



## *All of Us*

By Jackie French, Virginia Hooker and Mark Wilson

### Summary

Join two children as they journey through the history of Southeast Asia – the fascinating lands linked to each other and Australia by the seas and monsoon winds. Share with them the discovery of a world filled with traders, adventurers and conquerors, the struggles for independence they witness, and the exciting arrival of the new millennium with its hopes and challenges.

This is a story that started 200,000,000 years ago – a history that includes all of us.

Written by former Australian Children's Laureate Jackie French and social historian Emeritus Professor Virginia Hooker, this fascinating book has been exquisitely illustrated by award-winning artist Mark Wilson.

A beautifully illustrated book that will engage both children and adults alike, and provides new insights into the region of Southeast Asia.

### Key Curriculum Areas

English, History, Geography and Visual Art

This text is appropriate for the cross-curriculum priority of Asia and Australia's Engagement with Asia under the Australian Curriculum. These notes have been created to address this cross-curriculum priority for Years 6 and 7, but this text could be used for Project-Based Learning (PBL) for Years 5–10.

### Themes

Migration, geographical features and changes, trade and trading routes, Southeast Asia, cultural and spiritual practices, colonialism.

Recommended Ages: 8+

ISBN: 9781460750025

Notes by: Robyn Sheahan-Bright and  
Jemma Myers

Date of Publication: October 2019

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*

## BEFORE READING

**Content of *All of Us***Sections

- Finding the Way 200,000,000–40,000 BCE
  - Timor-Leste 45,000–5,000 BCE: Living in caves near rivers and beaches
  - People on the Move 5,000–500 BCE
  - East Java 200 BCE: Trade and exchange
  - Melaka Straits: Always linking East and West
  - Srivijaya 7<sup>th</sup> to 13<sup>th</sup> centuries: Loyalty to the Buddha and the ruler
  - Massive Monuments 8<sup>th</sup> to 16<sup>th</sup> centuries
  - Angkor 802–1432: Temples and towns
  - Islam Taken on Board: 15<sup>th</sup> century trading patterns
  - Melaka 1400s–1600s: Europeans come and go
  - Southeast Asia and the Pacific: 16<sup>th</sup> century trading patterns
  - Philippines 1600s: Winds of change
  - Makassar 1750s: Exploiting the seas
  - Steaming Ahead: 19<sup>th</sup> century
  - Bangkok 1800s onwards: Thailand enjoys its festivals and freedoms
  - Colonial Rule: Early 20<sup>th</sup> century
  - Hanoi 1930s: Learning from, then leaving France
  - War in Southeast Asia 1941–1945
  - Singapore 1942–1945: Defeat and suffering
  - New Nations 1945 to now
  - Southeast Asia 1960s–1990s: The challenges of independence
  - Southeast Asia and its Partners 1990s–2000s
  - Southeast Asia Now: *Kita semua*, all of us
- Immerse students in Southeast Asian culture by creating classroom book and resource displays.
  - Allocate one of the countries or regions featured in *All of Us* to individuals or small groups of students, and ask them to research its history over the past 500 years.
    - Which countries are easier to research than others?
    - Why is it difficult to find information on some countries/time periods?

Curriculum Area: ENGLISH

### Topics

- Multi-modal Texts
- Narrative Styles
- Poetic Forms and Devices
- Comparative Literature

### Outcomes

ACELT1613, ACELT1614, ACELT1615, ACELT1616, ACELT1617, ACELT1618, ACELT1800

### Classroom Activities

- The story contained in *All of Us* is told using a variety of modes. Select one of the sections (see list above) and ask students to analyse how the different components work together:
  - Modes in this text include illustrations, maps, poetry and timelines.
  - Assign groups of students a different mode to track through the text:
    - What information is conveyed using this mode?
    - Why has this mode been used?
    - What is the advantage of this mode being used in an informative text?
  - Which mode do they think is the most important/informative for each section? Overall?
  - Why do you think some sections primarily use one mode rather than another?
  - How does the use of poetry help to convey the story of the history of Southeast Asia?
- It is quite unusual for a non-fiction text to use poetry to help convey information. However, the poetry in *All of Us* is an important component of the book.
  - Ask students to select one of the poems and analyse it for its poetic techniques.
    - For example, see 'Makassar 1750s Exploiting the seas'. Discuss the use of rhyme and metre in this poem.
    - How are the techniques used in another poem from the book reflected in other modes utilised in that section?
    - What information/ideas are reflected in the poem that aren't portrayed anywhere else in the section?
    - What responses can poetry evoke in readers that other modes utilised by *All of Us* might struggle to do? Why is this important?
  - See 'Angkor 802–1432 temples and towns'. The poem uses repeated contrasts to make its meaning; e.g. 'They wear silk but we wear straw, Ours the sweat but theirs the law.' Encourage students to write a poem about any aspect of the history which they have researched using contrast or opposition as a device.
  - Invite students to discuss their individual responses to a poem and how choices in the poem's use of metaphor or repetition influence those personal responses.

