



LEARNING AND TEACHING DIRECTORATE - SECONDARY EDUCATION

# Human Society and Its Environment

Learning across the curriculum:

Cross-curriculum priorities teacher resource K-10



Aboriginal and Torres Strait Islander Histories and Cultures

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## About this resource

The Department of Education's Quality Teaching Discussion Paper outlines a model of syllabus planning and implementation that supports teachers on the basis of 'central concepts or ideas' to ensure deep knowledge in student learning. This is especially relevant for the Learning Across the Curriculum Content areas.

Whilst the Learning across the Curriculum Content – cross curriculum priorities: Aboriginal and Torres Strait Islander Histories and Cultures are somewhat embedded in syllabus content through the process of tagging, teachers have requested guidance to identify:

- a) a continuum of conceptual development in each of the cross-curriculum priorities
- b) examples of what this looks like in each of the stages of learning.

The Learning and Teaching Directorate has been working in partnership with the **Aboriginal Studies Association** to develop an HSIE Learning across the Curriculum Content – Cross Curriculum Priorities continua (Early Stage 1 – Stage 5) and accompanying learning and teaching snapshots teachers resource.

This resource supports the implementation of the NSW History K-10, the forthcoming implementation of the Geography K-10 syllabus for the Australian Curriculum as well as the Building Transition Communities project as part of the Departments Rural and Remote Strategy.

This project aims to further develop an understanding of the Learning across the Curriculum Content areas as it unpacks in greater detail the conceptual ideas of the three cross curriculum priorities identified in the Melbourne Declaration on Educational Goals for Young Australians, to give examples of what these concepts will look like at each stage.

# Aboriginal and Torres Strait Islander histories and cultures

<http://www.australiancurriculum.edu.au/crosscurriculumpriorities/aboriginal-and-torres-strait-islander-histories-and-cultures/overview>

The following continuum for Aboriginal and Torres Strait Islander Histories and Cultures links the Australian Curriculum organising ideas for the cross curriculum priority of the Learning Across the Curriculum Content with the content of the NSW syllabuses for history and geography.

To accompany the continuum, ideas for learning have been developed for each stage. These are snapshots, which aim to provide teachers with specific examples of how to include the priority in history and geography. They are presented in a Word format so that teachers can amend and adapt them for their own teaching situation.

The continuum and accompanying ideas for learning have been collaboratively developed by the professional teaching association relevant to the priority area, and the Learning and Teaching Directorate of the Department of Education. We encourage teachers to add to the collection of learning ideas, or to evaluate those that are presented. Please contact [teamhsie@det.nsw.edu.au](mailto:teamhsie@det.nsw.edu.au).

## Organising ideas/conceptual framework



Figure1: Conceptual framework for the Aboriginal and Torres Strait Islander Histories and Cultures priority, *Australian Curriculum, Assessment and Reporting Authority*

The Aboriginal and Torres Strait Islander Histories and Cultures priority uses a conceptual framework to provide a context for learning. The framework comprises the underlying elements of Identity and Living Communities and the key concepts of Country/Place, Culture and People. Aboriginal and Torres Strait Islander Identities are represented as central to the priority and are approached through knowledge and understanding of the interconnected elements of Country/Place, Culture and People.

All activities on the Geography continuum relate to the key concepts of Country/Place and People. All activities on the History continuum relate to the key concepts of Country/Place, Culture and People.

**Note to teachers:** When bringing community into schools, discuss the general, but recognise and acknowledge the diversity of cultures.

## Aboriginal and Torres Strait Islander histories and cultures continuum: Geography K-10

### Early Stage 1: Geography

Syllabus content	Syllabus outcomes A student:	Teaching and learning activities	Resources
<b>People live in places:</b> Aboriginal and Torres Strait Islander places	identifies places and develops an understanding of the importance of places to people	<p>Identify an Aboriginal or Torres Strait Islander site, country or place.</p> <p>Discuss why the site, country or place is important to Aboriginal or Torres Strait Islander peoples.</p> <p>View video clip and discuss diversity of Aboriginal language groups.</p>	<p>Aboriginal sites: <a href="http://www.aboriginalheritage.org/sites/identification/">http://www.aboriginalheritage.org/sites/identification/</a></p> <p>Language diversity: <a href="http://splash.abc.net.au/home#!/media/1916032/discover-the-diversity-of-australia-aboriginal-and-torres-strait-islander-languages">http://splash.abc.net.au/home#!/media/1916032/discover-the-diversity-of-australia-aboriginal-and-torres-strait-islander-languages</a></p> <p><b>Early Stage 1 lesson guide</b></p>

### Stage 1: Geography

Syllabus content	Syllabus outcomes A student:	Teaching and learning activities	Resources
<b>Features of places</b>	<p>describes features of places and the connections people have with places</p> <p>identifies ways in which people interact with and care for places</p>	<p>Read <i>Father Sky and Mother Earth</i> or other Aboriginal or Torres Strait Islander Dreaming stories and/or Legends of the Torres Strait.</p> <p>Discuss the natural features of places identified in the stories.</p> <p>Discuss how a place can be cared for e.g. a park, farm, beach, bushland.</p>	<p>Oodgeroo Noonuccal, (1981). <i>Father sky and mother earth</i>. Milton [Australia]: Jacaranda Press.</p> <p><b>Stage 1 lesson guide</b></p>

<b>Features of places:</b> Weather and seasons	describes features of places and the connections people have with places	Examine how different cultural groups, including Aboriginal or Torres Strait Islander Peoples, describe weather, seasons or seasonal calendars.	Wet and Dry seasons: <a href="http://splash.abc.net.au/home#!/media/1771788/indigenous-seasons-across-northern-australia">http://splash.abc.net.au/home#!/media/1771788/indigenous-seasons-across-northern-australia</a>
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## Stage 2: Geography

