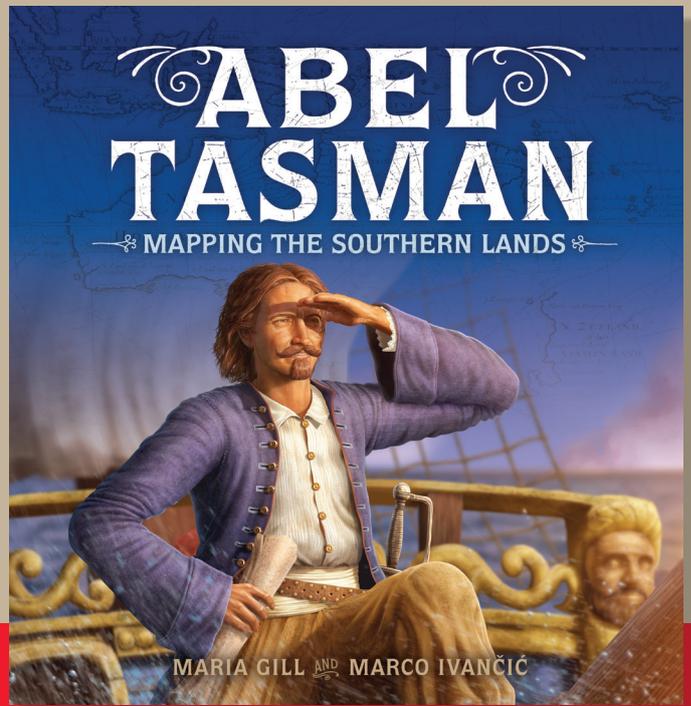


Abel Tasman: Mapping the Southern Lands

Text by Maria Gill

Illustrated by Marco Ivančić

• Reading • Writing • Social Studies • History



Synopsis

Abel Tasman: Mapping the Southern Lands is an exciting creative non-fiction picture book that tells the true story of Dutch explorer Abel Tasman's quest to find a route across the Pacific to Chile. Instead, he mapped Tasmania, New Zealand and the Pacific Islands, exploring lands never seen before by Europeans. The charts drawn from the journey established more pieces of the southern hemisphere puzzle.

Readers will learn more about Abel Tasman's early life before the Southland adventure, rising through the ranks on board a ship to become Commander of a fleet of ships sent to find treasures in *Terra Australis*. Through the images, readers will discover how it must have felt for Aborigines, Māori and Tongans to see these ghost-like explorers.

About the Author and Illustrator

Maria Gill trained as a teacher and journalist and now writes full-time in the seaside village of Point Wells, in New Zealand. She explored the world while in her twenties, writing journals of her own adventures. On her return, she married and had two children. Maria's writing career began after completing numerous writing workshops and courses. Two years later, in 2005, she had her first book published. Since then she has had 54 books published for children and teachers.

In 2016, her book *Anzac Heroes*, illustrated by Marco Ivančić, won the 2016 New Zealand Book Awards for Children & Young Adults Non-fiction prize, as well as the Margaret Mahy Book of the Year. She has also had five nominations in the New Zealand Children's Book Awards, including *New Zealand Hall of Fame* winning the 2012 Children's Choice in the non-fiction category. Six of her books have been finalists for the LIANZA Elsie Locke Award, and seven have received Storylines Notable Book Awards. Over the years, Maria has taught writing workshops and given author talks at schools around New Zealand and Australia. Visit Maria Gill's website: www.mariagill.co.nz

Marco Ivančić lives in Wellington and illustrates full time. This is his fourth book with Maria Gill. His first, *New Zealand Sports Hall of Fame*, was shortlisted for the 2015 LIANZA Elsie Locke Award and his artwork received an Honourable Mention. It was also shortlisted in the Children's Choice in the non-fiction category at the New Zealand Children's Book Awards, and Storylines selected it as a Notable Book. His second book, *Anzac Heroes*, won the 2016 New Zealand Book Awards for Children & Young Adults Non-fiction prize, as well as the Margaret Mahy Book of the Year. He is also illustrating Maria Gill's *Anzac Animals*, due out in 2018.



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Marco majored in illustration while doing his Massey University Bachelor of Design. He has designed and illustrated book covers, maps and websites for magazines, publishers and companies. Marco has drawn planes, sharks and dinosaurs since he was four years old. He became fascinated with computer art in Year 8 and has been creating science-fiction illustrations ever since. Visit Marco Ivančić's Tumblr site: <http://marcoivancic.tumblr.com>

Writing Style

Abel Tasman: Mapping the Southern Lands is written in a creative non-fiction style, telling a real story in storybook format. It is written in the third person and tells Abel Tasman's life chronologically, focusing on one main event – the journey to Tasmania, New Zealand and the Pacific Islands.

