

***The following unit of work is a sample only and does not necessarily represent best practice or the views of the ASA.***

## **Education Program**

### **Rationale:**

This program was designed to form part of a Stage 4 History program. This content and learning falls under *The Ancient to the Modern World*, Depth Study 6: Expanding Contacts, Topic 6d: *Aboriginal and Indigenous Peoples, Colonisation and Contact History* (Board of Studies NSW, 2012, p. 75). The total teaching time for this unit is a minimum of fifty hours (Board of Studies NSW, 2012, p. 55). However, this program forms a small part of the overall unit, with a focus on teaching students the key terms associated with colonisation, the features of Aboriginal communities and cultures and the ongoing impact of colonisation on Aboriginal Australians past, present and into the future.

This program was designed with a class of Year 7 students in mind. The class has approximately twenty-five students, fifteen of which are from a LBOTE background. The class is mixed ability, with learning styles, strengths and needs varying. This program has been constructed to incorporate a wide variety of independent, pair and group-work to allow students to articulate their learning in different environments. This learning will take place in Term 3 of Year 7. Consequently, students will have some grasp of historical concepts and historical skills, such as using sources to form historical inquiry. However, the main aim of this unit is to stimulate student understanding of the importance of historical perspectives. As one of the ‘Big Six’ Historical Thinking Concepts, taking and understanding historical perspectives will help students to understand “the social, cultural, intellectual and emotional settings that shaped people’s lives and actions in the past” (Centre for the Study of Historical Consciousness, 2016). Students of history often complain that Australian history, particularly colonial history, is rather boring. This unit aims to introduce Aboriginal Australian history and perspectives to engage students in Australia’s rich history.

This ten-hour program consists of six one-hour lessons and one four-hour excursion. In this excursion, students partake in a walking tour of the Rocks in Sydney’s Circular Quay, lead by an Aboriginal person. This excursion aims to incorporate Learning on Country whilst simultaneously acting as a historical site study for Stage 4 students. Students will understand the importance of the area as a site of historical significance in an environment that reflects “the original Indigenous classroom, where young people spend time on traditional lands” (Schwab & Fogarty, 2015, p. 3). Furthermore, the lessons before and after the Learning on Country experience give students “a means of interpreting the past and/or recognising how human occupation and use of the land has changed over time” (NESA, 2017).

Finally, the assessment for the unit requires students to create a visual learning map in which they present what they have learnt over the course of the program, both in class and during their Learning on Country experience. This assessment is designed to incorporate Yunkaporta’s Eight Ways of Learning (2009, p. 4). In this assessment, students map out their learning, indicating points of understanding along the way, through the inclusion of key terms, language and features (Yunkaporta, 2009, p. 5). Additionally, the task also incorporates Symbols and Images. Students are instructed to include drawings, symbols and images in their task and will be encouraged to label these images in Aboriginal language if the term is available to them.

Ultimately, this program aims to include Aboriginal perspectives in a curriculum that has and continues to fail to construct documents that accurately challenge students' lives and experiences (Rizvi & Crowley, 1993, as cited in Lowe & Yunkaporta, 2013, p. 12). These perspectives will be included through frequent engagement with local Aboriginal community members and the accurate, culturally respectful resources available.

