

THE INHERITANCE

By Armin Greder

RECOMMENDED FOR: Ages 8-14 years old

A picture book for older readers suited for Years 3-9, MID to UPPER PRIMARY / LOWER SECONDARY

THEMES: Wealth, poverty, inequality, social justice, corruption, environment, climate change

CURRICULUM LEARNING AREAS: 

- **ENGLISH:** Literacy, literature and language
- **HASS:** Geography, economics and business
- **VISUAL ARTS**
- **SUSTAINABILITY**

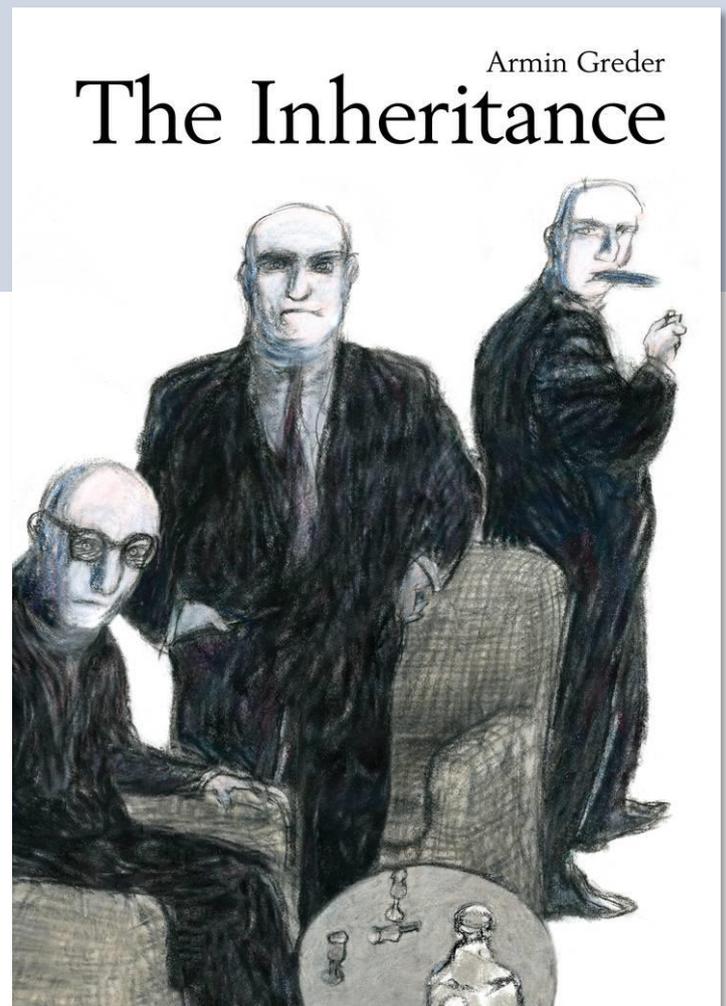
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INTRODUCTION

This book laments the global role that corporations play in not only destroying the environment but also in destroying millions of people's lives. The inequality engendered by corporate greed, in which corrupt governments and other institutions are complicit, have wrought ravages in creating widespread poverty, ruined landscapes, and failing to address climate change.

It makes clear that the issues explored are systemic. Although media reports might focus on one magnate, one company, or one sector of the economy, this intricate global web is far more complex. In this text an industrialist is accorded a state funeral officiated by the deceased man's old friend, the archbishop. The funeral is attended by the Prime Minister, and military and industry leaders. This book suggests that corporations, governments, and religious and cultural institutions are locked into an endless cycle of greed and corruption which has had disastrous effects on the population and on the environment.

PLOT SUMMARY

An elderly industrialist dies and his three sons meet to discuss their inheritance. A state funeral is held and his daughter arrives home and questions her brothers' intentions to carry on as their father had been doing.

'Then she asked them: 'What will become of our children? 'What about them?' they replied. 'they will inherit the corporation. So what is the problem?'

