Aboriginality and the land – Stage 6

# Preliminary Aboriginal studies

## Key inquiry questions

* What role did country play in the traditional lifestyle of Aboriginal and Torres Strait Islander peoples?
* To what extent did colonisation and subsequent dispossession affect Aboriginal and Torres Strait Islander peoples?
* How have government policies restricted the human rights of Indigenous people in Australia?

## Overview

Students:

* explore the intimate relationship that Indigenous people have with Country, both spiritually and economically
* describe the impact colonisation had on Aboriginal and Torres Strait Islander peoples
* examine the impact that government policies have had and continue to have on Indigenous people around the world
* investigate Aboriginal initiatives to counteract the impact of dispossession and dislocation.

## Outcomes

A student:

* **P1.1** identifies different viewpoints about invasion and colonisation including the concept of shared histories between Aboriginal and non-Aboriginal peoples
* **P1.2** explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples in terms of social justice and human rights
* **P2.1** explains the meaning of the Dreaming to Aboriginal peoples
* **P2.2** explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples
* **P3.2** explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity
* **P3.3** explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions.

[Aboriginal Studies Stage 6 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/11-12/stage-6-learning-areas/hsie/aboriginal-studies) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2010

## Syllabus references

Students:

* gather, select and organise information in relation to Aboriginal peoples’ relationship to Country including the Dreaming
* make deductions and draw conclusions about the impact of dispossession and dislocation on Aboriginal peoples in terms of social justice and human rights
* construct coherent oral and/or written texts to explain the impact of key government legislation and policies in relation to Aboriginal peoples’ land and water rights
* present balanced oral and/or written arguments about Aboriginal and non-Aboriginal land management practices and their impact on the environment
* make informed judgements about the effectiveness of Aboriginal peoples’ initiatives to counteract the impact of dispossession from Country
* gather, select and organise information on Aboriginal and non-Aboriginal interpretations of colonisation, including concepts of ‘invasion’ and shared histories.

## Teaching and learning activities

### Inquiry questions

For each key inquiry question, students are encouraged to design their own inquiry questions as a subset in order to complete the inquiry process, which forms the bases of these teaching and learning sequences.

### Assessment

The strategies require students to demonstrate their learning and are all either assessment for learning or assessment as learning activities. Some activities may be selected and included in a ‘formal assessment schedule’ for assessment of learning.

## Learning sequence 1

**Key inquiry question -** What role did Country play in the traditional lifestyle of Aboriginal and Torres Strait Islander peoples?

**Teachers’ note - b**efore this unit, set up an online classroom environment for students to share their activities and research and support each student to set up an individual online ‘Learning log’.

### Aboriginal peoples’ relationship to the land and the role it played in traditional life.

**Teachers’ note -** prepare students with a brainstorm activity to discover what they already know about the key concepts and what they mean. There are a variety of suggested resources and source materials at the end of this unit that may assist students with their research tasks and activities during the unit.

Studentswill be learning about the following key concepts in the Stage 6 course:

* Country
* dreaming
* customary lore
* kinship
* traditional law
* spirituality
* Elders
* genocide
* dispossession
* dislocation
* sovereignty
* terra nullius
* native title
* social justice
* human rights
* shared history
* health and lifestyles
* cultures
* colonisation
* invasion
* resistance
* land management practices
* settlement.

#### **Activity** 1

Teachers to divide the class into small groups to prepare a presentation of definitions of the key concepts. Each group will prepare definitions for the three key concepts they have chosen or been allocated from the above list.

Students are to research:

* Use the internet, texts and other source materials to find a definition for each of the three key concepts.
* Summarise each key concept and use language that all will understand.
* Prepare PowerPoint slides (no more than 5) and upload them to the online-class PowerPoint.

Each group will present their section of the PowerPoint to the whole class. Students are all encouraged to ask questions and give feedback during the presentations.

### Aboriginal and non-Aboriginal understanding about Aboriginal people and their relation to the land and Country.

The whole class presentation should have brought up many questions about the concept of Country and what it means to different people. What are the similarities and differences?