### 10 Hour Educational Program

Unit Outline/ Description		Unit duration
<p>This unit overview forms part of <i>Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History</i> within the NSW K-10 History Syllabus for Stage 4 students. Throughout this unit, students will learn the ongoing impact of British colonisation of Aboriginal people within Australia. Students will participate in independent and collaborative work both within the classroom and during a site study of The Rocks in Sydney's CBD. They will engage with Aboriginal perspectives on events in Australia's history with the ultimate goal of sparking interest in what many students find 'boring' about Australian history – colonialism.</p>		<p>10 hours (within the 50 hours teaching time required for Depth Study 6)</p>
Big ideas / key concepts		Why does this learning matter?
<p>The key concepts I want students to learn are:</p> <ul style="list-style-type: none"> <li>• The longevity of Aboriginal history – focusing on perspectives pre-colonisation</li> <li>• The ongoing impact of British colonisation on Aboriginal people today</li> <li>• The importance of studying historical sites of significance from an Aboriginal viewpoint</li> <li>• The ways in which knowledge of history can be used to continue working towards reconciliation between Aboriginal and non-Aboriginal Australians.</li> </ul>	<p>This learning matters because Australian history is so often presented from a British perspective. Students will have previously learnt Australia's colonial history throughout their primary studies and many find the repetition of this in secondary school quite mundane and boring. This unit and the learning that takes place within it aims to engage students in Australia's rich Aboriginal history and present a timeline that starts well before 1778, upon the arrival of Captain Cook. Students will build upon their budding historical skills, looking at sources and Australian history with a sceptical eye, noting at times the lack of Aboriginal perspective presented. Students will learn both on country and in the classroom, drawing on both experiences to amalgamate a much broader understanding of Australian history. Overall, this learning matters because the knowledge built aims to aid students in becoming Australian citizens that actively promote reconciliation between Aboriginal and non-Aboriginal Australians.</p>	
Target outcomes	ACARA CCP Links	Resources
<p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• Describes and assesses the motives and actions of past individuals and groups in the context of past societies <b>HT4-3</b></li> <li>• Identifies and describes different contexts, perspectives and interpretations of the past <b>HT4-7</b></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Aboriginal and Torres Strait Islander histories and cultures:</i></li> <li>- <i>OI.4:</i> Aboriginal and Torres Strait Islander societies have many Language Groups</li> </ul>	<p>ACARA – Cross-curriculum priorities  <a href="https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/">https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/</a></p>

<ul style="list-style-type: none"> <li>Locates, selects and organizes information from sources to develop an historical inquiry <b>HT4-8</b></li> </ul>	<ul style="list-style-type: none"> <li>- <i>OI.5</i>: Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.</li> <li>- <i>OI.6</i>: Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation</li> <li>-</li> </ul>	<p>Appendices I, II, III &amp; IV</p> <p>National Museum Australia: <i>Encounters: Indigenous Cultures and Contact History: A Classroom Resource</i>, <a href="http://www.nma.gov.au/encounters_education/community">http://www.nma.gov.au/encounters_education/community</a></p> <p>Board of Studies – NSW K-10 History Syllabus</p>
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Content	Teaching / Learning Experiences
<p><b><u>Lesson 1 (1 hour)</u></b></p> <p><i>Overview:</i> This lesson will introduce students to the concept of colonisation. Students will learn key terms and discuss how they can see the impacts of colonisation in modern Australia.</p>	<p>Introduction (20 minutes):</p> <ul style="list-style-type: none"> <li>Students will be introduced to the new topic: <i>Aboriginal and Indigenous Peoples, Colonisation and Contact History</i>.</li> <li>Students will be instructed to draw a mind map in their work books, with 'Aboriginal Australia' as the centre heading. They will then write down what they know/think about Aboriginal Australia based on what they have learnt/known previously. This mind map will be revisited at the conclusion of the unit to assess student's learning.</li> <li>Students are told about the upcoming excursion – a walking tour of the Rocks with a guide from the Sydney Harbour Foreshore Authority – teacher distributes permission notes</li> </ul> <p>Key terms (30 minutes):</p> <ul style="list-style-type: none"> <li>Students will be introduced to the key terms for the unit: <i>invasion, occupation, colonization and settlement</i></li> <li>Students will receive dual sets of definitions in a worksheet (<b>see Appendix I</b>) – one that is simply the dictionary definition and one set that defines the terms from an Aboriginal perspective</li> <li>Students will copy down the definitions into their workbooks in preparation for a worksheet in the following lesson</li> </ul> <p>Conclusion (10 minutes):</p> <ul style="list-style-type: none"> <li>Teacher asks students why they have received two sets of definitions – teacher then explains the importance of incorporating Aboriginal perspectives into our study of history</li> <li>Students are instructed to complete any remaining work for homework</li> </ul>