This is followed by a graphic series of wordless frames depicting the world's problems in horrendously blasted landscapes. The word 'inheritance' is a dual-edged sword here. It literally refers to the wealth these four siblings and their children have inherited but also to the dubious inheritance bequeathed to the world by those who are wealthy. The final frame – depicting a totally white/grey landscape with a child in a gas mask operating an automatic toy car – is devastating.



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CLASSROOM DISCUSSION AND ACTIVITIES

BEFORE READING *THE INHERITANCE*

1. Discuss the word ‘inheritance’ and what it generally refers to, i.e. the wealth or property left to a person by a deceased relative or friend. Then read this text and discuss what the word ‘inheritance’ infers in this book.
2. Examine the cover before you read the book, and discuss what it suggests about its contents. Read the book and then examine the cover again. Does your interpretation differ?
3. If you have read Armin Greder’s other self-authored works, what might you assume about the possible topics to be explored in this one? After you’ve read this text, examine your assumptions again.

ENGLISH

LITERATURE

Structure

This book works in a two part structure in which a story is told in illustrated written text followed by wordless evocative frames.

- What does the two part structure suggest to students?

Archetypal Tropes and Narrative Style

This story might be viewed as a parable, a fable or a cautionary tale, as Armin Greder’s previous self-authored texts are. Discuss with students the tropes of parables, fables and cautionary tales.

- What identifies this tale as being akin to such traditional forms of storytelling? For example, the line ‘But then their sister returned.’ (p 7) recalls the many traditional stories in which a ‘prodigal’ or different child returns to a family and causes disruption or change.
- What other parallels with fables or traditional tales did you discover in this text?

Comparative Literature

Reading one picture book can lead to exploring others.

- Compare this text to other picture books which deal with the environment or globalism. [See **Corresponding Literature** at the end of these notes, for examples of similar picture books.]

Author Study

Armin Greder is an internationally acclaimed writer and illustrator of picture books. Students can glean a great deal from studying an author’s background and from comparing an author’s other works to the text being studied.

- Research the work of Armin Greder.
- What are the distinctive features of his writing style? What themes unite his body of self-authored works? [See also ‘Illustrator Study’ under **Visual Arts** below.]



Text structure and organisation

Understand how texts vary in purpose, structure and topic as well as the degree of formality.

Examining literature

Interpret and analyse language choices, including sentence patterns, dialogue, imagery and other language features.

Examining literature

Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author’s individual style.

LITERACY



Critical Literacy and Comprehension of Written Text

Students will discover layers of meaning by examining the written text closely. Consider the following quote:

She was strange. But then she had always been odd. Particularly since she began to travel. (Why travel, when here she had all she could possibly want?) (p 10)

- Why do her brothers think she is strange?

Vocabulary

An author's choice of words is deliberate in telling any story and students will enrich their own vocabularies by studying that choice closely.

- Read through the text and write down a list of unfamiliar words. Find out what they mean.
- What does the word 'progress' (p 5) mean to these brothers?

Interpreting and Recounting

- Invite students to summarise the story in their own words.
- As a class, compare and discuss the various interpretations of this text.

Opposites

- Make a list of opposites which might relate to this text, eg. Wealth/Poverty.
- What is the opposite of 'powerful'?
- What is the opposite of 'action'?
- Identify other words in this text that have opposites.

Texts in context

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.

Responding to literature

Give a considered interpretation and summary on a literary text, recognising that a student's view may not be shared by others.

Responding to literature

Analyse and evaluate similarities and differences in texts on similar topics, themes or plots.

LANGUAGE

Literary Devices

- Examine the first half of this book to identify literary devices used in this text. What device is employed in the underlined words in the following sentence? [Answer: Personification]

We cement the land for the sake of our cars and the fumes they are spewing are making us ill. (p 9)

- What other literary devices did you observe in this text?

Examining literature

Understand, interpret and experiment with sound devices and imagery, including simile, metaphor and personification, in narratives, shape poetry, songs, anthems and odes.

