

and working holidays) and the Cruise Industry, which gives details on the economic benefits that cruising brings to the Australian economy. Excellent data and trends can be seen in the link to the Trip Advisor Travel Barometer for 2016 which takes a global view of current trends and even breaks down the data to highlight the generational differences in decision making, amenities preferred and reasons for travel.

This resource could also be used for Year 9 Unit 2: Geography of Interconnections, where the link to [Australia.com](http://Australia.com) allows students to plan their own holiday around Australia, with further links to weather, places to go, sites to see, accommodation, time zones and the like. Data can easily be extracted and used to teach graphing and mapping skills.

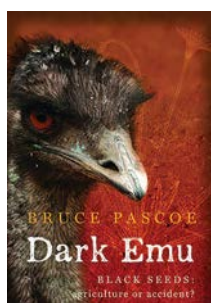
The section on Aboriginal Tourism provides some excellent examples of different tourist experiences around the country supported by video clips. This section can also be used to meet Year 10 Unit 1: Environmental Change and Management content descriptor of “Aboriginal and Torres Strait Islander peoples’ approaches to custodial responsibility and environmental management in different regions of Australia”. Students could assess different tours for their environmental impacts.

An added bonus of the website is the image and video gallery with thousands of royalty free images available. There is a lot of information on this site and it does deserve some time exploring although students would best be advised of specific links.

**Jill Price**

*Education consultant*

## Books



### Dark Emu Black Seeds: Agriculture or Accident?

Published by Magabala books Aboriginal Corporation,  
Broome, Western Australia, March 2014

[www.magabala.com](http://www.magabala.com)

Author: Bruce Pascoe

ISBN: 9781922142436 (paperback)

173 Pages

Cost: \$35.00

This compelling teacher resource should be compulsory reading for all Humanities teachers (and arguably all teachers full stop). Bruce Pascoe questions the paradigm of White Australian History and challenges readers to

look beyond what we ourselves were taught in school and what is portrayed in mainstream media. He uses evidence from a range of sources, including early colonists and explorers, to put forward a very logical and well-documented argument that Aboriginal Australians were not hunter-gatherers.

There are definitely applications for *Dark Emu* in the classroom. It links to a number of geographic concepts including place, environment, sustainability, interconnection and change. The language use is accessible enough for middle and senior high school students (with some scaffolding) and extracts could very easily be provided to students. For example, Year 10 students could compare current land management strategies in Australia to the Aboriginal approaches. Year 9 students studying food security could come up with solutions based on traditional Aboriginal agriculture. It could help inform Year 7 teachers on water connections, with a particular focus on the Brewarrina fish traps.

What I like most about *Dark Emu* is that it reminds us that History is interpretation. It encourages us to be critical thinkers and not accept information on face value. Pascoe challenges readers to rethink everything we think we know about Aboriginal history and culture, and to open our minds to his very plausible arguments. He reminds us to look at the context and purpose of evidence – to be critical of the person creating the source and question what their agenda might be.

*Dark Emu* presents information thematically – it has chapters on agriculture; aquaculture; population and housing; storage and preservation; fire; the heavens, language and the law; Australian agricultural revolution; and accepting history and predicting the future. This text includes a number of primary sources from early colonists and explorers, both written and visual. It is well-referenced with footnotes to allow the reader further investigation if they wish.

There are so many lessons that non-Indigenous Australians can learn from how Aboriginals thrived here for so long. They had systems of governance that allowed slow and sustainable growth and land use. And more than that, it is clearly evident that Aboriginals were the original inhabitants of the land and that Australia was not “terra nullius” for the taking. This uncomfortable truth needs to be recognised, but more than that, Aboriginal people need to be involved in the consultation of planning Australia’s future. “*The opportunity to be involved in the future of the country will release Aboriginal people from some of the shackles of colonialism. The country will still be colonised but the disposed will be included ... in the general Australian psyche.*”

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