#### **Activity 2**

Use different resources (for example internet, texts, poetry, drama) to examine the importance and significance of Aboriginal peoples’ relationship to the land and Country then respond to the following questions:

1. What does the concept of land and Country mean to the Aboriginal and Torres Strait Islander peoples? Give examples.
2. What are some of the traditions and customs connected with land and Country?
3. How does it differ to other ethnic groups? Choose two different ethnic groups as examples.

For question 3 students may wish to interview a family member, a teacher, a neighbour or a family friend to gather this information. Students can record the answers or just make notes. Once completed, students are to:

* Collate the answers into a grid (example below) comparing the similarities and differences in the answers.
* Discuss answers with their peers then compare and contrast the responses related to the ethnic groups with what they have discovered about the Aboriginal peoples’ connection to Country, traditions and customs. Are there any common elements? (for example, values, cultures, world views)
* Choose the five most interesting facts they have learnt about Aboriginal peoples’ relationship to Country and how it affected their lives. This is a whole class activity.
* Write 100 words, in their Learning Log, explaining the most significant discovery about Aboriginal connection to land and Country you have made so far.

|  |  |  |  |
| --- | --- | --- | --- |
|  | Aboriginal and Torres Strait Islander | Ethnic group 1 (for example Anglo-Saxon Australian) | Ethnic group 2 (for example Italian –third generation) |
| Relationship to land and Country |  |  |  |
| Traditions and customs |  |  |  |

## Learning sequence 2

### Dispossession and colonisation to the mid-20th century

**Key inquiry question -**To what extent did colonisation and subsequent dispossession affect Aboriginal and Torres Strait Islander peoples?

**Teachers’ notes** - provide students with resources to explore and research Aboriginal and non-Aboriginal land management practices, terra nullius, colonisation, invasion, resistance, settlement, shared histories, social justice and human rights. This learning sequence has been written as a series of student tasks that should be supported by the teacher through appropriate resourcing and guidance.

#### **Activity 3**

Your German pen pal Tavi and his class are doing a history and sociology assignment on Indigenous peoples: past, present and future. They have chosen Australia as the basis for the assignment and need your help, as they do not know much about the country and its history. To help them with their task, complete the following activities:

1. The first section of the assignment is about land management. Create a T-chart comparing some of the Aboriginal land management practices observed on colonisation and European land management practices.
2. In your ‘Learning log’ write a paragraph on how Aboriginal people managed the land. How were their land management practices different to the European land management practices?

#### **Activity 4**

Tavi’s class has sent you an email asking the following questions:

1. Why did the British decide to colonise Australia?
2. What was the myth of Terra Nullius?
3. What was the impact of the British colonisation on Aboriginal health and wellbeing?
4. Was the colonisation peaceful or was there conflict? Develop a timeline or table (including maps) of key events, dates, purpose and impact of European expansion on Aboriginal communities.

You decide it is time to enlist help from the class. Divide into four groups and research a question each. Create a video blog (Vlog) to present your information to Tavi and his class.

## Learning sequence 3

**Key inquiry question - h**ow have government policies restricted the human rights of Indigenous people in Australia?

**Teacher’s notes** - provide students with an overview of where and how Aboriginal people were living from the 19th century to early 1960s – on their own Country, segregated on missions and reserves, in institutions, on the fringes of country towns, in suburbs and cities. Some communities had been able to remain together; others had been relocated or dispersed. Present maps, statistics and other data to provide an overview of reserves and missions in NSW up to and including 1960s.

### The loss of human rights

#### **Activity 5**

**Life on reserves and missions in the past and Aboriginal communities today.**

Provide students with an overview of how many Aboriginal people were removed to reserves and missions until the late 1960s and what the conditions were like.

Students are to examine a range of sources that provide ‘snapshots’ of the diversity of life on at least 5 different reserves and missions. Include at least one example of a successful reserve or mission, for example Coranderrk or Erambie.

After reviewing these sources, you complete an overview table:

|  |  |  |  |
| --- | --- | --- | --- |
| Location and community | Management | Land use | Lifestyle |
| For example Cowra, Erambie Mission |  |  |  |

#### **Activity 6**

Referring to students' research and overview table, the class will participate in a discussion of the impact of the reserves and missions on the lives of Aboriginal people, their language, culture and traditions, and their human rights. Teachers will guide this discussion to ensure cultural safety is the key consideration.

