

Kunyi

Written and illustrated by Kunyi June Anne McInerney

OVERVIEW

Kunyi June Anne McInerney was just four years old when she and three of her siblings were taken from their family to the Oodnadatta Children's Home in South Australia in the 1960s.

Through an extraordinary collection of over 60 paintings, accompanied by stories, *Kunyi* presents a rare chronicle of what life was like for her and the other Children's Home kids who became her family.

Her paintings are a healing trove of memories that reveal the loneliness, fear and courage of the Stolen Generation children who were torn from family and loved ones. From bible lessons to sucking bone marrow and collecting bush fruits, the escapades, adventures and sorrows of the children are painted with warmth, humour and unflinching honesty.

Kunyi's story is one of healing and reconciliation. She is telling it so that the lives of the children at Oodnadatta Children's Home will not be forgotten. This is a collection of tender and honest stories that will educate children on our nation's history and remind adult readers of the real impact of the Stolen Generations.

ABOUT THE AUTHOR & ILLUSTRATOR

Kunyi June Anne McInerney was born on Todmorden

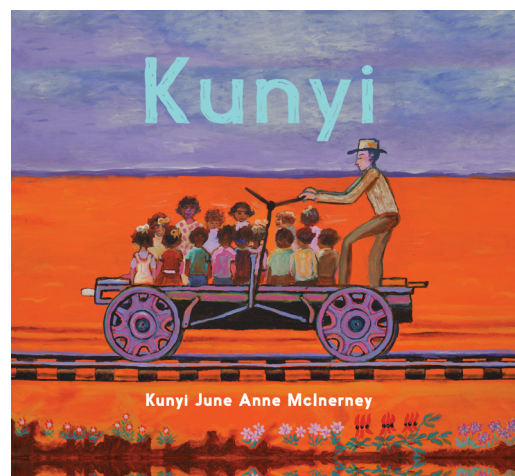
Station near Oodnadatta in South Australia in 1960. Her family's language group is Yankunytjatjara.

Kunyi became a nurse and midwife. She later graduated with a BA in Aboriginal Studies (University of SA). Kunyi is a self-taught artist whose work has been exhibited widely. The paintings in *Kunyi* were part of the 'My Paintings Speak for Me' exhibition at the Migration Museum, a selection of which toured South Australia.

Kunyi has illustrated several children's books.

THEMES

- Aboriginal Peoples – Social Life and Customs
- Yankunytjatjara (Aboriginal language)
- Art
- Perspective
- Stolen Generations



AUDIENCE AND WRITING STYLE

Kunyi is written and illustrated by Kunyi June Anne McInerney, a Yankunytjatjara woman, who tells the stories of her childhood growing up at the Oodnadatta Children's Home. Kunyi's painted illustrations spark insight into what life was like for her and other children growing up in the time of the Stolen Generations. Through the detail in each of her yarns, it depicts a story of how children came together to survive the hardship of being stripped away from Country, culture and family. Although these experiences brought sadness to Kunyi and to all the children in the missions, these are stories to help heal the affected families and provide truth-telling of Australia's history.

LINKS TO THE AUSTRALIAN CURRICULUM

This book and the classroom activities provided are primarily relevant to the following areas of the Australian Curriculum:

Learning area	Year level
English	Years 2-6
Humanities and Social Sciences	Years 2-6
The Arts	Years 2-6

The appendix highlights relevant content descriptions, cross-curriculum priorities and general capabilities that relate to the text and classroom ideas provided.

CLASSROOM IDEAS

ENGLISH

- Get students to look at the cover page. Acknowledge the author and discuss some information about the image (e.g. her name is Kunyi. She is a Yakunytjatjara woman).
- Introduce the AIATSIS language map to children. This can be found at <https://aiatsis.gov.au/explore/map-indigenous-australia>. Compare and contrast the two different maps (language map vs. non-language map). Locate South Australia and Adelaide on the non-language map. Find where the Yakunytjatjara people are located within South Australia.
- Facilitate a discussion about the Stolen Generations. Find out what prior knowledge students have. Inform students about the Stolen Generations - make it relatable and a suitable explanation for the specific year group. Explain the context of the book to students and provide an overview of what they are going to read.
- Read the book to the students. Depending on the year group, set focus questions for students to think about whilst reading. As the book is quite lengthy, break the book up into 2-3 sections, particularly for lower-mid primary. Explore each section (may be a sequence of lessons).
 - » Examples of focus questions:
 - o How would you describe how the children felt being away from their families?
 - o How would you describe how you would feel being away from your family?
 - o How is Kunyi's childhood different to yours? What are the similarities and differences?
 - o Look at the illustrations. Choose an illustration, have students discuss in pairs what they think the illustration is about. What do they find interesting about it?
 - o What messages do you think this image portrays?
- Encourage students to write words down that they are unfamiliar with. Address these words at the end of the book or a section of the book.
- After each section or the end of the book, get students to discuss their thoughts about specific focus questions in either groups or pairs.
- Facilitate discussion on how students think the families would have felt? Get students to write from a family members perspective (e.g., Mum, Nanna, Uncle) on how they would have felt. Ensure students make relevant connections to the themes discussed throughout the book and to describe emotion from that particular point of view. For lower primary, students can draw their representation of how families would feel.