Repetition

The text uses repetition in sentence structure to achieve its effects, for example:

They talked about development and about expansion. They talked about modernisation and progress. And they talked about inversions and profit margins and dividends, about offshore operations and Swiss banks and the Virgin Islands. (p 5)

- Such repetition is used again on pp 9 and 10. Invite students to write a brief story using repetition in this way.

Responding to literature

Identify and explain how choices in language, for example modality, emphasis, repetition and metaphor, influence personal response to different texts.

Understand how ideas can be expanded and sharpened through careful choice of verbs, elaborated tenses and a range of adverb groups/phrases.

Narrative Person and Tense

- The story is told in third person, past tense. Invite students to write the text from the first person point of view of the sister in this story.
- How does this change the tone of the tale?

Poetry Responses

- Haiku poetry can provide very immediate emotional responses to issues. Invite students to create a haiku poem expressing thoughts based on what they have witnessed in this book.
- What other forms of poetry might be employed in responding to this text, for example, rap poetry? [See **Corresponding Literature**.]

Examining literature

Identify the relationship between words, sounds, imagery and language patterns in narratives and poetry.

ENGLISH ASSESSMENT

Essay:

Answer this question in essay format, using evidence from secondary and primary sources to support your argument:

We litter the sea and the beaches with plastic, our trawlers are emptying the ocean of fish. (p 9)

Is pollution destroying our oceans, as this quote suggests?

Report Writing:

Look at the image of industrial pollution (pp 32–3) from a factual perspective, focusing on one particular country or location, and present your findings to the class as an oral report presentation with graphs and statistics.

Creative Writing:

Invent an original futuristic setting and write a detailed description of it in the context of a short piece of creative fiction.

Sequels:

Write a synopsis for a sequel to this picture book, in which the sister convinces her brothers to make changes in the family business.



HUMANITIES AND SOCIAL SCIENCES (HASS)

ENVIRONMENT



Climate Change

World leaders have acknowledged climate change via international agreements such as the Kyoto Protocol, although progress has been slow to achieve such goals. (The treaty was first signed in 11 December 1997!)

- Research this agreement in documents such as: [‘What is the Kyoto Protocol?’ United Nations Climate Change](#)
- Why has it taken nearly twenty-five years, and yet a global consensus has still not been reached on this treaty?

Analysing

Examine different viewpoints on actions, events, issues and phenomena in the past and present.

Pollution

Oceans are being polluted by toxic industrial run-off, oil spills, cruise ship effluent, and ordinary human waste, many areas of land are also rendered uninhabitable or unproductive by contamination, and many cities are polluted so that the air is dangerous or difficult to breathe.

- Research any area in any country which has been damaged by pollution, for example:
 - The Great Barrier Reef (See for example, [‘Threats’ Great Barrier Reef Foundation](#))
 - Beijing (See for example, [‘Air Quality in Beijing’ IQAir](#))
- What types of pollution exist? (See for example, [‘How Many Types of Pollution Are There?’ World Atlas](#))

Geography

Investigating the concepts of environmental quality and pollutions by surveying the environmental quality of their local area and its effect on liveability.

Water Management

Many parts of Australia suffer water shortages, not only as a result of natural disasters such as droughts, but also from a failure to protect our waterways.

- Research the Murray-Darling Basin as one example of how water management has failed in Australia.
- What are the major challenges facing Australia in managing its water supply?

Geography

Investigating land use management practices that have adversely affected water supply, such as land clearing and some farming practices.

Degradation of Land

The astute management of land was a skill much valued by First Nations inhabitants of Australia, but our recent record has been poor.

- Research bushfires and the havoc they have wreaked in Australia.
- Why has the risk of bushfires grown in Australia in recent years? (See for example, [‘The Facts about Bushfires and Climate Change’ Climate Council](#))



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CAPITALISM, ECONOMICS AND BUSINESS



Wealth and Poverty

Even in a 'developing country' (as per the United Nations' definition), such as India, there is enormous disparity between the wealthy and the poor.

