

**TWEED RIVER HIGH SCHOOL**

**ABORIGINAL STUDIES STAGE 6**

**PRELIMINARY COURSE PROGRAM 2011**

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**Content:**

1. Aboriginality and Land
2. Heritage and Identity
3. International Indigenous Community

Developed by Jan Ryan

## Aboriginal Studies Stage 6 Preliminary Course

**Comparative Case Study:**  
Minjungbal  
Cherbourg

<b>Part 1:</b> Aboriginal and Land		Time: 10 weeks
<b>Part IV:</b> Research and Inquiry Methods is incorporated into Part I, II & III of the program		
<b>Key Concepts:</b> Aboriginal peoples' relationship to Country <ul style="list-style-type: none"> <li>● Country, Dreaming, customary lore, traditional law</li> <li>● Relationship of Country to peoples, cultures, spirituality, health and lifestyles</li> </ul>		
<b>Outcomes – Knowledge and Understanding</b> <b>A student:</b>	<b>Assessment</b>	<b>Outcomes – Skills</b>
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	Community based research and fieldwork. Minjungbal Cultural Museum, Cherbourg Excursion, Fingal excursion	P4.1 Plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives  P4.2 Undertakes community consultation and fieldwork and applies ethical research practices.  P4.3 Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples.

Students learn about:	Strategies:	Students learn to:
<p>Dispossession and dislocation of Aboriginal peoples from Country.</p> <ul style="list-style-type: none"> <li>● Key concepts including: colonisation, invasion, resistance, settlement, genocide, shared histories, social justice, human rights, sovereignty, <i>terra nullius</i>, native title</li> <li>● Aboriginal and non-Aboriginal land management practices and their impact on the environment</li> <li>● Impact of British colonisation on Aboriginal peoples' relationship to Country.</li> <li>● The impact of key government legislation and policies in relation to Aboriginal peoples' land and water rights.</li> <li>● Impact and consequences of dispossession and dislocation of aboriginal peoples in terms of social justice and human rights.</li> <li>● Aboriginal initiatives to counteract the impact of dispossession and dislocation, which may include resistance, protest and use of political and legal systems.</li> <li>● Aboriginal and non-Aboriginal interpretations and perspectives of contact history.</li> </ul>	<p><b>Comparative Communities Case Studies:</b> Minjungbal (Fingal) Community, N.E Coast of NSW and Cherbourg Aboriginal Community, N.W of Brisbane.</p> <p><b>Use of texts:</b> Minjungbal Our Land Out Spirit – Aboriginal Societies</p> <p><b>Videos</b> – The Rainbow Serpent Series</p> <p>Sacred Sites – Trade Routes A Secret Country Women of the Sun Part 1 Sugar Slaves</p>	<ul style="list-style-type: none"> <li>● Gather, select and organise information in relation to Aboriginal peoples' relationship to Country including the Dreaming.</li> <li>● Make deductions and draw conclusions about the impact of dispossession and dislocation on Aboriginal peoples in terms of social justice and human rights.</li> <li>● 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.</li> <li>● Present balanced oral and/or written arguments about Aboriginal and non-Aboriginal land management practices and their impact on the environment.</li> <li>● Make informed judgements about the effectiveness of Aboriginal peoples' initiatives to counteract the impact of dispossession from Country.</li> <li>● Gather, select and organise information on Aboriginal and non-Aboriginal interpretations of colonisation, including concepts of 'invasion' and shared histories.</li> </ul>