#### **Activity 7**

Using the information that students have previously researched, they are to write a report outlining the immediate, short term and long-term consequences of the policy of removal and missions on Aboriginal people from the 19th century onwards.

### Aboriginal communities today

**Teacher’s notes** - Provide students with a brief outline of the protocols of working with Aboriginal communities. Students should also be given a brief overview of the selected community, a map where the community is located and information about its key environmental, industrial, economic and other features. You should also invite (a) local Aboriginal community member(s), to talk with the students for this section of the learning sequence. This should be part of an ongoing and long term connection with the local Aboriginal community, with cultural and community consultation protocols a key consideration.

#### **Activity 8**

Through guided learning by the teacher, the class will discuss and gain an understanding of using the correct protocols when meeting and addressing an Aboriginal or Torres Strait Islander community member.

Local Aboriginal community members are to visit and talk to the class and give some insight into their community today. It is important that students use the correct protocols and demonstrate your understanding and respect for the visitor.

#### **Activity 9**

As a class, create a community study table that gives a broad and accurate picture of your community.

The community study table will include:

* Descendants of the traditional landowners
* Number of different communities living together
* Different languages spoken
* Land management practices
* School and work
* Culture and traditions
* Connection to Country
* Effect of the past on the present
* Perspectives on future generations.

#### **Activity 10**

Students are to write a few paragraphs, in their Learning Log, comparing the current Aboriginal community they are learning about with the reserves or missions in the past. How have things changed?

### Key concept - The Effects of Government acts and policies

From the 19th century the governments in Australia introduced a number of acts and policies that detrimentally affected the lives of Aboriginal and Torres Strait Islander peoples.

#### **Activity 11**

After researching the various government acts and policies from the 1800s to the 1960s students are to create a table that identifies and explains the effect of each specific act or policy on the human rights of Aboriginal and Torres Strait Islanders. An example has been provided below:

|  |  |
| --- | --- |
| Act/policy | Impact on Aboriginal human rights |
| The Aboriginal Protection Act 1869 (Victoria) | Regulation of residence, slavery as employment, marriage, social life and other aspects of daily life. This act also allowed children to be removed from Aboriginal families, beginning The Stolen Generations |

#### **Activity 12**

Write 300 words evaluating the impact these government acts and policies had on Aboriginal human rights in the Learning Log.