HASS

- Create a KWL chart. Ask students what they already know about the Stolen Generations. Prompt students to fill out 'what they want to know' by suggesting focus questions like these (depending on year level):
 - » What led to the Stolen Generations?
 - » Why do you think that this law has now changed?
 - » Did the members of the Stolen Generations reunite with their families? Why/why not?
 - » How do you think this law affected Aboriginal and Torres Strait Islander peoples?
 - » How do you think that the Stolen Generations has impacted Aboriginal and Torres Strait Islander peoples' many cultures?
 - » What are other significant laws that were put in place that affected Aboriginal and Torres Strait Islander Peoples?
- <https://bth.humanrights.gov.au/our-stories/map> - this map provides an overview of some missions, settlements and reserves across Australia. Explore this map and interact with the information found within it.
- Students can research information on a particular mission, reserve or settlement. Students will collect information and record it either through notetaking or provided note-taking template for students to use.
- Students can deliver the information to the class and share their findings.
 - » Ask students if there was anything different or similar between the different missions, reserves and



- Get students to discuss in pairs what they think the meaning of Country is to Aboriginal and Torres Strait Islander Peoples compared to non-Indigenous peoples. Define the term 'Country' and explain the differences between the standard Australian meaning of it.
- Look at the AIATSIS map of Country/languages – <https://aiatsis.gov.au/explore/map-indigenous-australia>. Get students to look at the number of different Country/Language groups.
 - » Get students to locate which Country they are on. Identify what Languages are spoken within that Country. See if students can identify the Country that Kunyi is from and her Language.
 - » Facilitate discussion on the importance of Country.
 - What does Country mean to Aboriginal and Torres Strait Islander Peoples?
 - Why is Aboriginal and Torres Strait Islander Peoples knowledge important to know for Australia?
 - How do you think Kunyi and the other children managed whilst not being out on their own Country, with family and being disconnected from their cultural customs (e.g. food, hunting, ceremony)?
- Ask students what they think 'sacred' means? Identify if any students know about any sacred sites and if they know the significance that the place holds.
 - » Ask students if they think that there were any significant places in the book. Explain their reasoning why they think it might be significant.
 - » Get students to research any significant places within the Country that they are in. What stories have been told about that place? Draw relation to the book. Use books, interviews, videos and the internet to collate information.
 - » Focus questions examples:
 - Identify 3-4 significant or sacred sites within your Country.
 - Identify why they are known to be significant or sacred. What are the stories related to that particular area?
 - Has this significant or sacred site always looked the same? If it has changed over time, explore what it might have looked like before compared to what it looks like now.
- Explore how the effect of past rules and laws like the Stolen Generations, have had on the daily lives of Aboriginal and Torres Strait Islander peoples.
 - » View the perspective of non-Indigenous peoples
 - Why do you think non-indigenous people made these particular rules and laws? Identify their point of view. How has that affected Aboriginal and Torres Strait Islander Peoples?
 - What are other rules and laws that were put in place for Aboriginal and Torres Strait Islander Peoples.
 - <https://www.nma.gov.au/explore/features/indigenous-rights/timeline> - provide a certain point of the timeline to pairs/groups of students. Research and collect information (e.g., museums, interviews, books, internet).
 - Get students to representing their findings (e.g., power point presentation, poster).

ARTS

- Have a look at each of the illustrations. What are the similarities and differences?
- Has the illustrator used specific elements within their images? If so, can they be identified?
 - » Which is your favourite illustration and why?
 - » What does that illustration portray?
 - » How does that illustration make you feel? Why do you think Kunyi would use that particular illustration there?
 - » What do you like about the style of Kunyi's illustrations?
 - » What would you draw differently to represent that message? Students can draw and create their own understanding of a selected illustration.
 - » How are these illustrations different to the other illustrations we have seen?
 - » Compare and contrast illustrations that students have seen previously to this book. Look at the different elements.