Syllabus content	Syllabus outcomes A student:	Teaching and learning activities	Resources
<b>Places are similar and different:</b> The Australian continent	examines features and characteristics of places and environments	Identify Countries/Places of Aboriginal and Torres Strait Islander Peoples:  Explore interactive map of Aboriginal language groups.	Language map: <a href="http://www.abc.net.au/indigenous/map/">http://www.abc.net.au/indigenous/map/</a>
<b>The Earth's environment:</b> Perception of environments	examines differing perceptions about the management of places and environments	Play Torres Strait Islands fishing game.  Describe how custodial responsibility for Country/Place influence Aboriginal and Torres Strait Islander Peoples' views of the environment.	<a href="http://www.nma.gov.au/interactives/tlf/sabai_island/">http://www.nma.gov.au/interactives/tlf/sabai_island/</a>
<b>The Earth's environment:</b> Protection of environments	describes the ways people, places and environments interact	Examine how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments e.g. use of resources	<b>Stage 2 lesson guide</b>

## Stage 3: Geography

Syllabus content	Syllabus outcomes A student:	Teaching and learning activities	Resources
<b>Factors that shape places:</b> Factors that change environments	explains interactions and connections between people, places and environments	Investigate the ways Aboriginal and Torres Strait Islander Peoples, have influenced each Country's environmental characteristics.  Read from the series <i>First Australians: Plenty Stories</i> to gain an understanding of country and culture.	<i>First Australians: Plenty Stories:</i> <a href="http://www.pearson.com.au/go/firstaustraliansplentystories">http://www.pearson.com.au/go/firstaustraliansplentystories</a>  Bush regeneration and Aboriginal sites <a href="http://www.aboriginalheritage.org/wp-content/uploads/Bush-Regeneration-">http://www.aboriginalheritage.org/wp-content/uploads/Bush-Regeneration-</a>

			<a href="#">Aboriginal-Sites5.pdf</a> <b>Stage 3 lesson guide</b>
<b>A diverse and connected world:</b> Connections shape perceptions	explains interactions and connections between people, places and environments	Follow the suggested activities from <i>Dual place names in Australia</i> .  Analyse Aboriginal place names.  Discuss the effect of generalisations and stereotypes about places.	Dual place names in Australia: <a href="http://www.racismnoway.com.au/teaching-resources/anti-racism-activities/lesson_ideas/20060913_82.html">http://www.racismnoway.com.au/teaching-resources/anti-racism-activities/lesson_ideas/20060913_82.html</a>  Place names: <a href="http://www.sydneybarani.com.au/language/">http://www.sydneybarani.com.au/language/</a>

## Stage 4: Geography

Syllabus content	Syllabus outcomes A student:	Teaching and learning activities	Resources
<b>Landscapes and landforms:</b> Value of landscapes and landforms	examines perspectives of people and organisations on a range of geographical issues	Investigate the aesthetic, cultural, spiritual and economic value for Aboriginal and Torres Strait Islander peoples  Read Bronwyn Bancroft's <i>Why I Love Australia</i> or other recommended books.  Investigate local Aboriginal understandings of landform creation.  Invite a local Elder guest speaker. Contact Aboriginal Education Consultative Group Inc. for details of your local AECG committee, to help you get in touch with Elders.	Recommended books: <a href="http://www.readings.com.au/collection/recommended-indigenous-australian-childrens-books">http://www.readings.com.au/collection/recommended-indigenous-australian-childrens-books</a>  AECG: <a href="https://www.aecg.nsw.edu.au/">https://www.aecg.nsw.edu.au/</a>
<b>Landscapes and landforms:</b> Landscape management and protection	discusses management of places and environments for their sustainability	Investigate ways Aboriginal and Torres Strait Islander Peoples manage and protect landscapes.  Investigate management at a variety of levels, including local and	Useful resources may be found in: <a href="http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/caring/caringplace.pdf">http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/caring/caringplace.pdf</a>  <a href="http://www.nationalparks.nsw.gov.au/education/">http://www.nationalparks.nsw.gov.au/education/</a>

		community, by studying a local national park.	<a href="https://www.nsw.gov.au/services/search?SelectedTypes=1&amp;SelectedTypes=2&amp;SelectedStage=0&amp;SelectedKeyLearningArea=0&amp;Near=Sydney">services/search?SelectedTypes=1&amp;SelectedTypes=2&amp;SelectedStage=0&amp;SelectedKeyLearningArea=0&amp;Near=Sydney</a>
<b>Place and liveability:</b> Influences and perceptions	examines perspectives of people and organisations on a range of geographical issues	Conduct a Circle of Viewpoints – Why do I live here? (Note diversity of Aboriginal experience, Urban, Rural).	Land and Land Rights (Black Line Master Booklets: Nelson, <i>Aboriginal issues teacher CD</i> / Cathie Burgess, Julie Myers)
<b>Place and liveability:</b> Access to services and facilities	locates and describes the diverse features and characteristics of a range of places and environments  explains differences in human wellbeing	Investigate what people need to live.  Compare needs of people in urban, rural and remote locations.  Conduct a comparative case study.  Investigate the influence of social connectedness and community identity on the liveability of places by exploring characteristics that influence community identity e.g. Celebrations: NAIDOC, Koori Cup, Local Festivals (Guringai Festival), Blak Markets, Saltwater Festival, Garma, Jabun	Aboriginal and Torres Strait Islander Peoples Culture, Heritage and Leisure: <a href="http://www.abs.gov.au/websitedbs/c311215.nsf/web/Aboriginal+and+Torres+Strait+Islander+Peoples+-+Culture,+Heritage+and+Leisure">http://www.abs.gov.au/websitedbs/c311215.nsf/web/Aboriginal+and+Torres+Strait+Islander+Peoples+-+Culture,+Heritage+and+Leisure</a>  Koori Mail: <a href="http://www.koorimail.com/">http://www.koorimail.com/</a>  or actual community organising committees
<b>Water in the world:</b> The value of water	explains how interactions and connections between people, places and environments result in change  discusses management of places and environments for their sustainability	Investigate the economic, cultural, spiritual and aesthetic values of water for Aboriginal and Torres Strait Islander Peoples.  Discuss the meaning of “value”.  Explore different uses of water.  Examine the importance of water for First Australians – water as part of country.	<b>Stage 4 lesson guide</b> Hip Hop song about Darling River: <a href="https://www.youtube.com/watch?v=GQgIk3fV8zI">https://www.youtube.com/watch?v=GQgIk3fV8zI</a>  Song lyrics: <a href="http://genius.com/Mia-mango-pickle-down-river-lyrics">http://genius.com/Mia-mango-pickle-down-river-lyrics</a>  BOM Indigenous Weather Knowledge: <a href="http://www.bom.gov.au/iwk/?ref=fr">http://www.bom.gov.au/iwk/?ref=fr</a>  <i>Ringbalin</i> River Stories:

			<a href="http://www.ringbalin-riverstories.com/#map-1">http://www.ringbalin-riverstories.com/#map-1</a>  Indigenous seasons calendars: <a href="http://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars">http://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars</a>  Great Barrier Reef Sea Country Connection: <a href="http://elibrary.gbrmpa.gov.au/jspui/bitstream/11017/2779/1/2010%20Reef%20Beat%20posters%201-8.pdf">http://elibrary.gbrmpa.gov.au/jspui/bitstream/11017/2779/1/2010%20Reef%20Beat%20posters%201-8.pdf</a>
<b>Interconnections:</b> Personal connections	describes processes and influences that form and transform places and environments  explains how interactions and connections between people, places and environments result in change	Examine the impact of people’s travel, recreational, cultural and/or leisure activities on the future of places.  Investigate the role of World Heritage sites/Indigenous tourism.	Uluru: <a href="http://www.civicsandcitizenship.edu.au/cce/default.asp?id=17948">http://www.civicsandcitizenship.edu.au/cce/default.asp?id=17948</a>  Great Barrier Reef: <a href="http://www.gbrmpa.gov.au/managing-the-reef/how-the-reefs-managed/tourism-on-the-great-barrier-reef/indigenous-participation-in-tourism">http://www.gbrmpa.gov.au/managing-the-reef/how-the-reefs-managed/tourism-on-the-great-barrier-reef/indigenous-participation-in-tourism</a>  Mungo Lakes National Park: <a href="http://www.visitmungo.com.au/looking-after-mungo">http://www.visitmungo.com.au/looking-after-mungo</a>

## Stage 5: Geography

Syllabus content	Syllabus outcomes	Teaching and learning activities	Resources
	A student:		
<b>Sustainable Biomes:</b> Changing biomes	explains processes and influences that form and transform places and environments	Investigate the human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations.  Explore examples of the Aboriginal sense of environmental	Gibberagong Environmental Centre: <a href="http://gibberagongeec.nsw.edu.au/professional-learning/teaching-resources/">http://gibberagongeec.nsw.edu.au/professional-learning/teaching-resources/</a>  Kurnell National Park: <a href="http://www.nationalparks.nsw.gov.au/things-">http://www.nationalparks.nsw.gov.au/things-</a>

		consciousness.	<a href="https://www.abc.net.au/to-do/Visitor-centres/Kurnell-Visitor-Centre/Learn-more#C75B0084899348ED94F344EDF39AD5AF">to-do/Visitor-centres/Kurnell-Visitor-Centre/Learn-more#C75B0084899348ED94F344EDF39AD5AF</a>  Firestick Farming: <a href="http://splash.abc.net.au/home#!/media/29925/">http://splash.abc.net.au/home#!/media/29925/</a>
<b>Changing places:</b> Internal migration	analyses the effect of interactions and connections between people, places and environments	Analyse trends in temporary and permanent internal migration.  Discuss economic, social or environmental consequences of internal migration on places of origin and destination.	Barangaroo development: <a href="http://www.discoverbarangaroo.com.au/login">http://www.discoverbarangaroo.com.au/login</a>  Gentrification in Redfern: <a href="http://www.theaustralian.com.au/news/redferns-gentrification-continues-as-families-and-young-couples-flock-to-the-inner-city-suburb/story-e6frg6n6-1226806547038">http://www.theaustralian.com.au/news/redferns-gentrification-continues-as-families-and-young-couples-flock-to-the-inner-city-suburb/story-e6frg6n6-1226806547038</a>
<b>Environmental Change and Management:</b> Environmental management	assesses management strategies for places and environments for their sustainability	Investigate environmental management including different worldviews and the management approaches of Aboriginal and Torres Strait Islanders.  Conduct local area fieldwork at environmental education centre or botanical gardens.	<b>Stage 5 lesson guide</b>  Other resources: <a href="http://www.creativespirits.info/aboriginalculture/lesson-teacher-resources-to-match-the-australian-curriculum#toc3">http://www.creativespirits.info/aboriginalculture/lesson-teacher-resources-to-match-the-australian-curriculum#toc3</a>
<b>Human wellbeing:</b> Human wellbeing in Australia	communicates geographical information to a range of audiences using a variety of strategies	Investigate the reasons for and consequences of spatial variations in human wellbeing in Australia.	Family, kinship and community <a href="http://www.abs.gov.au/AustralianBureauofStatistics">Australian Bureau of Statistics</a>  Human Rights Commission <a href="https://www.humanrights.gov.au/sites/default/files/content/education/voices_of_australia/rightsED_Voices_of_Australia.pdf">https://www.humanrights.gov.au/sites/default/files/content/education/voices_of_australia/rightsED_Voices_of_Australia.pdf</a>

# Early Stage 1 Geography lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	Country/Place
<b>Organising idea</b>	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
<b>Syllabus topic</b>	People Live in Places
<b>Selected syllabus content</b>	Aboriginal and Torres Strait Islander places Students: <ul style="list-style-type: none"><li>– investigate the Country/Places important to Aboriginal or Torres Strait Islander Peoples, for example:</li><li>– identification of an Aboriginal or Torres Strait Islander site, Country or Place.</li></ul>
<b>Teaching learning guiding inquiry questions</b>	(With specific reference to Country, place, Aboriginal site) <ul style="list-style-type: none"><li>• What are places like?</li><li>• What makes a place special?</li><li>• How can we look after the places we live in?</li></ul>
<b>Key terminology</b>	special, important, look after, stories, location, photo, map
<b>Resource links</b>	Map of Aboriginal Nations <a href="http://aiatsis.gov.au/explore/articles/aboriginal-australia-map">http://aiatsis.gov.au/explore/articles/aboriginal-australia-map</a>  Sharing Our Stories (Pearson Education) <a href="http://www.pearsonplaces.com.au/Places/Primary_Places/Indigenous_Place.aspx">http://www.pearsonplaces.com.au/Places/Primary_Places/Indigenous_Place.aspx</a>