- Research the poverty of any of the 'least developed countries' (as per the United Nations' definition), such as Cambodia, to discover the source of that poverty. [See **Other Resources** for lists of such countries.]
- How should poverty be addressed on a global scale?

Geography

Investigating the differences in the population size, density, life expectancy and per capita income between countries across the world.

Corporate Greed, Corruption and Power

Corporations inevitably wield power and are also prone to condoning corrupt practices in order to retain that power.

- Discuss this quote from the text:
Now all this power was fast slipping from his grip, together with his life. The thought distressed him. (p 3)
- Does this quote bring to mind any particular figure in our society?

Capitalism

Western democracies are founded on the principles of capitalism which at its best offers opportunity for advancement and prosperity to all, but at its worst can create enormous inequality.

- Research the theory of capitalism and the history of its evolution.
- How might capitalism be re-imagined? Are there any viable alternatives to capitalism?

Analysing

Examine different viewpoints on actions, events, issues and phenomena in the past and present.

Exploitation of Labour in Mass Production

Many industries rely on cheap or even slave labour in order to maintain profits.

- Research the environmental damage, human exploitation, and colossal waste involved in making clothing for the fashion industry in the twenty-first century. Companies generally pay foreign workers to meet their clothing orders and outsource detailed and elaborate work such as beading to overseas workers as well.
- How often do you buy new clothing and how much do you spend on it? What do you do with your old clothes?
- Is it fair and equitable that some people think nothing of paying thousands of dollars for an item of clothing while those who live in least developed countries may struggle to pay for clothes at all?

Critiquing points of view about a sustainability issue (for example, considering producers' and consumers' views on the sustainable use of resources).

CIVICS AND CITIZENSHIP

Civic Rights and Responsibilities

Members of every community have both rights and responsibilities.

- Invite students to list their basic rights and responsibilities or to research this further.
- How difficult is it to fulfil our responsibilities in a society which prioritises individual rights, even to the detriment of the rights of other members of the community?

Concepts for developing understanding

The shared values of Australian citizenship and the formal rights and responsibilities of Australian citizens.

Values

- Every society is founded on values. Discuss the values on which our society is based. For example, words such as ‘mateship’, or ‘a fair go’ are often used in Australia to suggest that we are an egalitarian and generous society.
- Do we always adhere to these values?

Collaboration and Negotiation

- In the personal, community or global sphere, problems are resolved by both collaboration and negotiation, or not resolved because of the dearth of either skill. Study instances in which negotiation and collaboration has changed the world for the better.
- How important is it to collaborate with others in seeking meaningful change?

Evaluating and reflecting

Proposing reasons why socially sustainable practices such as negotiation, arbitration and Reconciliation and cultural mediation resolve issues peacefully.

Protests and Activism

Youth activist, Greta Thunberg, has been a global advocate for action, encouraging her fellow teenagers to take a stand on climate change. Extinction Rebellion (XR) is an activist movement with the same purpose.

- Research the work of Thunberg and XR and other relevant protest movements.
- How effective is such non-violent protest?

Knowledge and understanding

Investigating the stories of individuals or groups who advocated or fought for rights.

HASS ASSESSMENT

Debate:

Conduct a debate in class which addresses any of the issues raised under **Civics and Citizenship**.

Essay:

Write an essay arguing for the need for global emissions reduction.

Presentation:

Read Armin Greder’s earlier work *Diamonds* (2020) and then relate it to research on exploitation of workers in the diamond trade, and deliver a talk to the class using that book as an element in your presentation.

Craftivism:

Research ‘craftivism’, the use of craft by activists, and create a craft response to the issue of corporate greed and corruption.

VISUAL ARTS

CONTEXT



Wordless Books

These represent a potent form of storytelling, employed by a range of artists. In this book the second half of the narrative is wordless. (Armin Greder's *The Mediterranean* was also largely wordless.)