APPENDIX – LINKS TO THE AUSTRALIAN CURRICULUM

Year	Curriculum Area
2	English
	Literature <ul style="list-style-type: none">Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608).Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses (ACELT1610).
	Literacy <ul style="list-style-type: none">Listen for specific purposes and information, including instructions, and extend students' own and others ideas in discussions (ACELY1666).Use comprehension strategies to build literal and inferred meaning and begin to analyse texts by drawing on growing knowledge of context, language and visual features and print and multimodal text structures (ACELY1670).
3	English
	Literature <ul style="list-style-type: none">Draw connections between personal experiences and the worlds of texts, and share responses with others (ACELT1596).
	Literacy <ul style="list-style-type: none">Identify the point of view in a text and suggest alternative points of view (ACELY1675).Listen and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676).Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (ACELY1680).
4	English
	Literature <ul style="list-style-type: none">Discuss literary experiences with others, sharing responses and expressing a point of view (ACELT1603).
	Literacy <ul style="list-style-type: none">Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analyzing and evaluating texts (ACELY1692).
5	English
	Literature <ul style="list-style-type: none">Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts (ACELT1608).
	Literacy <ul style="list-style-type: none">Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context (ACELY1698).Clarify understanding of content as it unfolds in formal and informal situations, connecting ideas to students' own experiences and present and justify a point of view (ACELY1699).Use comprehension strategies to analyse information, integrating and linking ideas from a variety of print and digital sources (ACELY1703).



6 English

Literature

- Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613).

Literacy

- Participate in and contribute to discussions, clarifying and interrogating ideas, developing and supporting arguments, sharing and evaluating information, experiences and opinions (ACELY1709).
- Use comprehension strategies to interpret and analyse information and ideas, comparing content from a variety of textual sources including media and digital texts (ACELY1713).

2 HASS

Knowledge and understanding

- The ways in which Aboriginal and Torres Strait Islander Peoples maintain connections to their Country/Place (ACHASSK049).
- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHASSK044).
- The importance today of an historical site (e.g. community building, landmark, war memorial, rock painting, engraving) and why it has heritage significance and cultural value for present generations (e.g. a record of a significant historical event, aesthetic value, reflects the community's identity) (ACHASSK045).

Questioning and researching

- Pose questions about the familiar and unfamiliar (WAHASS14).
- Locate information from a variety of provided sources (e.g. books, television, people, images, plans, internet) (WAHASS15).
- Represent collected information and/or data in to different formats (e.g. tables, maps, plans) (WAHASS20).
- Reflect on learning and respond to findings (e.g. discussing what they have learned) (WAHASS25).

3 HASS

Geography

- Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their Country/Place and differs from the surveyed boundaries of Australian states and territories (ACHASSK066).
- The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places (ACHASSK069).
- One important example of change and one important example of continuity over time in the local community, region or state/territory (e.g. in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life) (ACHASSK062).
- The role that different cultural groups have played in the development and character of the local community (e.g. as reflected in architecture, commercial outlets, religious buildings), compared with development in another community (ACHASSL063).
- The historical origins and significance of the days and weeks celebrated or commemorated in Australia (e.g. Australia Day, ANZAC Day, National Sorry Day) and the importance of symbols and emblems (ACHASSK064).

Questioning and researching

- Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26).
- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28).
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies, develop note-taking strategies) (WAHASS29).
- Recognise the ethical protocols that exists when gathering information and/or data (e.g. respecting others' work) (WAHASS30).



3 Analysing

- Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic) (WAHASS33).

Evaluating

- Use decision-making processes (e.g. share views, recognize different points of view, identify issues, identify possible solutions, plan for action in groups) (WAHASS36).
- Develop texts, including narratives and biographies, that use researched facts, events and experiences (WAHASS38).
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39).

4 HASS

Government and society

- The differences between ‘rules’ and ‘laws’ (ACHASSK092).
- The importance and purpose of laws (e.g. to maintain social cohesion, to reflect society’s values) (ACHASSK092).
- People belong to diverse groups, such as cultural, religious and/or social groups, and this can shape identity (ACHASSK093).

Geography

- The importance of environments to animals and people, and different views on how they can be protected (ACHASSK088).
- Aboriginal and Torres Strait Islander Peoples’ ways of living were adapted to available resources and their connection to Country/Place has influenced their views on the sustainable use of these resources, before and after colonisation (ACHASSK089).