- Research literature written by or about different Asian cultures. See for example:
  - 'The Reading Australia Guide to Asian-Australian Literature' *Reading Australia*:  
<https://readingaustralia.com.au/2017/05/reading-australia-guide-asian-australian-literature/>
  - Sykes, Helen (2014) 'Texts for the Australian Curriculum: Asia and Australia's Engagement with Asia' *Language Learning Space*:  
<https://www.lls.edu.au/teacherspace/assets/uploadResources/challenges/PL%20modules/Recommended%20Asian%20titles.pdf>
  - Asian-Australian Children's Literature and Publishing Project (AACLPP):  
<https://www.austlit.edu.au/austlit/page/5960598>
  - NCACL Cultural Diversity Database *National Centre for Australian Children's Literature*:  
<https://www.ncacl.org.au/resources/databases/welcome-to-the-ncacl-cultural-diversity-database/>

### Extension

Jackie French and Mark Wilson's individual works have often focused on history. They have also collaborated on several historical texts. Read some of them and identify links between *All of Us* and any of their other works.

### Curriculum Area: HISTORY

#### Topics

- Religion
- Lifestyles and Cultures
- Colonial Rule
- Trade Routes and Trading

#### Outcomes

ACHASSK166, ACHSS2015, ACHHS207, ACHASSK165, ACHHS212

#### Classroom Activities

- Almost every section of *All of Us* features a timeline which outlines important events in Southeast Asian history. The importance of these events to Asia and Australia is not always obvious.
  - Select one or two sections which feature events that students may not know a lot about; e.g. 'Srivijaya 7<sup>th</sup> to 13<sup>th</sup> centuries: Loyalty to the Buddha and the ruler' or 'Massive Monuments 8<sup>th</sup> to 16<sup>th</sup> centuries'.
  - Break students up into small groups and give each group one event from the timeline/s in that section/s.



- Students are to research that event and prepare a 3-minute presentation which outlines: the key points of the event; one primary and one secondary source they found; and why this event is of ongoing significance.
- After each group presents, conduct a debate/discussion about which event they think is the most important to Australia.
- The impact of trade features in several sections of *All of Us*.
  - Identify the 2 sections where trade is one of the most important features.
    - How is the importance of trade emphasised on these pages?
  - Why are trade routes and increasing trade an important part of the history of Southeast Asia?
    - Which goods do people bring in that change the lives of the people of this region?
    - Which goods do Europeans discover in Southeast Asia that they send back to Europe?
    - What else is brought, along with goods, that affects people in an ongoing way?
  - Some of the most important and influential organisations in the world from the early 17<sup>th</sup> century through to the late 19<sup>th</sup> century were trading companies. These include the British East India Company and the Dutch United East India Company (see section 'Melaka 1400s–1600s: Europeans come and go'). Ask students to research the history of one of these organisations and explain the importance and influence that they had.
- Today, Indonesia has the largest Islamic population in the world, and Malaysia also has a significant Muslim population. During students' study of trade and trade routes, they should have discovered that the spread of new religions was one of the most important impacts of increasing trade routes.
  - Ask students to read all the timelines in *All of Us* from 'Melaka Straits Always linking East and West' to 'Steaming Ahead 19<sup>th</sup> century' and write down all of the events that reflect the spread of Islam across Southeast Asia.
  - Students should then create their own timeline of 'Islam comes to Southeast Asia'.
  - Using this timeline, and their own research, students should then map the history of Islam in this region.
- In the poem that features in 'Bangkok 1800s onwards: Thailand enjoys its festivals and freedoms', the lines 'Roasted termites mixed with rice, Fried fish flakes with turmeric spice (Elephants don't think they're nice). Food like music, sweet with sour, Salt with bitter, none too loud, Basils, mints and peppercorns.' emphasise the importance of food to the study of history.
  - Ask students to make a list of every food that is mentioned or shown.
    - What is the most unusual food they can find?
  - Why is food important to understanding different cultures?
  - Which foods were brought to Southeast Asia through trade?
  - Which foods were discovered by Europeans through their trade with Southeast Asia?