- Read the Q&A above which explains Greder's reasoning in employing wordless frames or double-page spreads. What did you take from these images?
- On p 9 the sister asks her brothers questions which describe each of the forms of human destruction depicted later in the wordless visual text. Why did the artist choose to separate the text and images in this way?
- Invite students to write a sentence describing one of these wordless frames in their own words.
- Compare these pages in *The Inheritance* to other wordless books. [See **Other Resources**.]

Artistic vision

Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts.

Illustrator Study

- Armin Greder's artistic style is very distinctive. Study his artwork closely. Read other picture books and study the work of other illustrators.
- What makes his illustration style unique? [See also 'Author Study' under **Literature** above.]

Artist profile

Expressing an opinion about the way numerous artists communicate multiple viewpoints through their artwork.

ART CONVENTIONS AND TECHNIQUES

Critical Literacy and Comprehension of Visual Text

- Invite students to employ 'close looking' or 'critical literacy' when reading this visual text. Examine each page carefully to identify visual details which might provoke discussion.
- What sub-texts did you discover on any page?
- Study the final frame, in which the boy has several objects behind him suggesting where he might be. *Question:* What is his location? What feelings does this image convey? Compare and discuss interpretations.
- Consider the obvious similarity between the adult and child figures depicted on pp 16–17 and pp 34–35. What do these two images suggest about the future?

Considering viewpoints

Analysing how symbolic meaning or metaphor is constructed in their own artworks and artworks of others.

Art Medium

Greder uses 'compressed charcoal and pastel on paper' to create his atmospheric images in an extremely free hand.

- Create a drawing of a spoiled or polluted landscape not featured in this book, rendered in Armin Greder's medium. Combine students images into a gallery display.
- Why does the artist use so little colour in this and other texts?

Explore ideas and practices used by artists

Exploring cross-media effects and characteristics of representation when making artworks inspired by observation or imagination.

Storyboard Design

- Every part of a picture book tells the story in an integrated way. Examine the title page. What does the image there suggest in combination with the title of the book?
- Examine each double page spread and how the layout and design contributes to the telling of the story.

VISUAL ARTS ASSESSMENT

Model:

Build a diorama of the fishing vessel depicted hauling nets of fish (pp 20–21), accompanied by the relevant written description from this picture book text.

Storyboard Design:

Create endpapers for this book which might reflect the meaning in this text in a symbolic way.

Drawing:

On p 12 there is a portrait of the sister taken from a side view. Create a portrait of someone using this same perspective.

Collage or Sculpture:

Create a response to this book, using waste products such as plastic bottles, cardboard packaging, disposable cups, etc, to create either a collage or a sculpture.

CROSS-CURRICULUM PRIORITY: SUSTAINABILITY

SYSTEMS



Dynamic Systems

The biosphere is a dynamic system providing conditions that sustain life on Earth.

- Research some countries which have established biosphere reserves in order to protect a threatened biosphere. (See for example, [‘Biospheres of India’ Wikipedia](#))
- What are the conditions which sustain life on earth?
- Ask students to draw up a list of the key features which contribute to sustainability.

The globalising world

Explaining the significance of ideas about the environment (for example, the interaction of Earth and its biosphere; limits of growth; sustainability; and rights of nature.

Ecosystems

All life forms, including human life, are connected through ecosystems on which they depend for their wellbeing and survival.

- Research an ecological system such as rainforests. (See for example, [‘Learning About Rainforests’ California Institute of Technology](#))
- What impact have human beings had on this ecosystem?

Biological sciences

Ecosystems consist of communities of interdependent organisms and abiotic components of the environment; matter and energy flow through these systems

Patterns of Living

Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

- Accounting practices often ignore the erosion of social capital and loss of environmental health when measuring growth. Research examples of endeavours to achieve growth without such losses, for example, machines that create water from air. (See for example, [‘Sustainability and 5 Examples of Economic Growth’ Ideas for Us](#))
- What items can be recycled in order to reduce waste?

WORLD VIEWS



Healthy Ecosystems, Diversity and Social Justice

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.

