritance*?

I hope that they will think more about Australian history from the point of view of its First Peoples. I hope that it inspires them to embrace the complete history of Australia, and respect Aboriginal people as past and present custodians of this country.



CURRICULUM OVERVIEW

		YEAR 4	YEAR 5	YEAR 6
HUMANITIES AND SOCIAL SCIENCES				
Inquiry and Skills		ACHASSI073	ACHASSI094	ACHASSI122
		ACHASSI074	ACHASSI095	ACHASSI123
		ACHASSI076	ACHASSI097	ACHASSI125
		ACHASSI077	ACHASSI102	ACHASSI129
		ACHASSI080	ACHASSI104	
Knowledge and Understanding		ACHASSK083	ACHASSK106	ACHASSK134
			ACHASSK107	
ABORIGINAL AND TORRES STRAIT ISLANDER'S HISTORY AND CULTURES				
Country Place		OI.1		
		OI.2		
Culture		O1.4		
		O1.5		
		O1.6		
ENGLISH				
Language		ACELA1487	ACELA1501	ACELA1515
		ACELA1488	ACELA1502	ACELA1517
		ACELA1490	ACELA1508	ACELA1523
		ACELA1492	ACELA1512	ACELA1526
Literature	Literature and context	ACELT1602	ACELT1608	ACELT1613
	Responding to literature	ACELT1603	ACELT1609	ACELT1615
		ACELT1604		
	Examining literature	ACELT1605	ACELT1610	ACELT1616
			ACELT1611	ACELT1617
	Creating Literature		ACELT1612	ACELT1618
			ACELT1798	ACELT1800
Literacy	Texts in context	ACELY1688	ACELY1698	
		ACELY1689	ACELY1699	ACELY1709
			ACELY1700	ACELY1816
	Interpreting, analysing, evaluating	ACELY1690	ACELY1703	ACELY1712
		ACELY1692		ACELY1801
	Creating texts	ACELY1694	ACELY1704	ACELY1714
		ACELY1695	ACELY1705	ACELY1715
		ACELY1697		

DISCUSSION QUESTIONS

BEFORE READING

Wondering Wall

Create a display with butcher's paper called Wondering Wall. Encourage students to add questions and thoughts to the wall as they read the book. Alternatively, leave sticky notes and pens beneath the heading for children to write their questions.

Discussion - KWL

Create a KWL worksheet in student's books, or distribute the *Inheritance* KWL work sheet. (available at bit.ly/inheritanceTN)

Ask children to complete the K column – What I Know About Aboriginal Culture and the Colonisation of Australia. Once this is completed, conduct a class discussion about what students know and what they want to know.

Suggested discussion prompts:

- What do you know about Aboriginal people and culture?
- What are clans? Nations?
- What clans lived in this region?
- What do you know of their culture and lifestyle?
- What do you know about the relationships between Aboriginal people and Europeans during the early years of white settlement?
- What do you know about Aboriginal people today?

Children return to KWL and complete what they want to know.

Questions can be also added to the Wondering Wall.

The Book

Examine the book before reading.

- What does its title imply?
- What does the cover imagery and colour scheme suggest? Discuss what may be the significance of the girl's clothes, the mobile phone, key and flowers.
- Discuss the blurb. What do you think this story will be about? Does this change your ideas about the cover?
- Discuss "dark ... secret". What is a dark secret? What could this secret be?
- Add any questions to the Wondering Wall.

WHILE READING

Vocabulary

Create an ***Inheritance* Vocabulary** page in students' workbooks where they can note any unfamiliar words. After reading, share, discuss and investigate words.

Word Wall

Create an ***Inheritance* Word Wall** to record vocabulary specific to *Inheritance* and the word's meaning.

For example:

- squatter
- homestead
- hillocks
- conical
- liberty
- gloaming, etc.

Setting

The Mitchell homestead is called Yaratgil. In groups, have children investigate the word Yaratgil and compare their findings.

- Who do you think named it?
- Why do you think they chose that name?
- Revisit the property name halfway through the novel and again at the end. How has your view of the name changed as the past is revealed in the story?

DISCUSSION POINTS

1839 Elspeth

What clues are there, apart from the chapter title, which show when this passage is set?

Elspeth "fancies she can smell blood" (page 8). What do you think could have happened?

Elspeth cares for the horse after William has gone inside. What does this suggest about her role in the family?

Why do you think Carole Wilkinson chose to start her novel with this chapter?