<p><b><u>Lesson 2 (1 hour):</u></b>  <i>Overview:</i> This lesson will consolidate the key terms learnt in the previous lesson, focusing on the importance of incorporating Aboriginal perspectives into the study of history</p>	<p>Introduction (15 minutes):</p> <ul style="list-style-type: none"> <li>Recap of previous lesson – teacher to ask students some of the key terms they learnt in the previous lesson, checking for understanding and consolidation of the key terms</li> <li>Teacher reiterates the importance of incorporating Aboriginal perspectives into history</li> </ul> <p>Explain and confirm (30 minutes):</p> <ul style="list-style-type: none"> <li>Students are split into pairs and given alternating key terms that they learnt in the previous lesson.</li> <li>Students will receive alternating work sheets, with the key terms split up into grids (<b>see Appendix II</b>)</li> <li>Students must take terms describing the key terms that they have on their sheet. As they describe these terms, the other student must guess which term the student is describing and place it in the corresponding grid on their own sheet</li> <li>Teacher monitors the room, assisting students with description where necessary</li> </ul> <p>Perspectives (10 minutes):</p> <ul style="list-style-type: none"> <li>To close the lesson, the teacher reminds the students of the upcoming excursion to the Rocks in Sydney’s city</li> <li>Students will be given a worksheet, divided into two columns (differing perspectives) on which to take notes whilst they are on the walking tour (<b>see Appendix III</b>)</li> </ul>
<p><b><u>Lesson 3 (4 hours including a 40-min lunch break):</u></b>  <i>Overview:</i> This lesson involves a site study for students. Students will attend and partake in a walking tour of the Rocks.</p>	<p>Introduction (20 mins):</p> <ul style="list-style-type: none"> <li>Students meet teacher at local train station to catch the train to Circular Quay</li> </ul> <p>Walking tour (1 hour 30 minutes)</p> <ul style="list-style-type: none"> <li>Students and teacher meet Aboriginal guide from Sydney Harbour Foreshore Authority outside the Museum of Contemporary Art in Circular Quay</li> <li>Students are taken on a walking tour around the Rocks, with the guide informing students of: <ul style="list-style-type: none"> <li>The ways in which local flora was used by Aboriginal people prior to colonisation</li> <li>The Aboriginal names of sites</li> <li>Sustainable environmental practices employed by Aboriginal people on the land, prior to colonisation</li> <li>Important people, both Aboriginal and non-Aboriginal that were involved in contact and colonization e.g. Pemulwuy, Patyegarang, William Dawes, Arthur Phillip, etc.</li> </ul> </li> </ul> <p>Lunch break (40 mins)</p> <p>Walking tour (1 hour and 30 minutes)</p>

	<ul style="list-style-type: none"> <li>• Tour guide sits students down and goes over the different government policies that have impacted Aboriginal people since colonisation</li> <li>• Tour guide takes students into the Rocks museum</li> <li>• Students take notes (teacher and guide can assist with spelling of policies and dates) – these policies will be revisited later in the unit (outside of this 10-hour program)</li> <li>• Students make their way back with the guide to Circular Quay station to return to school</li> </ul>
<p><b><u>Lesson 4 (1 hour)</u></b>  <i>Overview:</i> This lesson will serve as a recap and consolidation of what students learnt on the walking tour of the Rocks. Students will also learn/discuss the main features of Aboriginal Australian culture prior to colonisation.</p>	<p>Introduction (10 mins):</p> <ul style="list-style-type: none"> <li>• Teacher briefly revisits key concepts introduced in Lessons 1 &amp; 2</li> </ul> <p>Think-pair-share (20 mins):</p> <ul style="list-style-type: none"> <li>• In pairs, students share and discuss the following about the previous excursion (walking tour of the Rocks): <ul style="list-style-type: none"> <li>- What new things did I learn about Aboriginal Australia on the walking tour?</li> <li>- Why is it so important to incorporate multiple perspectives when we learn history?</li> <li>- What are some features of Aboriginal culture that I learnt about?</li> </ul> </li> </ul> <p>Class discussion (20 mins):</p> <ul style="list-style-type: none"> <li>• Teacher runs through questions from the think-pair-share, with students contributing answers</li> <li>• Teacher focuses students on remembering aspects of Aboriginal culture that students learnt about on the walking tour – students are to revisit the notes they took on the walking tour.</li> <li>• Teacher reminds students that features of culture can involve but are not limited to: <ul style="list-style-type: none"> <li>- Language</li> <li>- Traditions</li> <li>- Protocols/rituals/customs</li> <li>- Beliefs</li> <li>- Art</li> </ul> </li> </ul> <p>Student work/homework (10 mins):</p> <ul style="list-style-type: none"> <li>• Teacher instructs students to construct a list of the features of Aboriginal culture in their workbooks based on their walking tour and previous knowledge</li> <li>• Teacher tells students to complete this for homework</li> </ul>
<p><b><u>Lesson 5 (1 hour)</u></b>  <i>Overview:</i> This lesson will incorporate the features of ACARA’s cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures – introducing students to the</p>	<p>Introduction (20 mins):</p> <ul style="list-style-type: none"> <li>• Teacher introduces students to the concepts of Country/Place, Peoples, and Cultures, asking students what they think these concepts might mean based on the learning so far</li> <li>• Teacher asks students to copy down the diagram from ACARA into their workbooks (<b>Appendix V</b>) – drawing student attention to the ‘Living Communities’ concept at the centre – reminding students that although they are studying history, these concepts remain relevant to Aboriginal Australians today</li> </ul>