- Research the global efforts being mounted to achieve such a world view, using resources such as, [‘Sustainable Development Goals’ United Nations](#) and [‘Transforming Our World: the 2030 Agenda for Sustainable Development’ United Nations Department of Economic and Social Affairs](#)
- What challenges do such bodies face in achieving consensus? How easy is it for a global perspective on these complex issues to be achieved when nations disagree on so many issues?

Citizenship, diversity and identity

How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a ‘fair go’, can promote cohesion within Australian society.

Personal/Community/Global Links

World views are formed by experiences at personal, local, national and global levels, and are linked to individual and community actions for sustainability.

- Research one ‘sustainable development goal’ and find examples of how global community and personal actions might be linked. Study [‘Case Studies’ Getting Started with Sustainability in Schools](#) to discover how some schools have mounted projects, and develop one of your own.
- Refer to the United Nations link above, specifically regarding *Goal 11 Sustainable Cities and Communities*. Can a person who walks or rides a bicycle to work rather than contributing to emissions by driving a private vehicle, really contribute to global sustainability?

Citizenship, diversity and identity

How and why individuals and groups, participate in and contribute to civic life.

FUTURES

Being a Global Citizen

The sustainability of ecological, social and economic systems is achieved through informed individual and community action that values local and global equity and fairness across generations into the future.

- Examine books (fiction and non-fiction) which deal with globalism and visit sites which offer advice about teaching global citizenship and sustainability, eg. [‘Using Picture Books to Teach Global Competence’ Literacy Junkie](#) or [‘Sustainable Development Goals Book Club’ IBBY](#)
- What are the main characteristics of a truly global citizen?

Civics and citizenship

Using a current global issue to discuss the concept of global citizenship.

Current World

Actions for a more sustainable future reflect values of care, respect and responsibility, and require us to explore and understand environments.

- Discuss ‘empathy’ and how in investigating and understanding our neighbours’ problems we might achieve better global outcomes.
- Is the world suffering from a lack of empathy?

Predicting a Future World

Designing action for sustainability requires an evaluation of past practices, the assessment of scientific and technological developments, and balanced judgements based on projected future economic, social and environmental impacts.

- Design a poster about the issues explored in this book and possible future outcomes or solutions. Before embarking on this activity, study other posters, and consult this reference for advice: [‘Poster Design to Change the World’ Oxfam Australia](#) [See **Assessment** below]
- What future for the world does the book suggest or predict?

Alternative Futures

Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

- Invite students to imagine a future world where big business no longer controls the agenda. Create an image of that future world, being as imaginative as you can be. This topic can also relate to STEM and encourage students to investigate technologies to create an invention for the future. (See for example, [‘Future world’ STEM Learning](#) or non-fiction texts such as Anna Claybourne’s *Future Worlds* Ill. by Rob Ball) [See **Assessment** below]
- What changes might this future world contain?

Civics and citizenship

Identifying the obligations people may consider they have as global citizens (for example, an awareness of human rights issues, concern for the environment and sustainability, being active and informed about global issues).

SUSTAINABILITY ASSESSMENT

STEM Proposal:

Produce a detailed proposal of an invention you think might assist the world in future. What does it do? How could it be useful to humans? Provide diagrams, sketches and specifications for your prototype.

Poster Design:

Create a Poster Predicting Future Outcomes and Solutions to Achieve Sustainability.

Visual Creative Response:

Create an image of a future world, in intricate detail.

Graphs:

Conduct a survey of paper waste created in your school, during a particular time period and analyse in a graph format.

ABOUT THE WRITER OF THE NOTES

Dr Robyn Sheahan-Bright AM operates justified text writing and publishing consultancy services, and publishes regularly on children’s literature, Australian fiction, and publishing history. She was inaugural director of and is a Life Member of the Queensland Writers Centre, and was co-founder of Jam Roll Press. Her publications include *Paper Empires: A History of the Book in Australia (1946-2005)* (2006) co-edited with Craig Munro and *Hot Iron Corrugated Sky: 100 Years of Queensland Writing* (2002) co-edited with Stuart Glover. In 2011 she was recipient of the CBCA (Qld) Dame Annabelle Rankin Award, in 2012 of the CBCA Nan Chauncy Award for Outstanding Services to Children’s Literature, and in 2014 the Queensland Writers’ Centre’s Johnno Award. In 2021 she was appointed a member of the Order of Australia.