Chapter One

What do you think Nic means when she says, "a lot of things at Yaratgil were broken"? (page 13)

Discuss Nic's first description of Yaratgil (pages 9–10). Why might the homestead be in disrepair? What does the state of Yaratgil suggest about Grandad?

DISCUSSION QUESTIONS

Chapter Two

Nic searches Yaratgil inside and out in the first two chapters. What do you think she's really searching for?

Think of your own grandparents' homes. Do they have photos of your parents as children and other memorabilia? Why do you think Nic can't find any trace of her mum at Yaratgil?

Nic lists her plan for her time at Yaratgil (page 23). Do you think this list is realistic? Why/Why not?

Chapter Three

Examine Nic's list of *Things I've Learned About New Schools* (page 30). Do you think this is true of your school? Is there anything you could do to change any of the items on the list?

Thor dismisses Nic with the words "You're a Mitchell" (page 31). What does that imply about Nic's family? Do you judge people on their family? Is this a fair thing to do? Why might the Mitchells be unpopular?

This technique is called foreshadowing. Investigate the technique. What do you think this passage is preparing the reader for?

How is Thor different from other students? Why do you think he was the first to speak to Nic?

Do you think Thor's explanation (page 37) is a good enough reason for people not to like Nic?

Authors use everyday items as symbols. What do you think the key symbolises? Who do you think threw the key into Lake Weeranganuk?

Why do you think the plants had taken over the room?

Chapter Four

Nic describes her dad as "a bit of a hippy" (page 41). What examples are there so far that support Nic's theory?

Nic's dad's favourite saying is "everything happens for a reason" (page 41). What do you think this saying means? Do you agree with Nic? Is the saying "fake wisdom"?

Chapter Five

Given the descriptions of the land, the plants and the child, what time do you think Nic travelled to?

Who do you think the white child could be?

1770 Moontine

Why do you think the author wrote a piece from the point of view of Djargurd balug woman, Moontine?

Chapter Six

Nic discovers Aboriginal people ate the roots of yam daisies, but these were nearly wiped out by sheep (page 59). Why do you think the sheep might have wiped out the daisies? What would that mean for the Aboriginal people?

Chapter Seven

When Elspeth sees Nic she says, "You are here at last, Veronica" (page 65). Do you agree with Ronny, who tells Nic that Aunt Ellie is confused? Why/Why not?

"The travelling made me more self-assured," Ronny said. "I began to demand more liberty in my life here." (page 71)

What does liberty mean? What kind of freedom do you think Ronny started to demand?

1839 Elspeth

Elspeth says her brothers, David and William, stopped "being brotherly" a long time ago (page 73). Why do you think this has happened?

Chapter 8

Compare the information Nic discovers about William's and David's deaths (pages 84–85). What is this suggesting about the two men's characters?

Pam at the History Centre tells Thor all the Aboriginal people from the area have moved away or died (page 85). Do you think this is true? Why do you think Thor is interested in Aboriginal people around Strathmartin?

Chapter 9

Nic finds it hard to find information about Ronny and fears she "hadn't achieved her dream of becoming an independent woman" (page 89). What may have stopped her doing that?

Chapter 10

In this chapter, when Nic time travels she discovers Elspeth, William and David are living in a hut. Why do you think they didn't build Yaratgil straightaway?

When Nic and Elspeth discuss time travel, Elspeth says the stones "always have purpose" (page 100). What do you think that purpose is for Nic?

Elspeth also says, "This place is not steeped in history as Scotland is. There is no past to speak of here." (page 102) Do you agree or disagree with her? Share your reasons.

DISCUSSION QUESTIONS

Chapter 11

Ronny has changed and tells Nic she no longer has any interest in time travel (page 112). What do you think Ronny saw the last time she travelled? Why has it affected her so much?

The biggest shock for Nic in this chapter is seeing her mum alive. Why do you think Nic's mum didn't return to her time?

Chapter 12

Why do you think this chapter is called "The Wheel of Emotion"?

Thor suggests Nic is "interested in erasing history" (page 120). What do you think Thor is talking about? What evidence is there that people have tried to hide history?

Why do you think someone has killed the plants at Reconciliation Park (page 125)? Could it have been an accident? Why/why not?

Chapter 13

"Travelling into the past only brings misery" (page 132). Again, Ronny talks about the horrors she has seen. Have your ideas about what she has seen changed?