<p>Country/Place, Peoples and Cultures. This lesson and the following will particularly focus on the concept of Cultures.</p>	<p>Exploring cultures (40 mins):</p> <ul style="list-style-type: none"> <li>• Students have their own devices and instructed to visit the following website: <a href="http://www.nma.gov.au/encounters_education/community">http://www.nma.gov.au/encounters_education/community</a></li> <li>• This website explores different areas of Australia and their respective Aboriginal communities</li> <li>• Students are to pick five areas (the website has a selection of 28) and note down the features of Aboriginal cultures that they discover – teacher will instruct students to pay attention to the previously disc</li> <li>• Teacher will monitor student activity – drawing attention to the differences in cultures among varying Aboriginal communities – students will understand the vast, varying and rich cultures of the different areas of Australia</li> </ul>
<p><b><u>Lesson 6 (1 hour)</u></b>  <i>Overview:</i> This lesson allows students to begin work on their assessment task with teacher assistance.</p>	<p>Introduction (5 mins):</p> <ul style="list-style-type: none"> <li>• Teacher distributes student assessment task notification (see below)</li> </ul> <p>Key concepts (25 minutes):</p> <ul style="list-style-type: none"> <li>• Teacher revisits concepts of Country/Place, Peoples and Cultures as they function within the ‘Living Communities’ of Aboriginal Australia</li> <li>• Teacher reiterates the concept of Cultures, directing students to answer with cultural features from some of the Aboriginal communities they researched in the previous lesson</li> <li>• Students copy down key ideas in their workbooks – adding notes to the diagram from ACARA that they copied down in the previous lesson</li> </ul> <p>Assignment work (30 mins):</p> <ul style="list-style-type: none"> <li>• For the remainder of the lesson, students are instructed to begin work on their assignments – visual learning maps</li> <li>• Teacher brainstorms ideas with students – explaining what they could incorporate into their individual learning maps</li> <li>• Teacher monitors class, stopping to assist students when needed</li> </ul>

## Assessment: Stage 4 History

<b>Grade:</b> Year 7 <b>Task:</b> Visual Learning Map & Reflection	<b>Outcomes to be assessed:</b> <ul style="list-style-type: none"><li>• Identifies and describes different contexts, perspectives and interpretations of the past <b>HT4-7</b></li><li>• Locates, selects and organizes information from sources to develop an historical inquiry <b>HT4-8</b></li></ul>
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### The task:

Create a visual learning map based on what you have learnt in class and on the walking tour of the Rocks. You are encouraged to be as creative as possible. Your map can include: pictures, drawings, key phrases/words and ideas. We will cover examples in class. Overall, your map should be a representation of the main things you learnt about Aboriginal cultures and the ongoing impact of colonisation on Aboriginal people past and present. Once you have completed your visual learning map, revisit the mind map from your workbook and analyse how your knowledge on Aboriginal Australia has changed. Write a small 100-word reflection commenting on these changes.

### Justify how this task reflects your 10-hour program (key concepts):

Students will collect and consolidate their learning from the unit in the creation of this visual learning map. Students will be encouraged to combine the information learnt in the classroom and whilst on country to communicate their new understandings of Aboriginal Australia. This small assessment task encourages students to reflect upon and employ key terms, ideas and understandings. Overall, students will demonstrate an understanding of the key concepts of contact and the main features of the array of Aboriginal cultures within Australia.