# Stage 1 Geography lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	Country/Place
<b>Organising idea</b>	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
<b>Syllabus topic</b>	People Live in Places
<b>Selected syllabus content</b>	Local and Global Connections  Students: <ul style="list-style-type: none"><li>– investigate connections that people, including Aboriginal and Torres Strait Islander Peoples, have to local and global places, for example:<ul style="list-style-type: none"><li>- discussion of Aboriginal and Torres Strait Islander Peoples' connections with land, sea and animals of their place.</li></ul></li></ul>
<b>Teaching learning guiding inquiry questions</b>	<ul style="list-style-type: none"><li>• Where are places located in Australia?</li><li>• How are people connected to places?</li><li>• What factors affect people's connections to places?</li></ul>
<b>Key terminology</b>	special, important, look after, stories, location, photo, map, protect, land, water, Country, sites
<b>Resource links</b>	Map of Aboriginal Nations <a href="http://aiatsis.gov.au/explore/articles/aboriginal-australia-map">http://aiatsis.gov.au/explore/articles/aboriginal-australia-map</a>  Dust Echoes <a href="http://www.abc.net.au/dustechoes/">http://www.abc.net.au/dustechoes/</a>

# Stage 2 Geography lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	Country/Place
<b>Organising idea</b>	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
<b>Syllabus topic</b>	The Earth's Environment
<b>Selected syllabus content</b>	Protection of Environments Students: <ul style="list-style-type: none"><li>– investigate sustainable practices that protect environments, including those of Aboriginal and Torres Strait Islander Peoples, for example:<ul style="list-style-type: none"><li>– examination of how environments can be used sustainably eg sustainable agricultural, commercial and recreational practices</li><li>– examination of how the practices of Aboriginal and Torres Strait Islander Peoples support the sustainable use of environments eg use of resources.</li></ul></li></ul>
<b>Teaching learning guiding inquiry questions</b>	<ul style="list-style-type: none"><li>• How does the environment support the lives of people and other living things?</li><li>• How do different views about the environment influence approaches to management of environments?</li><li>• How can people use places and environments more sustainably?</li></ul>
<b>Key terminology</b>	earth, world, heritage, site, culture, management, environment, viewpoints, Country, traditions, sources, location, usage, sustainability
<b>Resource links</b>	Using Fire to Care for Country (Through Our Eyes Series) <a href="https://www.youtube.com/watch?v=-e2CoHrNk1c">https://www.youtube.com/watch?v=-e2CoHrNk1c</a>  First Australians: Plenty Stories <a href="http://www.pearson.com.au/go/firstaustraliansplentystories">http://www.pearson.com.au/go/firstaustraliansplentystories</a>

# Stage 3 Geography lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	Country/Place
<b>Organising idea</b>	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
<b>Syllabus topic</b>	Factors that Shape Places
<b>Selected syllabus content</b>	Students: <ul style="list-style-type: none"><li>– investigate the ways people change the natural environment in Australia</li><li>– examination of how people, including Aboriginal and Torres Strait Islander Peoples, have influenced environmental characteristics</li></ul>
<b>Teaching learning guiding inquiry questions</b>	<ul style="list-style-type: none"><li>• How do Aboriginal peoples and their environments influence one another?</li><li>• How do Aboriginal peoples influence places and the management of spaces within them?</li><li>• Why is the concept of Caring for Country important to Aboriginal peoples?</li></ul>
<b>Key terminology</b>	place, environment, impact, change, Country, land, water, hazard, planning, develop
<b>Resource links</b>	<p>Aboriginal Rock Carvings in Danger <a href="http://splash.abc.net.au/home#!/media/103088/sydney-s-aboriginal-rock-carvings-in-danger-1969">http://splash.abc.net.au/home#!/media/103088/sydney-s-aboriginal-rock-carvings-in-danger-1969</a></p> <p>Sustaining Animal Populations <a href="https://www.youtube.com/watch?v=-FcJezLo5Xs&amp;list=PL5Oe_wGmcw4v-oggEKWfOTICplsHoJsRV&amp;index=10">https://www.youtube.com/watch?v=-FcJezLo5Xs&amp;list=PL5Oe_wGmcw4v-oggEKWfOTICplsHoJsRV&amp;index=10</a></p> <p>Aboriginal Fire Management <a href="http://www.creativespirits.info/aboriginalculture/land/aboriginal-fire-management#axzz3nq8ALCrP">http://www.creativespirits.info/aboriginalculture/land/aboriginal-fire-management#axzz3nq8ALCrP</a></p> <p>Northern Territory Mining and Sites <a href="http://www.abc.net.au/news/2015-10-07/kakadu-uranium-mine-fire/683266">http://www.abc.net.au/news/2015-10-07/kakadu-uranium-mine-fire/683266</a></p>

# Stage 4 Geography lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	Country/Place
<b>Organising idea</b>	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
<b>Syllabus topic</b>	Water
<b>Selected syllabus content</b>	Students: <ul style="list-style-type: none"><li>– investigate the economic, cultural, spiritual and aesthetic values of water for people, including Aboriginal and Torres Strait Islander Peoples</li><li>– description of the ways water is used by people eg agricultural, commercial, industrial and recreational uses</li><li>– comparison of the importance of water to ONE Aboriginal and Torres Strait Islander community</li></ul>
<b>Teaching learning guiding inquiry questions</b>	<ul style="list-style-type: none"><li>• What is the importance of the economic, cultural, spiritual and aesthetic value of water for people including Aboriginal and Torres Strait Islander peoples?</li><li>• What are the environmental, economic and social effects of water as it connects places?</li><li>• What is the role of governments, non-government organisations, individuals and communities in managing water resources?</li><li>• Why is it important to respect traditional knowledge?</li><li>• Why is Aboriginal input essential to effective waterways management?</li></ul>
<b>Key terminology</b>	Country, land, water, Dreaming, culture, spirituality, lifestyle, sustainability, environmental responsibility, language
<b>Resource links</b>	Life on the Barwon-Darling River System <a href="https://www.youtube.com/watch?v=FsFGrud7hu4">https://www.youtube.com/watch?v=FsFGrud7hu4</a> Murray Darling River System <a href="http://www.murrayriver.com.au/education/acara-australian-curriculum-murray-darling-basin/">http://www.murrayriver.com.au/education/acara-australian-curriculum-murray-darling-basin/</a>