1839 Ronny

This chapter is sad and disturbing. How do you think the men justified the killing of so many people? Why did they choose to kill them rather than communicate and try to work something out?

Chapter 14

How would you feel if you were Thor, watching a friend disappear into an "*isching*"? Would you have tried to stop them?

Chapter 15

Why do you think Elspeth only time travelled twice a year?

Do you think Nic is in danger? Why?

Chapter 16

Revisit pages 160–161. How does this exchange between Nic and Grandad change your feelings towards him? How do you feel about Nic's dad? Why didn't he tell Nic what had happened earlier? (page 164)

Chapter 17

Nic and Thor discover Pam is descended from the massacre organiser, Frederick Anderson (page 166).

What judgements have they made about her? Do you think they are correct?

Nic and Thor are unable to find anything about the massacre in the newspapers (page 167). Why do you think that is the case?

Chapter 18

Nic, Jess, Sue and Elspeth are unable to stop the massacre. If you'd been there, what would you do differently?

What difference do you think it might have made to history if they had have stopped the attack?

1839 Sue and Jess

"...But then I couldn't get back." (page 186) Do you think Jess would have returned to Nic? Why/why not?

What do you think Sue (Grandma) is going to do with the Aboriginal relics?

Chapter 19

Why are Nic and Thor going to dig up the grave? What are they hoping to find?

Chapter 20

"These things aren't mine, Thor. They're yours." (page 198). Why does Nic give their discovery to Thor? Do you agree with her? What would you have done?

Elspeth tells Nic, "The past cannot be changed" (page 200). If Nic had been told this earlier, do you think she would still have tried to stop the massacre?

Chapter 21

What is the symbolism of the rain stopping when Aunt Joan begins the Welcome to Country? (page 204)

Why do people start yelling out (page 207)? Can you commemorate the settlers and Aboriginal people at the same time?

Chapter 22

"Time Will Tell" (page 209). Apart from the inscription on the clock tower, where have you heard that before?

How different would the story have been if Grandad hadn't hidden the truth? (page 216)

Chapter 23

Aunt Joan believes the massacre site is a sacred site and doesn't want people visiting it (page 222). Do you agree with her ideas? How important is it for everyone to be able to share their ideas?

DISCUSSION QUESTIONS

In this chapter, Nic decides no more time travel. Do you think she will travel again? Where? Why? Remember the stones always have a purpose.

1770 Nic

Nic thought her purpose was to stop the massacre, but she couldn't. What do you think was the purpose of her time travel?

AFTER READING

Discuss - The Stones

Revisit page 19, when Nic first visits the Yaratgil cemetery. Re-read the bible quote:

*"To everything there is a season,
A time to cast away stones,
A time to gather stones together."*

How has your understanding of this passage changed after reading *Inheritance*? Why do you think that passage was chosen for Elspeth's grave?

Setting

Authors use language to help establish setting. Examine the language used when Nic travels to visit her ancestors in the past.

Activity: Create a table of words, headed with character names to show time period. (see attached example)

Create a map of Yaratgil, marking the position of the bark hut, the cemetery, the creek, the massacre site and the Aboriginal houses. Include the rooms of the homestead.

Basalt Rock

Investigate examples of dry wall fencing. <http://dswaa.org.au/dry-stone-walls/form-and-function/>

Why do you think colonists like the Mitchells used the stones for fencing?

Dialogue

Re-read Figs and Hot Chocolate (pages 62–72). Discuss the setting. Note the descriptions and the dialogue. How do they combine to show the time setting?

Activity: Rewrite the first conversation between Nic and Ronny (page 63) as though it was being held today.

Newspapers

Why do you think Nic found more information in newspapers about the Mitchell women than she did in other records? Research old papers and magazines. Compare the articles and advertisements. What do you notice?

Activity: Create a poster highlighting the difference between an old and a recent advertisement for a similar product.

Venn Diagram

Create a Venn Diagram using three circles, noting the differences and similarities between Nic, Ronny and Elspeth. Think about personality, clothes, family, hobbies and the environment.

Character Profile

Create a character profile for your favourite major characters. Include appearance, personality, likes, dislikes, ambitions and anything else you discovered about them while reading the book. Include a sketch of your chosen character. (Work sheet attached)

Thor

Thor's full name is Thor Infinity Melaleuca. Look up the meaning for each of his names. Do you think the names and meanings suit his character?