The author and illustrator have endeavoured to be culturally sensitive about Abel Tasman's journey to countries already populated with indigenous people and first explorers. When Abel explores their lands, the author switches to the indigenous peoples' thoughts and observations. Māori historians John and Hilary Mitchell checked the text and images to see that they were correct. It is not about a European 'discovering' these lands – it is about the mapping and exploration of places that Europeans had not seen before.

Maria also included fact pages at the back of the book to give more information about the main characters, countries explored and the maps. This takes away the need to try and explain everything as part of the text, as that would take the reader out of the story. It also meant she didn't have to cut the story shorter to put in a glossary at the end of the book.

Illustration Style

On every double-page spread Marco Ivančić has drawn an illustration depicting a scene in the story. The charts throughout the book show the changes Abel Tasman's navigator and cartographer made to the universal knowledge of the globe.

For *Abel Tasman: Mapping the Southern lands*, Marco used Adobe Photoshop and worked on draft illustrations and sketches for the images. To ensure his illustrations were historically correct, he researched picture references for the era (17th century). He had to make sure the clothing, ships, technology, and even food were accurate. He couldn't have the sailors eating hamburgers!

Shared Learning and Discussion Points

SHARING THE BOOK

Prior to sharing the book, ask students to think about stories they've read or seen on television about the exploration of Australia, New Zealand and the Pacific Islands. In pairs, students can relate to each other what they know about the exploration of these countries. As a class, brainstorm some of the words they might expect to see in the book. During the shared reading session encourage students to ask questions to clarify their understanding of the words and ideas in the book. While reading the story, encourage students to make predictions about what will happen next and identify important themes and ideas.

INTRODUCING THE BOOK: COVER

Ask the students to study the front cover and read the back cover blurb, then ask:

- When and where do you think the story is set?
- What kind of book do you think it is? Is it fiction or non-fiction?
- What experiences do you think the main character will have?
- Can you predict what will happen on Abel Tasman's journey to the southern lands?

Pages 2-5

- Where do you think Abel Tasman grew up?
- What encouraged Abel to want to be a sailor?
- Why was a sailor's life dangerous on ships at that time?
- Who was Governor-General Anthony van Diemen and what did he ask Abel to do? (More information on page 36.)
- How would you describe Abel Tasman's personality?

Pages 6-9

- What were the names of the ships in the fleet, and from where did they leave?
- What is the navigator's job and why is it important?
- What were some of the worries the crew and Abel Tasman had on their voyage?
- If they were going to the southern lands why did they head towards the east first?
- What did the crew have to look out for, and why?
- Why did seaweed floating in water suggest land was close?



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Pages 10-15

- What did Abel Tasman promise to the person who saw land first?
- Why did they think they'd find gold and silver in Tasmania?
- Why do you think they had troubles anchoring their boat in Tasmania?
- Who do you think they heard when scouting around?
- What do you think the Aboriginal people thought of the European sailors?
- What was the animal that left tiger-like claw footprints? Does it still exist today?
- Why did they call Tasmania 'Van Diemen's Land'?
- Why do you think Europeans thought they could claim land that was already occupied?

Pages 16-19

- Nine days later, the sailors saw mountains blanketed in thick white cloud. Where do you think they were?
- What did they call this land in Dutch? Do you know what the Māori name for it was? What was it called later, in English?
- How did the sailors and the locals try to communicate with each other?
- Why did Māori blow the conch shell? What did it mean to them? How did the Dutch interpret it?
- Why did Māori think the Dutch were going to take their land?
- Why has the author written text in Dutch and Māori – what did she want you to experience?

Pages 20-23

- Why did Māori attack the Dutch rowboat and its crew? Give an example from the text that supports your point of view.
- How did the Dutch ships react?
- Do you think they meant to shoot the locals? Give an example from the text that supports your point of view.
- What is 'the magic firepower'?
- How do you think the Māori and Dutch were feeling at this stage?

Pages 24-25

- Why did Abel Tasman decide to sail away?
- If they had sailed east, what would they have found? Why do you think they went north instead?
- Why did they name the islands at the top of the North Island the 'Three Kings'?

- What did Frans Visscher label Staten Landt? What was it changed to later?
- Why were they determined to land, and why couldn't they do it?
- Why did Abel Tasman decide to sail towards the tropics?

Pages 26-29

- What would the Tongan people most likely think about the ships in their waters?
- Why did they have problems communicating with each other?
- What is a bolt of linen? Why did the sailor throw one to the Tongans?
- How did Abel know the Tongans were interested in trading?
- What did the sailors trade for the pigs, fruit and coconuts?
- Does anyone in the class know how to make coconut milk?
- What does it mean to 'slip anchor'?