## Curriculum Area: GEOGRAPHY

### Topics

- Gondwanaland
- Climate Patterns and Changes
- Migration
- Maps and Mapping

### Outcomes

ACHASSK138, ACHASSK165, ACHGK038, ACHGS047, ACHGS048

### Classroom Activities

- Gondwanaland is the name of the supercontinent that incorporated the land masses that today form much of Asia and the southern hemisphere.
  - Research the history of Gondwanaland and the processes that led to the formation of the continents and islands we know today.
  - In the first section of *All of Us*, we can see Gondwanaland breaking up and becoming more like the islands and countries we know today; Sunda, Wallacea, Sahul and Mungo are all marked. Research these places and identify the parts of the southern hemisphere that they have become.
  - How was the existence of Gondwanaland 'discovered'?
- In the first section of *All of Us*, students will be able to identify the landmass which becomes Australia. In the southern half of this landmass, the location of 'Mungo' is marked. Lake Mungo is a site of enormous significance to the history of modern humans, both in Australia and across the world. Students should visit 'Lake Mungo for Kids' at <https://www.nma.gov.au/learn/kspace/lake-mungo-45000-years-ago/kids> so that they can find out more information about this globally historic site.
- The timelines of *All of Us* contain much important information that can help students to understand that impact that climate has on the way humans live. An example of this can be found in the section 'Timor-Leste 45,000–5,000 BCE'. On the timeline for this section, the effects of the last ice age and its end are outlined.
  - What are the effects of the changing climate that Virginia Hooker, who wrote these timelines, outlines?
  - Describe or draw the way these changes may have affected the humans living through this period.
  - Research the possible affects that climate change may have on our ocean levels.
  - How might these changes affect the way that humans live?
- Study the map in the section 'War in Southeast Asia 1941–1945'. Identify the countries under Japanese control in 1942. For each country that you identify on the map, find one **primary** source to support these findings.
- The section 'Steaming Ahead 19<sup>th</sup> Century' shows the impact that technological advances had on migration and trade.
  - What were these technological advances?
  - Why did they have such a profound impact on migration and trade?

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*

Curriculum Area: VISUAL ART

### Topics

- Art Methods and Mediums
- Examining Arts
- Art in Southeast Asian Countries

### Outcomes

ACAVAM114, ACAVAR117, ACAVAM118

### Classroom Activities

- Mark Wilson's illustrations are extremely detailed and form a vital component in the telling of the history of Southeast Asia.
  - Ask students to identify and explain the methods and mediums he has used (there are notes on the imprint page about this).
  - Students should then outline the advantages and disadvantages of how he has chosen to illustrate *All of Us*.
  - Each student should select a different section of the book. After reading the maps, illustrations and timelines, they should plan and compose their own accompanying illustration.
    - They may choose to use the same/similar methods and mediums as Mark Wilson, or they may choose others. Students should provide an explanation for their choice.
- Mark Wilson's wonderful illustrations convey much important information on the history, culture and environment of Southeast Asia.
  - Divide students into small groups and allocate each group a topic to investigate in the illustrations of *All of Us*.
    - Suggested topics:
      - Musical instruments
      - Forms of transport
      - Wildlife
      - Religious practices
      - Hunting implements and tools
      - Food
      - Pastimes or games
      - Clothing
    - Students should identify as many different examples of their topic as they can.
    - Each group should then select three examples of their topic and research how it is portrayed by an artist native to the country it comes from.
    - Are there any differences in the artistic depictions?
    - Does Mark Wilson use the same methods and mediums as the Asian artist? Why might they be different?

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*

- Using the same/similar methods and mediums as one of the Asian artists you have discovered, attempt to portray an Australian/modern example of your topic.
- Many sections of the book reflect the art of the countries and cultures that feature on those pages (remind students this include borders and decorations on objects such as musical instruments and pots).
  - Identify three examples where Mark Wilson has done this.
  - For each example, explain why you think he has chosen to do this.
  - What effect does this have on the reader?
  - Why do you think Wilson has not chosen to do this for every image, or on every page?