Thor's mother Cyn says, "Everyone deserves a unique name" (page 45). Using baby name websites, in pairs, find alternative names for Nic, Thor and Cyn that show their character.

Grandad

What are your first impressions of Grandad? Revisit his first interaction with Nic (page 10). As *Inheritance* continues, does your opinion of Grandad change? How?

Re-read page 25. What clues does this scene give us about Grandad?

What other techniques does the author use to reveal more about Grandad?

William and David

Re-read the sections about William and David (pages 7, 73, 84–85). How would you describe the brothers?

Create a table listing William and David's personalities and any other differences between the two. Focus on any adjectives that have been used for each man.

William	David

DISCUSSION QUESTIONS

Interviewing

Model a short interview to students. Interview another staff member, parent or student. Afterwards, discuss the interview with the class, covering your aim for doing the interview and how this influenced your questions.

Introduce or reintroduce the idea of fat and skinny questions - questions that gather the most information: <http://www.cambridge.org/elt/blog/2015/03/19/skinny-fat-questions-thinking-skills/>

Ask students to interview each other about a simple topic covered in *Inheritance* that is relevant to their own experiences. For example, grandparents, grandparents' homes, family history, friendships, parents' jobs etc. As a class, share interviewing experiences and what students learned about the process.

Focus on preparation, listening, good questions

Discuss which of *Inheritance's* characters are the most important, and why. List these characters and a few details about them on the board. In pairs, ask students to choose a character and create a two-minute interview to present to class.

Similes and Metaphors

In pairs, children investigate the following:

- What are similes and metaphors?
- How are they different?
- How are they similar?
- Why do authors use them in their writing?
- Discuss cliché vs original. What is the role of cliché? Why do writers avoid them?

Discuss responses as a class.

As a class, classify the following from *Inheritance* as similes or metaphors.

Page 9

... as if the house was hiding.
... like it had stretched out and made itself comfortable.

Page 14

... lumpy with small hillocks
... conical hills sticking up like pimples on the land.
... dragged like a school speech night.

Page 20

... like painting the Sydney Harbour Bridge

Page 26

... big enough to house a small family

Group children in pairs and give each a chapter from *Inheritance*. Ask them to find examples of similes and metaphors. Share findings with the class.

WRITING ACTIVITIES

Your Home

Revisit the descriptions of Yaratgil (pages 9, 12–13, 14). Examine the language the author uses. Ask students to write a descriptive piece about their home as though seeing it for the first time. Encourage the use of fresh similes and metaphors.

Kirrie Stones

Re-read page 74, where Elspeth describes the *cunye-nuk*. Why do you think plants grow so quickly at the *cunye-nuk*? Where would be a good *cunye-nuk* in your area? Why?

Imagine you had Kirrie Stones, but you could program them to send you wherever you wanted. Where would you travel? What would you want to see or experience? Write a creative piece imagining what that journey might be like.

A Letter

Nic is able to meet her ancestors, including her great-great-grandmother. Imagine you could meet one of your relatives from long ago. What would you say to them? What would you want to ask? Write a letter to one of your relatives, asking your questions.

ABORIGINAL CULTURE

Before European settlement, between 300 and 700 Aboriginal clans lived across Australia. Show students a map of Aboriginal Australia. Discuss why the nations might be so different in size.

Discuss how climate, vegetation, season etc. might influence the size of the nations.

Helpful websites:

- <http://nationalunitygovernment.org/pdf/aboriginal-australia-map.pdf>
- <https://www.vic.gov.au/aboriginalvictoria/heritage/aboriginal-cultural-heritage-of-victoria/victorian-aboriginal-heritage-maps.html>
- <http://www.abc.net.au/indigenous/features/map/>

In *Inheritance*, Yaratgil is on Djargurd balug Country. In groups, have students investigate either the Djargurd balug people or the First Nation who lived around your school's area. Research clothing, shelter, food, language and other aspects of their lives.

Create a Venn Diagram showing the similarities and differences between the Djargurd Balug and your local Aboriginal clan or nation.

DISCUSSION QUESTIONS

Re-read the description on page 50 of the Aboriginal huts. How does this differ from what you understood of Aboriginal shelter? Why do you think they used basalt rock and not just branches and leaves to make shelter?

Watch the video produced by students about the stone huts near where *Inheritance* is set: [Youtu.be/DOA8VIYAVGU](https://youtu.be/DOA8VIYAVGU). Investigate Budj Bim and the Gunditjmarra people who lived there.