ABOUT THE AUTHOR

Armin Greder was born in Switzerland. In 1971 he migrated to Australia where he worked as a graphic designer and later taught design and illustration at a tertiary art institution. Books he has illustrated include *The Great Bear*, *An Ordinary Day* and *I Am Thomas*, all written by Libby Gleeson, and *Flight* by Nadia Wheatley. Books he has authored and illustrated include *Mediterranean* and *Diamonds*. His work, in which charcoal is prominent, reflects his European background. *Flight* was CBCA Picture Book of the Year 2016. He is the recipient of a number of international recognitions such as the Bologna Ragazzi Award 2000 and has also been nominated for IBBY's Hans Christian Andersen Award 2004. He now lives in Lima, Peru, with his companion Victoria. Together they travel regularly.

Q&A WITH THE AUTHOR, ARMIN GREDER

1. **Could you outline the main themes of the book?**

The Inheritance is about capitalism – the unchecked growth of an economy that is a law unto itself which we are aiding and abetting, at best unwittingly, at worst against our better judgment. Of the different aspects of this economy that the story mentions, there is not one in which we as consumers are not involved – directly or indirectly.

2. **What is the fundamental focus?**

The very real subject of what we are permitting to happen to the environment in which we live – to ourselves, ultimately.

3. **Can you tell us what inspired you to write this book?**

We may be driving a Tesla, recycling our garbage and using reusable shopping bags but this doesn't alter the fact that we are all willing beneficiaries of ruthless practices in the name of profit. This makes us responsible if not guilty.

For now we may still be able to deceive ourselves – the third world, where most of this goes on, is very far away – but eventually the consequences will compel us to admit our complicity. By then it may be too late.

The Inheritance is a statement about power, greed and their bleak consequences, and a hint at what may be

coming. Pessimistic? Maybe. But the more I read the papers and listen to the news the shorter it seems from realism to pessimism.

I am not a methodical writer. Like with all my other books, I did not set out to write a story on a predetermined topic but the idea came to me out of an accumulation of impressions about the world in which I am obliged to live. The impressions were unpleasant. The story follows suit.

The idea is one thing, the story another. I kept turning the idea around in my mind for some time until eventually a structure occurred to me on which to construct the story: a conventional beginning and a silent second half. The bridge between the two is a rhythmic litany which questions the foregoing and foreshadows what is to come.

Once I had the structure the rest was an enjoyable play with words and drawings in which all that matters is the story that wants to be told and the shape it is to assume.

In other words, I was not concerned about who might be reading the book and whether it will be a children's book or anything else.

Any story that is worth reading goes back to something that is personal to the author. That story is not being served by trying to bend this personal element to please an imaginary reader.

CORRESPONDING LITERATURE AND OTHER SOURCES

Other Books by Armin Greder

Diamonds

The Mediterranean

Australia To Z

The Island

The City

Picture books

An Ordinary Day by Libby Gleeson

Big Dog by Libby Gleeson

Danny and the Toybox by Richard Tulloch

Flight by Nadia Wheatley

I am Thomas by Libby Gleeson and Armin Greder

Sleep Time by Libby Gleeson

The Bunyip and the Night by Mark Nestor Svendsen

The Great Bear by Libby Gleeson

The Princess and the Perfect Dish by Libby Gleeson

To This Day: For the Bullied and Beautiful by

Shane Koyczan

Uncle David by Libby Gleeson

Fiction

Picture Books on Climate Change, the Environment and the Future:

10 Things I Can Do To Help My World by Melanie Walsh

A Forest by Marc Martin

A Planet Full of Plastic and How You Can Help, A Climate in Chaos and How You Can Help and *A World Full of*