Pages 30-33

- What volcano erupted in the Pacific in 1643? (See p. 37 'The Journal'.)
- Describe what the sailors must have felt when they fell out of their hammocks.
- The crew continued bartering as they sailed home. What other islands might they have visited?
- Why did the Governor-General send them back to sea again?
- What other voyages did Abel do?
- How important were the charts they made?

Pages 34-35

- What does 'latitude' and 'longitude' mean? What are they used for?
- Where do you think the great southern lands are?
- What countries do you notice are missing on the Typus Orbis Terrarum map of 1572?
- Why do you think they sailed to Mauritius first?
- How does Abel Tasman's cartographer show the compass points on the 1642 map?
- Where is Tasmania, New Guinea and New Zealand on this map?
- How many months passed before Abel Tasman and his crew arrived back in Batavia?



Pages 36-37

- Why do you think there is not much known about Frans Visscher's life?
- What did Governor-General Van Diemen become known for during his life?
- What was the name of the company that hired Abel Tasman on his voyage?
- How long had Aboriginals been living in Tasmania?
- Where in New Zealand is there a national park named after Abel Tasman?

Pages 38-39

- If you can, go outside to the playground and measure out 32.3 metres long, and 7.3 metres wide. How does that compare to the size of a ship today, do you think? Do you think it would be quite crowded for 60 people to live in this space for a whole year?

Activities

ACTIVITY 1: KEEP A JOURNAL

You're the cabin boy/girl on the *Heemskerck* or the *Zeehaen*, or a young person already living in Tasmania, New Zealand or Tonga. Write a journal about the things you're seeing on the journey or the landings. Things to think about before writing: How will your journal be different to this story, and Abel Tasman's own journal? What sort of things would you be interested in back then? How would your language be different to today's language?

ACTIVITY 2: ROLE PLAY

Act out a scene of when Tasman and his crew anchored in Tasmania, Golden Bay or Tonga. Every now and then the teacher calls out 'freeze', and a student interviews one of the actors. Do they feel frightened, angry, sad, taken advantage of, happy, confused or relieved? Ask them to explain why. Afterwards, encourage a class discussion about different perspectives.

ACTIVITY 3: DEBATE

Students debate the question: Should immigrants learn the customs and adapt to their new country, or should they keep their cultural ways and people adapt to cultural diversity?

ACTIVITY 4: ARTWORK

Draw a scene from the book from another person's perspective. It could be from an indigenous person's perspective, a young person's perspective (cabin boy/girl), or an animal's perspective (rat, pig or cat). Draw it in cartoon or comic style.

ACTIVITY 5: THINKING SKILLS

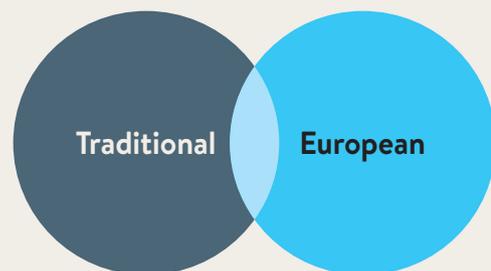
What if ... Abel Tasman had explored more of Australia or Tasmania, or set foot on New Zealand, or explored the exploding volcano. What would have happened? Rewrite the story or scene with a different ending.

ACTIVITY 6: VIDEO

Plan, design, video a book trailer for the book. Include music or sound effects.

ACTIVITY 7: NAVIGATION

Compare and contrast the traditional (indigenous) with European (Dutch) way of boating/navigating.



LINKS FOR COOL NAVIGATION ACTIVITIES:

- Find out more about longitude and latitude: <https://museumvictoria.com.au/pages/7587/celestial-navigation-activities-1-6.pdf>
- Build a boat, explore charts, make a compass, etc.: https://www.nauticalcharts.noaa.gov/staff/education_educators.htm

FURTHER INVESTIGATIONS:

- What do you think the sailors do at night-time when sailing a ship?
- When did Tasmania's name change? Look closely at a map of Tasmania and list all the names attributed to Abel Tasman.
- What are the different names (in English, Māori and Dutch) of the New Zealand sand spit they sailed around and the bay they anchored in?
- What is the Dutch and Māori name for Three Kings Island?
- Name some important roles on a ship and describe what they do.
- On Abel Tasman's fleet, decisions were made in meetings with the ship's counsel. Find out who those men were and list their role on the ships.
- Write an imaginary dialogue between the Governor-General and Abel Tasman.

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