Suggested websites:

- <http://www.environment.gov.au/heritage/places/national/budj-bim>
- <https://whc.unesco.org/en/tentativelists/6167/>
- <http://parkweb.vic.gov.au/explore/parks/mount-eccles-national-park>
- <http://theconversation.com/the-detective-work-behind-the-budj-bim-eel-traps-world-heritage-bid-71800>
- <https://cv.vic.gov.au/stories/aboriginal-culture/nyernila/dhauwurd-wurrong-the-creation-of-budj-bim/>
- <http://www.vaclang.org.au/projects/qbook-digital-language-resources-for-south-west-victoria.html>

Breakdown the topic into sections and have students, in pairs or groups, research, prepare and present a project for the class. Suggested breakdown of topics include Eel trapping/farming, shelter, Budj Bim, Budj Bim creation stories, Gunditjmarra people, food sources.

Nic discovers Aboriginal people ate the roots of yam daisies, but these were nearly wiped out by sheep (page 59). Investigate the impact of introduced animals such as sheep and cattle on Aboriginal food sources. What other impact did these animals have on Aboriginal lifestyle and culture?

Approach to Land

“The rocks hadn’t bothered the Aboriginal people, but when the first settlers arrived (including the Mitchells), they wanted to clear their land of the rocks so they could graze sheep and grow crops. They also needed fences to stop the sheep wandering off. Instead of making fence posts and buying wire, they used the rocks to build walls.” (page 21)

Discuss the differences in approach to land between Aboriginal peoples and the Mitchells.

Investigate the meaning of Country and Aboriginal peoples’ connection to the land. How does this differ to the Mitchells and other Europeans attitudes to the land? Which approach do you prefer? Why?

Book Review

Inheritance Class Book Report

Prepare large sheets of paper, adding one of the following headings* to each. (Select the most appropriate for age level.)

- The Author – Carole Wilkinson (other books, style, questions you’d like to ask)
- Nic (habits, appearance, personality, strengths, weaknesses)
- Thor (habits, appearance, personality, strengths, weaknesses)
- Setting (descriptions of place and time)
- Major events
- Memorable Imagery (your favourite descriptions in *Inheritance*.)
- Best Parts (the parts you loved most)
- Racism (racist events, conversations, beliefs)
- Discoveries (things you learned – vocabulary, word usage, historical events etc.)
- Prediction (what could happen in the future)

Place sheets, along with a texta, around the classroom. Divide the class into groups. Each group must appoint a scribe and timekeeper. Explain the headings and what is required of the students. Point out that the task will become more difficult and will require more in-depth thought and discussion.

Groups work their way around the sheets, spending five minutes at each sheet. Initially, allow a minute for students to read over the previous groups’ contribution. Later, allow more time for reading and discussion.

The final group to work on each sheet then presents this sheet to the class. After sharing what is on the sheet, the leader then invites questions to spark discussion.

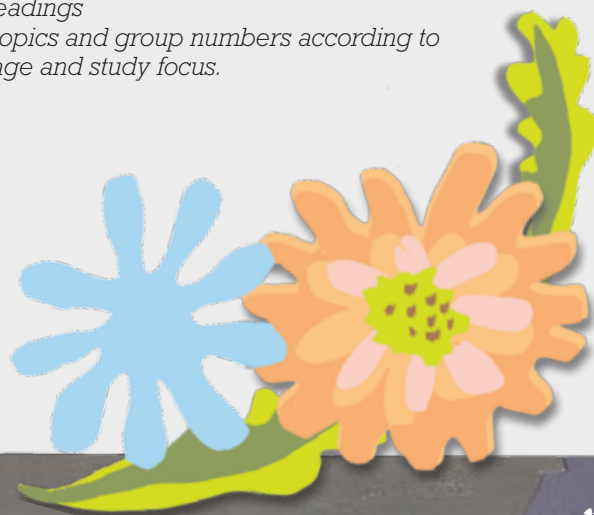
Questions can include:

- Does anyone have something new to add?
- Is there anything on the chart you disagree with? Why?

Following the discussion, students can either write a paragraph about their experiences, or can write a book review using the template provided at bit.ly/InheritanceTN.

*Topic Headings

Change topics and group numbers according to student age and study focus.





"This is a brave book. It is time for these actions to be discussed by the whole of Australia."

Yoolongteeyt Vicki Couzens
Gunditjmara Elder