# Stage 5 Geography lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	Country/Place
<b>Organising idea</b>	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
<b>Syllabus topic</b>	Environmental Change and Management
<b>Selected syllabus content</b>	<p>Environmental Management</p> <p>Students:</p> <ul style="list-style-type: none"> <li>– investigate environmental management, including different worldviews and the management approaches of Aboriginal and Torres Strait Islander peoples</li> </ul>
<b>Teaching learning guiding inquiry questions</b>	<ul style="list-style-type: none"> <li>• What is the importance of the economic, cultural, spiritual and aesthetic value of Country and environment for people including Aboriginal and Torres Strait Islander peoples?</li> <li>• What are the environmental, economic and social effects of environmental change and management over time and place?</li> <li>• What is the role of governments, non-government organisations, individuals and communities in managing environmental change?</li> <li>• Why is Aboriginal input and knowledge essential to effective environmental management?</li> </ul>
<b>Key terminology</b>	Country, land, water, change, environment, landscapes, people, place, Dreaming, culture, spirituality, lifestyle, sustainability, environmental responsibility, language, attitudes, comparison, impacts, heritage, protection
<b>Resource links</b>	<p>Change on the Barwon Darling River  <a href="https://www.youtube.com/watch?v=3XHe5ICX1k4">https://www.youtube.com/watch?v=3XHe5ICX1k4</a></p> <p>Sustaining Animal Populations: An Aboriginal Perspective  <a href="https://www.youtube.com/watch?v=-FcJezLo5Xs">https://www.youtube.com/watch?v=-FcJezLo5Xs</a></p> <p>Using Fire to Care for Country  <a href="https://www.youtube.com/watch?v=-e2CoHrNk1c">https://www.youtube.com/watch?v=-e2CoHrNk1c</a></p>

# Aboriginal and Torres Strait Islander Histories and Cultures continuum: History K-10

Early Stage 1: History			
Syllabus content	Syllabus outcomes	Teaching and learning activities	Resources
	A student:		
<b>Personal and family histories</b>	communicates stories of their own family heritage and the heritage of others	Engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups.  Read and discuss <i>Dreamers</i> or <i>Me and my dad</i> .  Watch and discuss <i>Dreaming Stories: Aboriginal Heritage of Hornsby Area</i> .	<b>Early Stage 1 lesson guide</b>  Morgan, S., Kwaymullina, E. and Ottley, M. (2010). <i>Me and my dad</i> . Surry Hills, NSW: Little Hare Books  Kwaymullina, E. and Morgan, S. (2014). <i>Dreamers</i> : Fremantle Press  Dreaming Stories: Aboriginal Heritage of Hornsby Area <a href="http://www.hornsby.nsw.gov.au/community/community-services/aboriginal-services">http://www.hornsby.nsw.gov.au/community/community-services/aboriginal-services</a>
Stage 1: History			
Syllabus content	Syllabus outcomes	Teaching and learning activities	Resources
	A student:		
<b>Present and past family life</b>	communicates an understanding of change and continuity in family life using appropriate historical terms	(Syllabus) Identify days, holidays, events celebrated by students and their families and discuss cultural differences in days celebrated.  Complete activity two: Many stories museum from Harmony day website.  Define and use terms relating to time, sequencing objects or photographs from the past, e.g. <i>then</i> and <i>now</i> , <i>past</i> and <i>present</i> , <i>a long time ago</i> .	Harmony Day <a href="http://www.harmony.gov.au/schools/teachers/lesson-plans/lesson-plan-anhs-story/">http://www.harmony.gov.au/schools/teachers/lesson-plans/lesson-plan-anhs-story/</a>  View images from <a href="http://www.aboriginalheritage.org/gallery/">http://www.aboriginalheritage.org/gallery/</a>

<b>The past in the present</b>	identifies and describes significant people, events, places and sites in the local community over time	Examine local or regional Aboriginal and Torres Strait Islander sites, e.g. local national parks.  Investigate an Indigenous object from the Torres Strait Islands.  Investigate the significance of Mutton Bird Island.	Mystery Object – Torres Strait Islands <a href="http://www.nma.gov.au/interactives/tlf/tsi/index.html">http://www.nma.gov.au/interactives/tlf/tsi/index.html</a>  Mutton Bird Island <a href="http://www.nationalparks.nsw.gov.au/education-services/teacher-resource-rookery-roundabout-stage-1-HSIE">http://www.nationalparks.nsw.gov.au/education-services/teacher-resource-rookery-roundabout-stage-1-HSIE</a>  <b>Stage 1 lesson guide</b>
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## Stage 2: History

Syllabus content	Syllabus outcomes	Teaching and learning activities	Resources
	A student:		
<b>Community and remembrance</b>	identifies celebrations and commemorations of significance in Australia and the world	(Syllabus) Discuss days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems.  Discuss meaning and importance of NAIDOC Week.  Discuss meaning and importance of Aboriginal and TSI Flags.	2015 NAIDOC <a href="https://www.youtube.com/watch?v=cXDk4rIM_ks">https://www.youtube.com/watch?v=cXDk4rIM_ks</a>  Flags <a href="https://www.youtube.com/watch?v=vOEY1GCFoN0">https://www.youtube.com/watch?v=vOEY1GCFoN0</a>
<b>First contacts</b>	describes and explains effects of British colonisation in Australia	(Syllabus) Investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country.  Investigate native food sources in the local area eaten by local Aboriginal peoples.  Invite a local Aboriginal guest speaker or visit a local national park with an Aboriginal ranger who will show students aspects of the local culture and discuss other ways of using/conserving the	<b>Stage 2 lesson guide</b>  AECG <a href="https://www.aecg.nsw.edu.au/">https://www.aecg.nsw.edu.au/</a>  Royal Botanic Garden <a href="https://www.rbgsyd.nsw.gov.au/About-Us/History-and-Facts/Indigenous-Heritage">https://www.rbgsyd.nsw.gov.au/About-Us/History-and-Facts/Indigenous-Heritage</a>  Traditional and cultural life fact sheets <a href="http://www.arrawarraculture.com.au/fact_sheets/">http://www.arrawarraculture.com.au/fact_sheets/</a>

environment. Contact Aboriginal Education Consultative Group Inc. to help you get in touch with local Elders.