Wildlife and How You can Protect It all by Neal Layton

Charlie and Lola: Look After Your Plane by Lauren Child

Dear Earth ... From Your Friends in Room 5 by

Erin Dealey and Luisa Uribe

Earth Matters: Loving our Planet by Carole Wilkinson and

Hilary Cresp

Here We Are: Notes for Living on Planet Earth by

Oliver Jeffers

I Have the Right to Save My Planet by Alain Serres

If You Come To Earth by Sophie Blackall

Not Your Typical Book about the Environment by

Elen Kelsey and Clayton Hammer

Old Enough To Save the Planet by Loll Kirby

One Tree by Bruce Whatley and Christopher Cheng

One World 30th Anniversary Edition by Michael Foreman

Our House is on Fire: Greta Thunberg's Call to Save the

Planet by Jeannette Winter

Stand Up! Speak Up! by Andrew Joyner

The Giant and the Sea by Trent Jamieson and Rovina Cai

The Last Tree by Emily Haworth-Booth

The Tomorrow Book by Jackie French and Sue de Genarro

We Planted a Tree by Muldrow, Diane and Bob Staake

What We'll Build by Oliver Jeffers

Where the Forest Meets the Sea by Jeannie Baker

Your Planet Needs You! by Philip Bunting

See also:

'100 of the best books for children on sustainability'

Children's Books Daily May 1, 2015

https://childrensbooksdaily.com/book_reviews/100-of-the-best-books-for-children-on-sustainability/

Wordless picture books

Belonging, Window, Mirror and *Belonging* all by

Jeannie Baker

Flotsam by David Wiesner

Hike by Peter Oswald

Journey 1, 2 and 3 by Aaron Becker

Pool and Door by Lee Jihyeon

Seasons and *The Holidays* by Blexbolex

Sidewalk Flowers by Jonarno Lawson and Sydney Smith

Small Things by Mel Tregonning

Sunshine and *Moonlight* by Jan Ormerod

The Arrival by ShaunTan

The Boy, the Bear, the Baron, the Bard; Midsummer Knight

and *The Hero of Little Street* all by Gregory Rogers

The Farmer and the Clown by Marla Frazee

The Flying Light by Yuanhao Yang

The Walk by Celia Sacido

Tree: A Little Story About Big Things by Danny Parker and

Matt Ottley

Unspoken: A Story from the Underground Railroad by

Henry Cole

Wave by Suzy Lee

See also:

['Our Favorite Wordless Picture Books' Reading Rockets](#)

['Wordless Picture Books Shelf' Good Reads](#)

['The Best Wordless Books to Build Literacy and](#)

[Comprehension Skills!' Happily Ever Elephants](#)

['7 Reasons Why Wordless Picture Books are so](#)

[Powerful' Children's Library Lady](#)

Adult Non-Fiction

Banking Bad: How Corporate Greed and Broken

Governance Failed Australia by Adele Ferguson

Capital in the Twenty-first Century by Thomas Piketty

Capitalism and inequality: the role of state and market.

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Disaster Capitalism by Antony Loewenstein

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Inequality, boom, and bust: from billionaire capitalism to equality and full employment by Howard and Paul Sherman

More From Less: The surprising story of how we learned to prosper using fewer resources – and what happens next by Andrew McAfee

Saving Capitalism, For the Many, Not the Few by Robert B. Reich

Shock Doctrine: The Rise of Disaster Capitalism Naomi Klein

The Collapse of Globalism and the reinvention of the World by John Ralston Saul

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Atmospheric: The Burning Story of Climate Change by Carole Wilkinson

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Poetry

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Reading the Visual: Written and Illustrated Children’s Literature by Michèle Anstey and Geoff Bull

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Additional information on the author

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- Consumerism
- Corruption
- Food Insecurity and Waste
- Global Food Crisis
- Global Poverty and Wealth Inequality
- Income and Wealth Inequality
- Poverty and Inequality in Australia
- The Globalisation Issue

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