## USEFUL ICT LINKS

### Curriculum

- 'Asia and Australia's Engagement with Asia' *Australian Curriculum*  
<https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/asia-and-australia-s-engagement-with-asia/>
- *Asia Education Foundation*  
<http://www.asiaeducation.edu.au/curriculum>
- 'What is an Asia-Focused English curriculum?' *Asia Education Foundation*  
<http://www.asiaeducation.edu.au/curriculum/english/curriculum>
- 'What is an Asia-Focused History curriculum?' *Asia Education Foundation*  
<http://www.asiaeducation.edu.au/curriculum/history/curriculum>
- 'What is an Asia-Focused Geography curriculum?' *Asia Education Foundation*  
<http://www.asiaeducation.edu.au/curriculum/geography/>
- 'What is an Asia-Focused Arts curriculum?' *Asia Education Foundation*  
<http://www.asiaeducation.edu.au/curriculum/the-arts/curriculum>

### Extension and Further Research

- Invite students to investigate LiDAR, a technology used in surveying landscapes. See: 'Lidar' *Wikipedia* <https://en.wikipedia.org/wiki/Lidar>  
What is LiDAR? <https://oceanservice.noaa.gov/facts/lidar.html>  
Cambodia's vast medieval cities hidden beneath the jungle  
<https://www.theguardian.com/world/2016/jun/11/lost-city-medieval-discovered-hidden-beneath-cambodian-jungle>
- Watch the videos included here which show how Gondwanaland evolved: 'Gondwana' *Monash University* <https://www.monash.edu/science/schools/earth-atmosphere-environment/primesci/sci-expo/wildlife-of-gondwana/gondwana>
- Visit: 'Gondwana' *New World Encyclopedia*  
<https://www.newworldencyclopedia.org/entry/Gondwana>
- Visit: 'Primary Resources' *Fairtrade Australia New Zealand*  
<https://fairtrade.com.au/Education/Primary-Resources> for ideas as to how to apply this text to global trade resources within the curriculum.

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*



- *Inside Indonesia* magazine <https://www.insideindonesia.org>
- Visit: 'School Resources' *World Vision Australia*  
<https://www.worldvision.com.au/get-involved/school-resources>
- Art and Artists of Southeast Asia  
Britannica: <https://www.britannica.com/art/Southeast-Asian-arts>  
Art Gallery of NSW  
<https://www.artgallery.nsw.gov.au/collection/asian-art/southeast-asia/>  
National Gallery of Australia  
<https://nga.gov.au/collections/asia/>  
National Gallery of Singapore  
<https://www.nationalgallery.sg/>
- The final page ('Southeast Asia Now') offers suggestions for students to become involved in environmental, humanitarian or social justice activities. Brainstorm with your students and outline some activities which you might be able to conduct as a classroom project. Visit the websites of the organisations mentioned on this page:
  - The BRIDGE Program <http://www.asiaeducation.edu.au/programmes/school-partnerships>
  - Together for Humanity [www.togetherforhumanity.org.au](http://www.togetherforhumanity.org.au)
  - Uluru Statement from the Heart <https://www.1voiceuluru.org/>
  - UN Environment Regional Initiatives – Asia Pacific  
<https://www.unenvironment.org/regions/asia-and-pacific/regional-initiatives>
  - Using local customs to build community [www.tanoker.org](http://www.tanoker.org)
  - Save the Children's work in Southeast Asia  
<https://www.savethechildren.org.au/About-Us/Where-We-Work/South-East-Asia>

#### ABOUT THE AUTHORS AND ILLUSTRATOR:

Jackie French AM is an award-winning writer, wombat negotiator, the 2014–2015 Australian Children's Laureate and the 2015 Senior Australian of the Year. In 2016 Jackie became a Member of the Order of Australia for her contribution to children's literature and her advocacy for youth literacy. She is regarded as one of Australia's most popular children's authors and writes across all genres.

Professor Virginia Hooker is Emeritus Professor at the ANU and a Fellow of the Australian Academy of the Humanities. She is acknowledged nationally and internationally as one of the pre-eminent scholars in her field and is in high demand as a consultant. She has written widely on Southeast Asia, especially Indonesia and Malaysia, and is passionate about establishing closer ties between the people of Southeast Asia and Australia.

Mark Wilson is a respected painter and children's book illustrator, who exhibits regularly. He also plays drums in a number of bands and is a long-time supporter of the Wilderness Society. He lives in Melbourne.

---

*These notes may be reproduced free of charge for use and study within schools but they may not be reproduced (either in whole or in part) and offered for commercial sale.*