## Stage 3: History

Syllabus content	Syllabus outcomes A student:	Teaching and learning activities	Resources
<b>The Australian colonies</b>	describes and explains the significance of people, groups, places and events to the development of Australia	<p>Read <i>The Rabbits</i> by John Marsden.</p> <p>(Syllabus) Discuss the impact of Settlement on Local Aboriginal peoples and the environment.</p> <p>(Syllabus) Discuss the diverse relationships between Aboriginal Peoples and the British.</p> <p>(Syllabus) Identify events that have shaped Australia's identity and discuss why they were significant.</p> <p>(Syllabus) Use a range of sources to investigate the role of a particular man, woman or group and the contributions that each made to the shaping of the colony.</p>	<p>Marsden, J. (1998). <i>Rabbits, the</i>. Sydney: Hachette Australia.</p> <p>Thinking the 26<sup>th</sup> January <a href="http://www.criticalclassroom.com/thinking-the-26th-of-january/">http://www.criticalclassroom.com/thinking-the-26th-of-january/</a></p> <p>Personality Study (Pemulwuy, Barangaroo or Bennelong) <a href="http://www.beyondthewharf.com.au/ancestral-spirit/personalities/">http://www.beyondthewharf.com.au/ancestral-spirit/personalities/</a></p> <p><a href="http://findingbennelong.com/">http://findingbennelong.com/</a></p> <p>The first Aboriginal cricket team <a href="http://www.nma.gov.au/collections/collection_interactives/cricketing_journeys/cricket_html/the_australian_eleven/the_australian_eleven_the_first_australian_team">http://www.nma.gov.au/collections/collection_interactives/cricketing_journeys/cricket_html/the_australian_eleven/the_australian_eleven_the_first_australian_team</a></p>
<b>Australia as a nation</b>		<p>(Syllabus) Examine Australian Human Rights, Past and present, affecting Aboriginal and/or Torres Strait Islander Peoples, Migrants, Women and Children.</p> <p>Watch clip and discuss the contribution of missionary Lancelot Threkald.</p> <p>(Syllabus) Investigate the significance of ONE of the following in the struggle for the rights and freedoms of Aboriginal and Torres</p>	<p><b>Stage 3 lesson guide</b></p> <p>Lancelot Threkald <a href="http://splash.abc.net.au/home#!/media/152088/?p_p_lifecycle=2&amp;p_p_resource_id=recommendCount&amp;p_p_cacheability=cacheLevelPage&amp;_splashmediaportlet_WAR_splashmediaportlet_cliptTitle=the-awabakal-language-of-">http://splash.abc.net.au/home#!/media/152088/?p_p_lifecycle=2&amp;p_p_resource_id=recommendCount&amp;p_p_cacheability=cacheLevelPage&amp;_splashmediaportlet_WAR_splashmediaportlet_cliptTitle=the-awabakal-language-of-</a></p>

		<p>Strait Islander peoples.</p> <ul style="list-style-type: none"> <li>– the Stolen Generations</li> <li>– the right to vote federally in 1962</li> <li>– the 1967 Referendum</li> <li>– the Mabo decision</li> </ul> <p>(Syllabus) Using a range of sources, research and describe contributions of Aboriginal and Torres Strait Islander Peoples and other groups to Australian society.</p> <p>Students choose an inspirational Aboriginal and Torres Strait Islander person and prepare a newspaper article documenting their life and achievements. Ensure a cross section by choosing from politicians, activists, medical workers, sportsmen or women, artists, authors, business people etc.</p>	<p><a href="#">the-newcastle-area</a></p> <p>Indigenous rights resources  <a href="http://indigenousrights.net.au/resources/teachers_resources">http://indigenousrights.net.au/resources/teachers_resources</a></p>
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## Stage 4: History

Syllabus content	Syllabus outcomes A student:	Teaching and learning activities	Resources
<b>Investigating the ancient past</b>	<p>uses evidence from sources to support historical narratives and explanations</p> <p>uses a range of historical terms and concepts when communicating an understanding of the past</p>	<p>(Syllabus): Locate, describe and investigate using a variety of sources for ancient Australia.</p> <p>(Syllabus): The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples</p> <p>Describe an (ancient) Australian site, which has preserved the Heritage of Aboriginal and Torres Strait Islander.</p>	<p><b>Stage 4 lesson guide</b></p> <p>AHTA Narrabeen Man lesson Plans  <a href="http://www.achistoryunits.edu.au/year-7/unit-program/y2-overview-v2-1.html">http://www.achistoryunits.edu.au/year-7/unit-program/y2-overview-v2-1.html</a></p>

<p><b>The ancient to the modern world:</b> Depth study 6, Expanding contacts</p>		<p>(Syllabus): Using a range of sources, describe some of the different experiences of contact between Aboriginal and non-Aboriginal peoples, such as the impact of disease, land-disputes, dispossession, frontier wars.</p> <p>Read excerpts from <i>Windradyne, A Wiradjuri Koorie</i>.</p> <p>(Syllabus): Recall the nature of early British contact with Aboriginal and Torres Strait Islander peoples.</p> <p>Watch relevant parts of <i>the First Australians</i> available online.</p>	<p>Coe, M (1989), <i>Windradyne, A Wiradjuri Koorie</i>, Canberra: Aboriginal Studies Press</p> <p>The First Australians <a href="http://aso.gov.au/titles/series/first-australians/">http://aso.gov.au/titles/series/first-australians/</a></p> <p>Suggested teacher resource for information on different communities <a href="http://nationalunitygovernment.org/content/first-australians-historic-resources-and-activism-links">http://nationalunitygovernment.org/content/first-australians-historic-resources-and-activism-links</a></p>
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## Stage 5: History