### Assessment criteria:

You will be assessed on how well you:

- Incorporate key terms and phrases you have learnt in this unit
- Include and acknowledge the differing cultures of Aboriginal Australia – you may choose to focus on one culture/community you have researched or include features from a few communities
- Combine and include information from class and what you learnt whilst on country (the walking tour of the Rocks)

## Evaluation

This program will be primarily evaluated through student understanding. At the beginning of most classroom lessons, the teacher will revisit and reflect upon previously learnt content to check for student understanding. Additionally, students will monitor their own developing knowledge through the construction of a mind map upon the initial lesson and the 100-word reflection required as part of their assessment for the program. This reflection will require students to comment, albeit briefly, on their changed understandings and what they have learnt throughout the unit. Throughout the course of the program, students will be encouraged to ask questions to clarify understanding and the teacher will frequently correspond and engage with members of the local Aboriginal community and the relevant resources to ensure that the correct, culturally responsive and respectful information and notions are being communicated to students.

## **References:**

- Australian Curriculum, Assessment and Reporting Authority [ACARA]. (2018). *Aboriginal and Torres Strait Islander Histories and Cultures*. Retrieved from <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/> (accessed September 8, 2018).
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- Centre for the Study of Historical Consciousness. (2016). *The historical thinking project: Promoting critical historical literacy for the 21<sup>st</sup> century*. Retrieved from <http://historicalthinking.ca/historical-perspectives> (accessed September 11, 2018).
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- Yunkaporta, Tyson. (2009). *Aboriginal pedagogies at the cultural interface*. Retrieved from <https://researchonline.jcu.edu.au/10974/4/04Bookchapter.pdf> (accessed September 12, 2018).



## Appendix I

### Some Key Terms

You have been given two sets of definitions. Glue this sheet or copy the definitions into your workbook and think about the differences between the two sets of definitions.

<b>A: Terms and definitions</b>	<b>B: Terms and definitions</b>
<b><u>Invasion:</u></b> The act of forcibly taking over the land.	<b><u>Invasion:</u></b> An occasion when an army or country uses force to enter and take control of another country.
<b><u>Occupation:</u></b> A synonym for invasion. Taking land by force and continuing to inhabit/use the land whilst ignoring the original inhabitants.	<b><u>Occupation:</u></b> A situation in which an army or group of people moves into and takes control of a place.
<b><u>Colonisation:</u></b> A process by which a different system of government is established by one nation over another group of peoples. It involves the colonial power asserting and enforcing its sovereignty, or right to govern according to its own laws, rather than by the laws of the colonised.	<b><u>Colonisation:</u></b> The act of sending people to live in and govern another country.
<b><u>Settlement:</u></b> From 1788, Australia was treated by the British as a colony of settlement, not of conquest. Aboriginal land was taken over by British colonists on the premise that the land belonged to no-one ('terra nullius').	<b><u>Settlement:</u></b> A place where people come to live or the process of settling in such a place.

#### **Terms from:**

Cambridge University Press. (2018). *Cambridge dictionary*. Retrieved from <https://dictionary.cambridge.org/> (accessed September 10, 2018).

Miromaa Aboriginal Language & Technology Centre [MALTC]. (2016). *Aboriginal terminology*. Retrieved from <https://www.miromaa.org.au/our-way/aboriginal-terminology.html> (accessed September 8, 2018).

Muswellbrook Shire Council. (2017). *Working with Indigenous Australians: Aboriginal and Torres Strait Islander people and their communities – Colonisation 1788 – 1890*. Retrieved from [http://www.workingwithindigenoustralian.info/content/History\\_3\\_Colonisation.html](http://www.workingwithindigenoustralian.info/content/History_3_Colonisation.html) (accessed September 10, 2018).

**Appendix II**

Student 1

Reference	1	2
A	Colonisation (A)	
B		Invasion (B)
C	Occupation (A)	
D		<u>Occupation (B)</u>

Student 2:

Reference	1	2
A		Invasion (A)
B	Settlement (A)	
C		Colonisation (B)
D	Settlement (B)	

**Appendix III**

**Walking Tour of the Rocks, Sydney**

**Our guide's name is:** \_\_\_\_\_

**What I've learnt today:**

Aboriginal Perspective	British perspective	Both

## Appendix IV

**Image taken from:** Australian Curriculum, Assessment and Reporting Authority [ACARA]. (2018). *Aboriginal and Torres Strait Islander Histories and Cultures*. Retrieved from <https://www.australiancurriculum.edu.au/f-10-curriculum/cross-curriculum-priorities/aboriginal-and-torres-strait-islander-histories-and-cultures/> (accessed September 8, 2018).