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<b>Part 2:</b> Heritage and Identify		Time: 10 weeks
<b>Part 4:</b> Research and Inquiry Methods is incorporated into Part 1, 2 & 3 of the program		
<b>Key concepts:</b> Heritage, identity, family, kinship, social systems, policies, legislation, culture, racism, prejudice, ethnocentrism, stereotyping.		
<b>Outcomes – Knowledge and Understanding</b> <b>A student:</b>	<b>Assessment</b>	<b>Outcomes – Skills</b>
P1.2 Explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights.	Half Yearly examination  Mini research project	P4.1 Plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives.
P1.3 Explains a variety of responses to social justice and human rights issues including bias and stereotyping of Aboriginal peoples and cultures.		P4.2 Undertakes community consultation and fieldwork and applies ethical research practices.
P2.1 Explains the meaning of the Dreaming to Aboriginal peoples		P4.3 Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous 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.		
P3.1 Describes government policies, legislation and legal decisions in relation to racism and discrimination.		
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		

Students learn about:	Strategies:	Students learn to:
<p>The Dreaming, customary lore, traditional law and cultural ownership.</p> <ul style="list-style-type: none"> <li>• Diversity of Aboriginal cultures.</li> <li>• The relationship of the Dreaming to culture, family, heritage and identify. (This could include: language, painting, rock art, dance, drama, storytelling, music, ceremonial life and oral history).</li> <li>• Kinship and Aboriginal systems – social, economic and spiritual.</li> <li>• Ownership of culture, history and knowledge.</li> </ul> <p>Impact of colonisation on Aboriginal cultures and families</p> <ul style="list-style-type: none"> <li>• Key concepts: culture, family, social systems, identity, community.</li> <li>• The effect of colonisation on Aboriginal social systems and languages.</li> <li>• Comparison of Aboriginal and non-Aboriginal social systems.</li> <li>• Effect of Christianity and other religions on Aboriginal social systems.</li> <li>• Impact of enforced cultural changes on Aboriginal peoples' heritage and identity.</li> </ul> <p>Impact of racism and prejudice</p> <ul style="list-style-type: none"> <li>• Key concepts: racism, prejudice, ethnocentrism, stereotyping.</li> <li>• The construction and origin of racism and its contribution to stereotyping and discrimination of Aboriginal peoples and their cultures.</li> <li>• Impact of government policies such as protection, assimilation and integration, with particular reference to the separation of family and kin and culture.</li> </ul>	<ul style="list-style-type: none"> <li>• Investigate the lives of members of the Stolen Generation.</li> <li>• Examine the breakdown of the kinship system due to government policies and consider the consequences of the process.</li> <li>• Contemporary Aboriginal identities - an overview and one case study – if possible local or Cherbourg heritage.</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Australia's First People</li> <li>• Benny &amp; the Dreamers</li> <li>• Exile and the Kingdom</li> <li>• Rob Riley</li> <li>• The Fringe Dwellers</li> <li>• The Best Kept Secret</li> <li>• A matter of Identity</li> <li>• Aboriginal Experience</li> <li>• Ningly Lawford</li> </ul>	<ul style="list-style-type: none"> <li>• Gather, select and organise information on the main cultural and spiritual aspects that combine to form Aboriginal peoples' relationship to the Dreaming.</li> <li>• Make deductions and draw conclusions about the impact of colonisation on kinship in Aboriginal social systems.</li> <li>• Present balanced oral and/or written arguments about the effects of government policies including the separation of Aboriginal families, with particular reference to the Stolen Generations.</li> <li>• Analyse the reliability of sources in relation to bias and stereotyping of Aboriginal peoples and cultures.</li> <li>• Assess a range of views and interpretations about the impact of key government legislation and policies on Aboriginal heritage and/or identity.</li> </ul>

