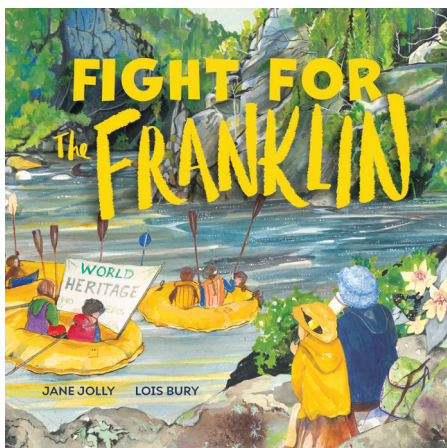




Author: Jane Jolly
Illustrator: Lois Bury
ISBN: 9781922507792
RRP: \$24.99

Blurb

*'So what did you do, Grandpa?' asked Fern.
'We set up a protest camp right in the middle
of these towering giants. We hung rainbow
flags, and we sang songs. We were one big
family fighting for this river, cold and wet but
full of hope. I've never eaten so many lentils
in my life!'*

Fern tried to imagine it.

Join Fern as she learns the inspirational story of how her grandfather joined the blockaders to save the Franklin River in this beautifully illustrated children's book. Jane Jolly combines evocative, poetic descriptions of Tasmania's south-west wilderness with the action and drama of the protest campaign, capturing the sense of real danger that existed for the protesters.

Backmatter includes educational spreads on the Save the Franklin campaign, how to be a change-maker, and personal reflections from blockaders such as Bob Brown, Michael Mansell and Jill McCulloch—illustrated with historic photographs.

About the author

Jane Jolly is a primary school teacher in Adelaide. She has written many award-winning picture books, including *Tea and Sugar Christmas* and *Radio Rescue* for NLA Publishing. Her books have been previous winners of the ABIA Small Publisher Children's Book of the Year award, and shortlisted and longlisted in many CBCA award categories.

About the illustrator

Lois Bury is a Tasmanian artist and illustrator of award-winning titles *The Way of the Weedy Seadragon* and *The Bird Lovers' Ball*. *Fight for the Franklin* is a special project for her, as she loves bushwalking in the Tasmanian South-west wilderness and her sister even spent her 1982 Christmas in jail as part of the Franklin Blockade.

FIGHT FOR THE FRANKLIN

Teachers' Notes

Recommended for: Years 4–6

LEARNING AREAS

- HASS (Humanities and Social Sciences)
- History
- Geography
- Civics and Citizenship
- English
- Health and Physical Education
- General Capabilities
- Critical and Creative Thinking
- Literacy
- Personal and Social Capability
- Ethical Understanding
- Cross Curriculum priorities
- Aboriginal and Torres Strait Islander Histories and Cultures
- Sustainability

NLA DIGITAL CLASSROOM

Year 4 Science

[Module: 'Understanding the Living World'](#)

- Introductory activities
- The Peter Dombrovskis photographic collection
- Topic: 'Forces of Nature'
- Topic: 'Intertwined'

LEARNING ACTIVITIES

Before you Read

Cover

Invite students to closely examine the front cover of the text. Encourage discussion about the images, colours and details they notice. Ask students to make predictions about the story and share what they believe the book may be about.

Endpapers

Using the map featured in the endpapers, invite students to locate the Franklin River on a classroom atlas or digital map. Discuss the surrounding region and identify any significant landmarks nearby. Explore how people may travel to this location. Share any prior knowledge of Tasmania with each other.

Direct students to look at the illustrations of Tasmanian flora and fauna. Discuss what species of plants and animals students recognise, and which ones may be unfamiliar. Encourage curiosity by inviting students to pose questions about the environment, habitats and wildlife represented. Discuss ways students could research and discover more information.



After you Read

Civic Participation

As a class, identify and record examples of civic participation and collective action demonstrated throughout the text. Discuss the different ways Grandpa and the protesters communicate their message and encourage change. Students may like to create a class chart or collaborative display to track examples as they read.

Examples include the protest marches, with banner waving, posters and stickers, the use of song and chants, the camp and river blockade and the use of newspapers and photographs to spread information.

