

VCE ENGLISH – FALSE CLAIMS ... CLASS PRACTICE TOPIC

TASK 1: DECONSTRUCT PROMPT

False Claims of Colonial Thieves demonstrates the personal and cultural impacts of colonisation.

Discuss

TEXT NEEDS AN INTRODUCTION:
COMPILATION OF POEMS/AUTHORS/PURPOSE

IN WHAT WAYS ARE THEY "PERSONAL"?
WHOSE PERSPECTIVES?
CPG/JK
HOW DO THEY DIFFER/ARE THEY SAYING THE SAME THINGS? WHY?
THEMES: IDENTITY; STORY TELLING
POEMS: PROLOGUE RESPONSE; GRANDMOTHERS;
SIMPLY YARNING; YARNING RESPONSE POEM; HAWES – GOD'S INTRUDER

False Claims of Colonial Thieves demonstrates the **personal** and **cultural impacts of colonisation**.

WHOSE CULTURE WAS IMPACTED/WAS IMPACTING ON ANOTHER'S?
WHAT IS THE SIGNIFICANCE OF THESE IMPACTS?
THEMES: UNDERSTANDING/APPRECIATION OF LAND
POEMS: UNDERMINING; THE GREAT WESTERN WOODLANDS; CREATION MARKINGS ...; I DON'T LIKE FLYING OVER; ALWAYS THIEVES

Discuss

Agree/disagree?

WORKING DEFINITION:
ENVIRONMENTAL/CULTURAL EFFECTS OF EUROPEAN SETTLEMENT ON INDIGENOUS POPULATIONS (PARTICULARLY IN WA)
THEMES: COLONISATION/ DISPOSSESSION
POEMS: PROLOGUE; PROLOGUE RESPONSE;

TASK 2a: BRAINSTORM IDEAS/EXAMPLES (determine which poems fit into which idea – remember crossover/”segue” poems)

AGREE

Colonisation

Clash of cultures

Nature vs. mining/farming/”progress”

Personal reflections - Charmaine Papertalk Green
- John Kinsella

Dispossession of Indigenous Lands

Assertive/Angry responses

Alienation of Indigenous Peoples

Impact on Indigenous Culture

Impact on Individuals

Devaluing of Indigenous Culture

”voices of protest”

Institutions –religious/education/mining

Different perspectives reflect different life journeys

Destruction of Sacred Sites

TASK 2b: BRAINSTORM QUOTES (eg's – to be sorted into relevant groupings) **& POEMS:**

- “Privilege blindness” (Prologue Response)
- “I was just a kid watching trains” (Grandmothers – CPG)
- “For this is now the whiteworld” (Hawes – God’s Intruder 2)
- “Arrived as colonial thieves/Remain as colonial thieves” (Always Thieves)
- “A crown dripping with Aboriginal blood ... passed on generation after generation” (Always Thieves)
- “Dirty hands ... “ (Always Thieves)
- “Such cruel colonial practices ...” (I don’t like flying over)
- “Yarning ...” (Simply Yarning)
- “... the offshoots of voyages of exploration and exploitation...” (Yarning Response Poem)
- “This is yarning to, Charmaine,/and I take my cue from you” (Yarning Response Poem)
- “... This is no small-scale/intrusion ...” (Grandmothers)
- “ ... he heard the many voices of the desert ...” (Grandmothers – JK)
- “ ... the emptiness/of grassed plains that weren’t grassed plains ... (The Greater Western Woodlands)
- “ ... all creation Knocked down” (The Greater Western Woodlands)
- “Nibbling away” (The Greater Western Woodlands)
- “Amunga cultural site drowned” (Creation Markings – Ellendale Pool)
- ‘Bottomless pit conversations” (Creation Markings – Ellendale Pool)
- “Tapestry of coexistence woven /Colonised story forefront story ... Metal sculpture appeases society guilt” (Creation Markings – Ellendale Pool)
- “Uranium” (Undermining 1)
- “ ... die from its own poison” (Undermining 1&2)
- “Old ground our country” (Undermining 2)
- “Scrub, forests, their contents. All gone. Hole” (Undermining 1)

TASK 3: ORGANISE IDEAS & POEMS QUOTES INTO LIKE GROUPS:

❑ **Impacts of Colonisation**

(Colonisation/Dispossession & Identity)

Predominantly CULTURAL

Dispossession of Indigenous Lands

Alienation of Indigenous Peoples

**Clash of cultures/Institutionalised – religious/
education/mining**

❑ **Impacts on Indigenous Culture**

(Identity & Understanding of Land)

Predominantly CULTURAL

Destruction of Sacred Sites

Nature vs. mining/farming/”progress”

Devaluing of Indigenous Culture

❑ **Impacts on Individuals/Personal reflections**

(Identity [story telling])

Predominantly PERSONAL

Charmaine Papertalk Green

John Kinsella

❑ **Resulting “voices of protest”**

(Identity & Dispossession)

Predominantly PERSONAL

Different perspectives reflect different life journeys

Assertive/Angry responses

TASK 4: ORDER THE IDEAS INTO WHAT YOU THINK IS THE MOST LOGICAL PROGRESSION

STRUCTURE:	WHAT TO INCLUDE:
INTRODUCTION	Your deconstruction of key terms/ essential ideas; introduce poetry text & authors; your position on the prompt; signpost main points for discussion
BODY PARAGRAPH #1 BODY PARAGRAPH #2 BODY PARAGRAPH #3 BODY PARAGRAPH #4 (if needed)	Topic sentence; poem(s) to be analysed in the paragraph; multiple examples/quotes and their exploration/examinations; link back to your position – to be done for each paragraph
CONCLUSION	Sum up main points being made; ensure that you emphasise your initial position in relation to the prompt

SAMPLE INTRODUCTION:

Authors Charmaine Papertalk Green and John Kinsella's poetic collaboration *False Claims of Colonial Thieves* assails its readers with a litany of concerns relating to the ongoing impacts of European colonisation of Australia – in particular Western Australia. Their poems, although coming from different perspectives, explore the cultural desecration of traditional sacred sites and beliefs from personal experiences, knowledge and observations, and highlight the schism that exists within Australian society between Indigenous and non-Indigenous peoples. Both employ story telling in their poems as a means to engage their audience and to impart a sense of immediacy, which is assertive in some instances and insistent in others. Through this, they are able to decry the institutionalised “privilege” they see as endemic in modern Australia.