Syllabus content	Topic or outcome	Teaching and learning activities	Resources
<p><b>Depth study 1:</b> Making a better world</p>	<p><b>Topic 1B:</b> <b>Movement of Peoples</b> (1750-1901)</p>	<p>(Syllabus) Describe the impacts of Convicts and Free Settlers on the Indigenous Peoples of the Regions occupied</p> <p>Suggested activities, same as above for stage 4, for depth study 6. (Presumed that both Depth Studies not undertaken.)</p>	
<p><b>Depth Study 2:</b> Australia and Asia</p>	<p><b>Topic 2A:</b> Making a nation</p>	<p>(Syllabus) Outline the expansion of European Settlement on a Map of Aboriginal Australia to 1900</p> <p>Complete a mapping activity based on maps found in Changing State Borders.</p> <p>(Syllabus) Use a range of sources to describe contact experiences between European settlers and Indigenous peoples.</p> <p>Read, view and discuss <i>Era 1: Colonisation</i>.</p> <p>(Syllabus) Discuss the consequences of the introduction of the Australian Constitution for the rights of women and Aboriginal people.</p>	<p>Changing State Borders <a href="http://www.atlas.nsw.gov.au">www.atlas.nsw.gov.au</a></p> <p>Era 1: Colonisation <a href="http://www.australianstogether.org.au/stories/detail/colonisation">http://www.australianstogether.org.au/stories/detail/colonisation</a></p>

<p><b>Core Study – Depth Study 3:</b> Australians at War</p>	<p>explains and assesses the historical forces and factors that shaped the modern world and Australia</p> <p>explains different contexts, perspectives and interpretations of the modern world and Australia</p>	<p>(Syllabus) Using sources, investigate the experiences of Australians at war, participation of Aboriginal and Torres Strait Islander Peoples Commemorations and the nature of the ANZAC legend.</p> <p>Examine different perspectives on the ANZAC legend, by exploring case studies of Aboriginal soldiers.</p> <p>OR</p> <p>View and discuss the story behind Sydney’s bullet sculpture.</p>	<p>Case studies</p> <p><a href="https://www.awm.gov.au/education/schools/resources/anzac-diversity/">https://www.awm.gov.au/education/schools/resources/anzac-diversity/</a></p> <p><a href="http://aiatsis.gov.au/collections/collections-online/digitised-collections/indigenous-australians-war">http://aiatsis.gov.au/collections/collections-online/digitised-collections/indigenous-australians-war</a></p> <p>The story behind Sydney’s bullet sculpture</p> <p><a href="http://www.sbs.com.au/nitv/livingblack/article/2015/04/20/story-behind-sydneys-bullet-sculpture">http://www.sbs.com.au/nitv/livingblack/article/2015/04/20/story-behind-sydneys-bullet-sculpture</a></p>
<p><b>Core Study – Depth Study 4:</b> Rights and Freedoms (1945 to the Present)</p>		<p><i>The Modern World and Australia Core Study - Depth Study 4: Rights and Freedoms</i>, a learning and teaching unit developed for Inverell High School by Cath Jeffery (Available on the Departments website – Secondary, HSIE, History)</p>	<p><b>Stage 5 lesson guide</b></p> <p>Noel Pearson’s Whitlam Eulogy Text and Video clip</p> <p><a href="http://www.smh.com.au/comment/noel-pearsons-eulogy-for-gough-whitlam-in-full-20141105-11haeu.html">http://www.smh.com.au/comment/noel-pearsons-eulogy-for-gough-whitlam-in-full-20141105-11haeu.html</a></p>
<p><b>Depth Study 5:</b> The Globalising World</p>	<p><b>Topic 5B:</b> The Environment Movement (1960s-present)</p>	<p>Discuss key events in the growing awareness of environmental issues in Australia and the World before 1975, through a musical study e.g. <i>Solid Rock</i> by Goanna.</p>	

# Early Stage 1 History lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	People
<b>Organising idea</b>	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.
<b>Syllabus topic</b>	Personal and Family Histories
<b>Selected syllabus content</b>	<p>The different structures of families and family groups today, and what they have in common</p> <ul style="list-style-type: none"><li>– Students engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups.</li></ul>
<b>Teaching learning guiding inquiry questions</b>	<ul style="list-style-type: none"><li>• What is my history and how do I know?</li><li>• What stories do other people tell about the past?</li><li>• How can stories of the past be told and shared?</li></ul>
<b>Key terminology</b>	my history, family history, location, people, events, stories, daily life, photograph, where I live
<b>Resource links</b>	<p>Aboriginal Heritage of the Hornsby area (3 short films/approx. 3 mins each) <a href="http://www.hornsby.nsw.gov.au/community/community-services/aboriginal-services">http://www.hornsby.nsw.gov.au/community/community-services/aboriginal-services</a></p> <p>Caring for Place Caring For Country <a href="http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/caring/caringplace.pdf">http://www.curriculumsupport.education.nsw.gov.au/primary/hsie/assets/pdf/caring/caringplace.pdf</a></p>

# Stage 1 History lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	People
<b>Organising idea</b>	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
<b>Syllabus topic</b>	The Past in the Present
<b>Selected syllabus content</b>	<p>The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial</p> <ul style="list-style-type: none"><li>– Students examine local or regional Aboriginal and Torres Strait Islander sites, e.g. local national parks.</li></ul>
<b>Teaching learning guiding inquiry questions</b>	<ul style="list-style-type: none"><li>• What aspects of the past can you see around you today?</li><li>• What do they tell us?</li><li>• What remains of the past are important to the local community? Why?</li><li>• How have changes in technology shaped our daily life?</li></ul>
<b>Key terminology</b>	society, site, preserve, history, community, technology, stories, importance, sources, life
<b>Resource links</b>	<p>Aboriginal Heritage Office <a href="http://www.aboriginalheritage.org/">http://www.aboriginalheritage.org/</a></p> <p>Gibberagong Environmental Education Centre <a href="http://gibberagongeec.nsw.edu.au/professional-learning/teaching-resources/">http://gibberagongeec.nsw.edu.au/professional-learning/teaching-resources/</a></p>

# Stage 2 History lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	People
<b>Organising idea</b>	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.
<b>Syllabus topic</b>	First Contacts
<b>Selected syllabus content</b>	<p>The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives</p> <ul style="list-style-type: none"><li>– Students identify the original inhabitants of Australia and create a timeline indicating their longevity in Australia of more than 50,000 years.</li><li>– Students investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country.</li></ul> <p>The nature of contact between Aboriginal people and/or Torres Strait Islanders and the effects of these interactions on, for example, families and the environment.</p> <ul style="list-style-type: none"><li>– Students describe the nature of contact between Aboriginal people and/or Torres Strait Islander peoples and others, including Aboriginal resistance.</li></ul>
<b>Teaching learning guiding inquiry questions</b>	<ul style="list-style-type: none"><li>• What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?</li><li>• What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples?</li></ul>
<b>Key terminology</b>	Country, land, water, Dreaming, culture, spirituality, lifestyle, invasion, colonisation, heritage, site, traditions, significance, primary source, secondary source
<b>Resource links</b>	Torres Strait Islands: Making a Canoe <a href="http://www.nma.gov.au/interactives/tlf/sabai_island/index.html">http://www.nma.gov.au/interactives/tlf/sabai_island/index.html</a>