History

- The diversity and longevity of Australia’s first peoples and the ways they are connected to Country/Place (e.g. land, sea, waterways, skies) and their pre-contact ways of life (ACHASSK083).
- The nature of contact between Aboriginal and/or Torres Strait Islander Peoples and others (e.g. the Macassans, Europeans) and the impact that these interactions and colonisation had on the environment and people’s lives (e.g. dispossession, dislocation, the loss of lives through conflict, disease, loss of food sources and medicines) (ACHASSK086).

Questioning and researching

- Identify current understanding of a topic (e.g. brainstorm, KWL chart) (WAHASS26).
- Develop a range of focus questions to investigate (WAHASS27)
- Locate and collect information from a variety of sources (e.g. photographs, maps, books, interviews, internet) (WAHASS28).
- Record selected information and/or data (e.g. use graphic organisers, develop note-taking strategies, develop note-taking strategies) (WAHASS29).
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Analysing

- Identify different points of view/perspectives in information and/or data (e.g. distinguish fact from opinion, explore different stories on the same topic) (WAHASS33).
- Communicating and reflecting
- Present findings and conclusions in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic), appropriate to audience and purpose, using relevant terms (WAHASS37).
- Develop texts, including narratives and biographies, that use researched facts, events and experiences (WAHASS38).
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. complete a KWL chart, propose action in response to new knowledge) (WAHASS39).



5 HASS**Civics and citizenship**

- The key values that underpin Australia’s democracy, including freedom, equality, fairness and justice (ACHASSK115).
- How regulations and laws affect the lives of citizens (e.g. the different types of laws, how laws protect human rights) (ACHASSK117).

Geography

- The way people alter the environmental characteristics of Australian places (e.g. vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations, mining) (ACHASSK112).

History

- The patterns of colonial development and settlement (e.g. geographical features, climate, water resources, transport, discovery of gold) and how this impacted upon the environment (e.g. introduced species) and the daily lives of the different inhabitants (e.g. convicts, free settlers, Aboriginal and Torres Strait Islander Peoples) (ACHASSK107).
- The economic, social and political impact of one significant development or event on a colony and the potential outcomes created by ‘what if...?’ scenarios (e.g. frontier conflict; the gold rushes; the Eureka Stockade; the Pinjarra Massacre; the advent of rail; the expansion of farming; drought) (ACHASSK107).

Questioning and researching

- Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. KWL chart, concept map) (WAHASS50).
- Develop and refine a range of questions required to plan an inquiry (WAHASS51).
- Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52).
- Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53).
- Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews) (WAHASS54).
- Analysing
- Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56).
- Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives) (WAHASS57).
- Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60).

Communicating and reflecting

- Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials (WAHASS62).
- Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) (WAHASS63).

6 HASS**Civics and citizenship**

- Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHASSK147).

Geography

- The world’s cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia (ACHASSK140).
- History
- Experiences of Australia’s democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women and children (ACHASSK135).

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2 THE ARTS

Responding

- Appreciation of the choices made when creating and displaying artwork (ACAVAR109).
- Personal responses, identifying elements of shape, line, colour, space and texture in artwork they view and make (ACAVAR109).

3 THE ARTS

Making: Ideas

- Exploration of artwork from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures (ACAVAM110).

Responding

- Appreciation and respect for a variety of artwork (ACAVAR113).
- Personal responses discussing the use of visual art elements in their own and other's artwork, and identifying meaning in artwork from other cultures (ACAVAR113).

4 THE ARTS

Making: ideas

- Exploration of artwork from varying times and cultures that represent different styles, such as realistic, narrative and abstract (ACAVAM110).

Responding

- Appreciation and respect for a range of artwork from different social, cultural and historical contexts (ACAVAR113).
- Responses to their own and others' artwork, reflecting on meaning using visual art terminology (ACAVAR113).

5 THE ARTS

Making: Ideas

- Exploration of artwork from various artists and different approaches used to communicate ideas, beliefs and opinions (ACAVAM114).

Responding

- Appreciation of the role of art from different times and cultures, and consideration of how the artist's perspective is reflected in the artwork (ACAVAR117).
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6 THE ARTS**Making: Ideas**

- Exploration of artwork inspired by observation or imagination from various artists and cultures that use materials and techniques to enhance the artist's belief or viewpoint (ACAVAM114).

Responding

- Appreciation of diverse interpretations/readings of an artwork by different audiences (ACAVAR117).
- Personal responses, using visual art terminology, about how visual art elements, techniques and symbolic meaning communicate ideas and messages; and identifying factors that influence artwork from different social, cultural and historical times (ACAVAR117).

Cross-Curriculum Priority – Aboriginal and Torres Strait Islander Histories and Cultures; Sustainability