# Aboriginal Studies Stage 6

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**Comparative Case Study:**  
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<b>Part 3:</b> International Indigenous Community: Comparative Study		Time: 10 weeks
<b>Part 4:</b> Research and Inquiry Methods is incorporated into Part 1, 2 & 3 of the program		
<b>Key concepts:</b> Colonialism, racism, prejudice, dispossession, social justice, human rights, bias, stereo typing, policies, legislation, judicial process, discrimination		
<b>Outcomes – Knowledge and Understanding</b> <b>A student:</b>	<b>Assessment</b>	<b>Outcomes – Skills</b>
P1.2 Explains the consequences of invasion and colonisation for Aboriginal and other Indigenous peoples on social justice and human rights.	<ul style="list-style-type: none"> <li>• International Indigenous Community Assignment</li> <li>• Final Exam</li> </ul>	P4.1 Plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives.
P2.2 Explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples.		P4.2 Undertakes community consultation and fieldwork and applies ethical research practices.
P3.2 Explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity.		P4.3 Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples.
P3.3 Explains the responses and initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions.		
P4.1 Plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other indigenous perspectives.		
P4.3 Investigates and compares the histories and cultures of Aboriginal peoples and other Indigenous peoples.		

<b>Students learn about:</b>	<b>Strategies:</b>	<b>Students learn to:</b>
<p>The following features in an Australian and an international Indigenous community (the selected communities). Students may use information from the Australian community/ies studied in parts I and II, or they may study a new community/ies.</p> <ul style="list-style-type: none"> <li>• Key experiences of colonisation in the selected communities</li> <li>• Key features of the importance of Country in the selected communities</li> <li>• Key features of the social systems of the selected communities</li> <li>• Key government policies, legislation and legal decisions in relation to land and water rights and heritage and identity affecting the selected communities</li> <li>• Responses/initiatives of Aboriginal and other Indigenous peoples to key government policies, legislation and legal decisions affecting the selected communities (eg in relation to Aboriginality and the land and or heritage and identity)</li> <li>• A variety of reliable and relevant sources of information about the selected communities</li> <li>• Key similarities and differences in the histories and cultures of the selected communities</li> </ul>	<ul style="list-style-type: none"> <li>• Comparison of Australian history from Aboriginal and Non-Aboriginal perspective</li> </ul> <p><b>Videos</b></p> <ul style="list-style-type: none"> <li>• Battles small and Great</li> <li>• Black Apartheid – 4 Corners</li> <li>• I am Australian</li> <li>• The Block – 4 Corners</li> <li>• Babakiveria</li> <li>• State of Shock</li> <li>• Is Different, Is Interesting</li> <li>• Savagery, the NAI</li> </ul>	<ul style="list-style-type: none"> <li>• Make deductions and draw conclusions about the impact of colonisation on the selected communities in terms of social justice and human rights</li> <li>• Explain the importance of Country and the interrelationship between Country and culture in the selected communities</li> <li>• Present informed oral and/or written accounts of the impact of invasion and colonisation on the cultural, social and economic life of the selected communities</li> <li>• Make deductions and draw conclusions about the impact of key government policies, legislation and legal decisions in relation to land and water rights and heritage and identity in the selected communities</li> <li>• Make judgements about the effectiveness of Aboriginal and other Indigenous peoples' responses/initiatives to key government policies, legislation and legal decisions affecting the selected communities</li> <li>• Gather, select and organise relevant information from a variety of sources in order to make informed comparisons</li> <li>• Makes informed comparisons about the histories and cultures of Aboriginal and other Indigenous peoples within the selected communities</li> </ul>

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Registration							Aboriginal Studies Stage 6 Preliminary Course							Evaluation						
Aboriginality and Land							Heritage and Identity							International Indigenous Community Comparative Study						
Outcomes Completed.				Date:			Outcomes Completed.				Date:			Outcomes Completed.				Date:		
P1.1	P1.2	P2.1	P3.2		Start	Finish	P2.1	P2.2	P2.3	P3.3		Start	Finish	P1.2	P2.2	P3.2	P3.3	P4.1	Start	Finish
P4.1	P4.2	P4.3	P4.4	P4.5			P4.1	P4.2	P4.3	P4.4				P4.2	P4.3					
Evaluation/Variation							Evaluation/Variation							Evaluation/Variation						
Evaluation/Variation							Evaluation/Variation							Evaluation/Variation						

Teacher: \_\_\_\_\_

Date: \_\_\_\_\_

Head Teacher: \_\_\_\_\_

Date: \_\_\_\_\_