# Stage 3 History lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	People
<b>Organising idea</b>	Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
<b>Syllabus topic</b>	Australia as a Nation
<b>Selected syllabus content</b>	<p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women and children</p> <p>Students:</p> <ul style="list-style-type: none"> <li>– examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children</li> <li>– explain how Australian society has changed throughout the twentieth century for these groups</li> <li>– investigate the significance of ONE of the following in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander peoples <ul style="list-style-type: none"> <li>• the Stolen Generations</li> <li>• the right to vote federally in 1962</li> <li>• the 1967 Referendum</li> <li>• the Mabo decision</li> </ul> </li> </ul>
<b>Teaching learning guiding inquiry questions</b>	<ul style="list-style-type: none"> <li>• Why and how did Australia become a nation? What were Aboriginal and Torres Strait Islanders laws and customs?</li> <li>• How did Australian society change throughout the twentieth century?</li> <li>• Who were the people who came to Australia post 1788? Why did they come?</li> <li>• What contribution have significant individuals and groups including Aboriginal peoples made to the development of Australian society?</li> </ul>
<b>Key terminology</b>	colonies, nation, indigenous, pre-contact, post contact, Federation, democracy, rights, migration, human rights, law, government, invasion, settlement, constitution, local, state, federal
<b>Resource links</b>	<p>Sydney's Aboriginal History  <a href="http://www.sydneybarani.com.au/">http://www.sydneybarani.com.au/</a></p> <p>Australian Electoral Commission (AEC) Resources  <a href="http://www.aec.gov.au/indigenous/resources.htm">http://www.aec.gov.au/indigenous/resources.htm</a></p>

# Stage 4 History lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	People
<b>Organising idea</b>	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.
<b>Syllabus topic</b>	The Ancient World: Depth Study 1 – Investigating the Ancient Past
<b>Selected syllabus content</b>	<p>The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources</p> <p>Students:</p> <ul style="list-style-type: none"> <li>– locate and describe a variety of sources for ancient Australia, e.g. animal and human remains, tools, middens, art and stories and sites related to the Dreaming</li> <li>– investigate what these sources reveal about Australia's ancient past</li> </ul>
<b>Teaching learning guiding inquiry questions</b>	<ul style="list-style-type: none"> <li>• What are the key features and places (includes land, sea and skies) of local Country?</li> <li>• What evidence is there on local Country that stories the longevity and lifestyles of Aboriginal peoples?</li> <li>• What flora and fauna of local Country can be used for tools and utensils such as hatchets, grinding stones, spearheads etc.?</li> <li>• Is there any specific flora and fauna that can be used to make paints/art/decorative materials?</li> <li>• What forms of shelter existed on local Country?</li> <li>• Are there any specific words or phrases in the language of local Country that name and describe land and water resources?</li> </ul>
<b>Key terminology</b>	Country, Dreaming, artefact, tool, weapon, utensil, middens, site, heritage, identity, culture, Indigenous, source material, sources, archaeology, historical inquiry, community, settlement, invasion
<b>Resource links</b>	<p>Discoveries at Lake Mungo  <a href="http://splash.abc.net.au/home#!/media/522233/discoveries-at-lake-mungo">http://splash.abc.net.au/home#!/media/522233/discoveries-at-lake-mungo</a></p> <p>Uluru  <a href="http://splash.abc.net.au/home#!/media/1436296/how-uluru-came-to-be">http://splash.abc.net.au/home#!/media/1436296/how-uluru-came-to-be</a></p> <p>Australia's Ancient Past in Trouble  <a href="http://splash.abc.net.au/home#!/media/103088/sydney-s-aboriginal-rock-carvings-in-danger-1969">http://splash.abc.net.au/home#!/media/103088/sydney-s-aboriginal-rock-carvings-in-danger-1969</a></p> <p>Aboriginal Sites  <a href="http://www.aboriginalheritage.org/sites/identification/">http://www.aboriginalheritage.org/sites/identification/</a></p> <p>Narrabeen Man  <a href="http://www.achistoryunits.edu.au/year-7/unit-program/y2-overview-v2-1.html">http://www.achistoryunits.edu.au/year-7/unit-program/y2-overview-v2-1.html</a></p>

# Stage 5 History lesson guide

## Aboriginal and Torres Strait Islander histories and cultures

<b>Concept</b>	People
<b>Organising idea</b>	Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.
<b>Syllabus topic</b>	Rights and freedoms
<b>Selected syllabus content</b>	<p>Background to the struggle of Aboriginal and TSI peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations</p> <p>Students:</p> <ul style="list-style-type: none"> <li>– explain the purpose and significance of early twentieth-century Aboriginal activism including the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples</li> <li>– outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, e.g. the control of wages and reserves</li> <li>– using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations)</li> <li>– describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples</li> </ul>
<b>Teaching learning guiding inquiry questions</b>	<ul style="list-style-type: none"> <li>• Why did Governments introduce specific policies to impede the rights and freedoms of Aboriginal &amp; Torre Strait Islander peoples?</li> <li>• Why did Aboriginal peoples struggle to achieve rights and freedoms?</li> <li>• What impacts did this have on local Country, culture and lifestyles for Aboriginal peoples?</li> </ul>
<b>Key terminology</b>	institutions, Darwinism, racism, human rights, indigenous, dispossession, protection, assimilation, attitudes, cultural identity, rights and freedoms
<b>Resource links</b>	<p>From Little Things Big Things Grow – National Museum of Australia</p> <p><a href="http://www.nma.gov.au/exhibitions/from_little_things_big_things_grow/the_exhibition">http://www.nma.gov.au/exhibitions/from_little_things_big_things_grow/the_exhibition</a></p>