## Suggested resources

* [The Rainbow Serpent](https://www.youtube.com/watch?v=MnvVtMZLkmw) (duration 2:16)
* [The Secret of Dreaming](https://www.youtube.com/watch?v=gYgdBRCb88o) (duration 9:59)
* [The Land Owns Us – uncle Bob Randall](https://www.youtube.com/watch?v=w0sWIVR1hXw) (duration 6:14)
* [Australians Together](https://australianstogether.org.au/)
* [Aboriginal Studies Association](http://www.aboriginalstudies.com.au/teacher-resources/)
* [Working with Indigenous Australians](http://www.workingwithindigenousaustralians.info/content/History_3_Colonisation.html)
* [NESA ABED Invasion and Resistance Kit](https://ab-ed.nesa.nsw.edu.au/go/aboriginal-studies/invasion-and-resistance-kit-timeline)
* [Traditional Aboriginal burning in Modern Day Practices](https://landcareaustralia.org.au/project/traditional-aboriginal-burning-modern-day-land-management/)
* [Documenting Democracy – Australia’s story](https://www.foundingdocs.gov.au/)
* [Aboriginal Frontier Conflicts maps](https://australianfrontierconflicts.com.au/maps/conflict-map-of-new-south-wales/)
* [Bringing Them Home Report Learning Sequence](https://bth.humanrights.gov.au/teaching-resources/learning-sequences) - BTH 2017\_Year 6 HASS.pdf
* [Aboriginal Heritage Office](https://www.aboriginalheritage.org/history/history/)
* [Aboriginal Australia map](https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia) – AIATSIS
* [Joseph Banks’ Endeavour journal](https://www.sl.nsw.gov.au/stories/captain-cooks-voyages-discovery/joseph-banks-and-james-roberts)
* [Project Gutenberg of Australia – The Endeavour Journal of Sir Joseph Banks](http://gutenberg.net.au/ebooks05/0501141h.html)
* [An Indigenous Australian Timeline](http://www.teachingheritage.nsw.edu.au/section03/timeindig.php) – Teaching Heritage
* ‘Aboriginal Australians: Black Response to White Dominance’ (Chapter 1) Richard Broome
* The Lonely Planet – [Hunting in the Daintree](https://www.bing.com/videos/search?q=spear+fishing+in+the+daintree&&view=detail&mid=9A83E4F07A0BC011E9719A83E4F07A0BC011E971&&FORM=VRDGAR) (duration 3:42)
* My Australia – [catching lunch Torres Strait Islander style](https://www.youtube.com/watch?v=tKajyRtrK2A) (duration 9:44)
* ‘Pearson Geography 9+10 New South Wales Stage 5’ (pages 242 to 247)
* ‘Jacaranda GeoActive 2 – New South Wales Curriculum Geography Stage 5’ Fourth Edition (pages 291 and 292)
* ‘Colonial and Contact History’, Paul Kiem and Michael Smithson – Longman
* ‘Oxford Big Ideas Australian Curriculum History 9’
* ‘Nelson Connect with History’ – Vicki Greer and others
* [Kanyini with Melanie Hogan Sunday review](https://www.youtube.com/watch?v=c-X_eABVwyU) (duration 8:53)
* ‘Cambridge History 10 Stage 5 – NSW Syllabus for the Australian Curriculum’
* [Reconciling Murder – Myall Creek Massacre](https://www.youtube.com/watch?v=-kBtlqpRceU) (duration 8:45)
* [The Australia Day discussion](https://www.youtube.com/watch?v=tS-Smt96psA&feature=youtu.be) (duration 12:04)
* ‘Before the Invasion: Aboriginal Life to 1788’, Bourke, C, Johnson, C and White, I 1980, Oxford
* ‘The original Australians: story of the Aboriginal people’, Flood, J 2006, Allen and Unwin, Crows Nest NSW
* Johnson, V 2004, ‘The Art of Clifford Possum Tjapaltjarri’, Johnson, V 2004, Art Gallery of South Australia, Adelaide
* ‘Voices of the first day: Awakening in the Aboriginal Dreamtime’, Lawler, R 1991, Inner Traditions International Ltd, Rochester, VT
* ‘Voices of Aboriginal Australia: past, present, future’, Moores, I 1995, Butterfly Books, Springwood NSW
* ‘From ochres to eel traps: A resource guide for teachers on Aboriginal science and technology’ (rev edit) 1999, Science Educators Association ACT, ACT Indigenous Consultative Body, Canberra
* ‘Race and racism in Australia’, McConnochie, K, Hollinsworth, D & Pettman, J 1988, Social Science Press
* ‘Survival: A history of Aboriginal Life in New South Wales’ (rev. edit). Parbury, N 2005, Department of Aboriginal Affairs, Canberra
* ‘[Working with Aboriginal Communities: A Guide to Community Consultation and Protocols (PDF 1.7MB)](https://ab-ed.nesa.nsw.edu.au/go/partnerships)’ (2nd edit) 2008, Aboriginal Curriculum Unit, Board of Studies NSW, Sydney
* ‘Retroactive’ (2nd edit) (book and CD-ROM). Anderson, M, Low, A, Conroy, J and Keese, I 2005, John Wiley & Sons (Jacaranda), Brisbane
* ‘Invasion and resistance: untold stories: Aboriginal voices in Australian history’ (teaching kit) 1995, Aboriginal Curriculum Unit, Board of Studies NSW, Sydney
* ‘Invasion’, Burgess, C and Myers, J 2002, McGraw-Hill
* ‘Blood on the Wattle: Massacres and maltreatment of Aboriginal Australians since 1788’ (3rd edit), Elder, B 2003, New Holland, Frenchs Forest NSW
* [Working with Aboriginal People and Communities: A Practice Resource (PDF 1.7MB)](https://www.facs.nsw.gov.au/download?file=321308)