Encourage students to discuss which forms of communication they think would be most effective and why. Explore other actions that are not included in the book. Investigate how people can work together to raise awareness and influence change in their communities.

How to be a Change-maker

Explore the page 'How to be a Change-maker' (pp.38–39). Invite students to brainstorm issues or concerns they notice within their school, local area or wider community. These could include environmental issues, playground improvements, recycling initiatives, community wellbeing or protecting local spaces.

Discuss practical and achievable actions students could take to make a positive difference. Encourage students to consider how they could raise awareness, involve others and share their message respectfully. Students may wish to design posters, write persuasive letters, create presentations or organise an awareness campaign.

If multiple issues are identified, students could work collaboratively in small groups or committees to focus on a particular issue. Encourage groups to prioritise goals, identify any support they may need and develop a simple action plan outlining their ideas, responsibilities and next steps.

Multiple Perspectives

Fight for the Franklin is written from the perspective of Grandpa, who protested the damming of the Franklin River area. Complex issues can often involve multiple perspectives, from people either working towards the same goal, or opposing the idea. How can texts reflect a particular viewpoint?

'You can amalgamate your forces as long as there's respect and as long as you understand each other's position. By the time we finished down there with the greenies we could sit around and see that we had a lot in common. They understood our grievance.'

Michael Mansell, Palawa leader and lawyer

Discuss this quote with students. How might Michael Mansell's experience have differed from that of the blockaders?

The events in the book took place in the early 1980s. Ask students to consider what other challenges Palawa people might have faced to have their voices heard in 1982.

The environmental protesters referred to the forests surrounding the Franklin and Gordon rivers as 'wilderness' and the archaeology of Kutikina Cave was central to the area being declared 'World Heritage'. What connotations might these two words have had for Palawa people? Palawa protester Ros Langford later wrote a paper published in *Australian Archaeology* called 'Our Heritage - Your Playground'. Ask students to consider what this might mean.

Respectful Debates

Discuss Grandpa's reference to the 'Pro-Dam folks'. Invite students to consider why some people supported the construction of the Franklin Dam. Students may investigate reasons such as employment opportunities, economic development and access to a sustainable power resource through hydroelectricity. Compare these views with the perspectives of those wanting to protect the Franklin River and surrounding environment.

Before beginning classroom discussions, co-construct class expectations for respectful debate. What should it look, feel and sound like? Explore strategies such as listening without interrupting, acknowledging differing viewpoints, supporting ideas with evidence and responding thoughtfully to others. Reinforce that people can disagree respectfully while still working towards positive outcomes for their community.

Students may take part in a structured debate exploring the question 'Should the Franklin Dam have been built?'. Give students different perspectives to research and represent. Perspectives might include environmental campaigners, local workers, business owners, government representatives or Tasmanian residents. Encourage students to support their ideas using research, evidence from the book and class discussions.

Following the debate, encourage students to reflect on questions such as:

- Can there be more than one right perspective?
- Why do people disagree about important issues?
- How can we challenge ideas respectfully?
- What makes a discussion fair and inclusive?

World Heritage Sites

Explore the page opening 'Saving the Franklin'. Using this section, learn more about the significant events in the timeline of the Franklin River debate and the cultural significance of the area to the Palawa people. Discuss the importance of protecting cultural heritage sites and understanding how places can hold deep historical, cultural and spiritual significance for different groups of people.

Kutikina cave in Lutruwita (Tasmania) is a part of Australia's deep time history, highlighting how First Australians have cared for Country/Place and adapted to changing environments for thousands of years. Explore how artefacts, landscapes, oral histories and cultural traditions help communities to maintain connections to identity, belonging and history, and how preserving these sites helps to preserve these stories for future generations.

Local Heritage Walk

Encourage students to explore cultural heritage within their own community by participating in a local heritage walk. Students can visit a place of historical, cultural or environmental significance such as:

- A monument or memorial
- A historical building
- A museum, park or river
- An old railway station, bridge or community landmark

Students work in pairs or small groups to investigate:

- Why is this place important?
- Who might value this place and why?
- What stories could this place tell about the community?
- How is this place being cared for or protected?
- What could happen if this place is not cared for?

Encourage students to record observations through sketches, photographs, note-taking or audio recordings before creating a poster, class presentation or display.

