

# People's Impact on the Australian Environment

Unit of Work

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## **Unit of Work**

### **SOSE Curriculum ~ People's Impact on the Australian Environment**

This unit has been developed for a Year 9 Studies of Society and Environment (SOSE) class. While applicable to any Year 9 SOSE class in any school in Queensland, this unit could also be readily adapted for studies at both higher and lower levels and for a mix of students with a variety of abilities, disabilities and cultural/linguistic differences.

#### **Justification /Key Concepts**

People can take for granted their place in society, and take for granted that society in which they belong. They can be ignorant of our culture and their own identity. Individuals are 'faceless', groups in society are 'unknown' and the racial and social divisions in society can go unrecognised. This is especially the experience for indigenous Australians. In Australian society people are unaware of the historical and sociological bases for the way our environment is shaped today.

The way in which societies develop, grow and change through time, has significant implications on the way in which that society appears in the present. Indigenous Australians have been effected by both the settlement of 'white fellas' and their landscapes have been shaped by their own belief systems and through their interaction with the environment in which they live. These interactions are not singular nor simplistic in nature. There is acting upon any group, a complex set of interrelated factors that ultimately shape the way they appear now.

Aboriginals have had a close and ultimately disastrous relationship with the environments within which they existed. Aboriginal people implemented destructive methods of food collection and suffered hardship in the harsh Australian environment. However, now the greatest threat comes from within the society in which they exist. Their belief systems seem incompatible with the organisation of a modern Australian society. Governments seems incapable or unwilling to address Indigenous issues. Negative impacts are also being

reinforced by negative stereotypes and unrepresentative portrayals in public forums (the media).

Through the study of 'Indigenous Australians' students will achieve a broad and in-depth understanding of culture and identity and the interrelationship between environmental systems and social structures.

Many of the myths of both Aboriginal culture and society will be dispelled and an objective and contextual analysis of their place in Australian society can be undertaken. Students will be presented positive images of Aboriginal society and its members, and a hopeful view for the management of the environment, and creating respect and interests in their fellow citizens. Students will understand the value in acting ethically towards the environment and within their society, by establishing and maintaining social, political and economic structures that are focused on finding quality of life and equality in life.

The processes of investigating, reflecting and creating are highlighted to help students understand a range of systems, including those related to Australian political systems. Students are encouraged to reflect on and improve the investigative strategies they have used. The activities provide opportunities for students to use their understandings and communicate judgments about how some systems operate.

Students will be able to see that the processes that operate within our society are not limited by spatial or temporal boundaries. They will see that if the lessons of the past are not heeded, then some elements of society can become endangered. They will do this, in part through the use of objective archaeological methodologies. This tool will equip students to pursue similar investigations throughout their academic and working lives.

Students will be able to demonstrate their achievements, through auditory, visual and kinaesthetic ways to communicate geographical, environmental and social-environmental interactions.

## **Learning Outcomes/Objectives**

This unit on People's Impact on the Australian Environment (Indigenous Australians), is wholly within the scope of the Queensland SOSE syllabus at level 5. The list highlights the learning outcomes of the SOSE Years 1-10 syllabus that will be addressed within this topic. While the main unit plan table will relate these outcomes to the specific content of the unit.

- TCC 5.2 Students represent situations before and after a period of rapid change.
- TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings.
- TCC 5.5 Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.
- PS 5.1 Students synthesise information from the perspectives of different groups to identify patterns that constitute a region.
- PS 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems.
- PS 5.3 Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations.
- PS 5.4 Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region.
- PS D5.6 Students apply ideas concerning sustainability to suggest how natural, social and built environments should interact in a preferred future.
- CI 5.1 Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects.
- SRP 5.1 Students evaluate the relationship between an ecological system and a government and/or an economic system.

This unit will assist students in becoming effective communicators. The following statement summarises the effective communication outcomes specific to this unit, as described in the SOSE Syllabus (p.4).

- Students will “develop the ability to read, interpret, translate and present meaning, ideas and information in environmental and social learning contexts involving written, visual, oral, performance, graphic and multimedia”

- They will read, listen and make observations of aboriginal culture and the relationships between indigenous Australians and modern Australian culture “with precision and distinguish relevant information from irrelevant.”
- Students will learn to “critique the socially constructed elements” of texts, including newspaper articles relating to social and equity issues.
- Students will be able to “integrate various sources and forms of information,” [and will] select and use “appropriate genres and styles to present information, arguments, points of view and conclusions.”
- They will become better able to “clarify, persuade, debate, negotiate, establish consensus and use other group and interpersonal forms of communication.”

## **SOSE Curriculum: Unit of Work ~ People's Impact on the Australian Environment**

15 Lessons (3 x 70 minute lessons per week) 5 weeks

Day Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Introduce Unit		Early History of Land Use	Biodiversity	
2	European Farming Practices and Problems		European Farming Practices and Problems cont.	Traditional Aboriginal Land Use and Spirituality	
3	Aboriginal Economic Land Use		Material Use of Resources	Land Management After 1788	
4	Native Title		Native Title cont.	Current Aboriginal Land Management	
5	Work on Assignment		Work on Assignment	Work on Assignment	

## SOSE Curriculum: Unit of Work ~ People's Impact on the Australian Environment

15 Lessons (3 x 70 minute lessons per week) 5 weeks

Phase	Learning Outcomes	References
Phase 1 Orientation Lesson 1	<p><b>Core Learning Outcomes:</b> All learning outcomes of this unit are mentioned in brief in this lesson. All learning outcomes will be met over the course of this unit.</p> <p><b>Exposition:</b> Introduction to unit: Overview of topics. Assessment. Overview of Topics:</p> <ul style="list-style-type: none"> <li>• Conservation</li> <li>• Environmental problems facing Australia's land resources and ecosystems today</li> <li>• European settlement – Terra Nullius</li> <li>• European farming practices</li> <li>• Australian ecosystems</li> <li>• Changes made to the environment by European settlers</li> <li>• Traditional Aboriginal land use practices</li> <li>• Contemporary issues for Aboriginal land resource management</li> <li>• Future Environmental Management for land resources and ecosystems</li> </ul> <p><b>Assessment:</b> Discussion of assessment pieces and criteria</p> <p><b>Discussion:</b> Class discussion – What is meant by the term conservation? How did our environment get so degraded in a few centuries? Why has it taken so long for people to become aware of how sensitive the environment is?</p> <p><b>Activity:</b> Write a definition for conservation Group brainstorm - What are some of current environmental disasters facing Australia today? (Discuss in class) Class Quiz: students work in groups of 3 or 4 to answer questions in relation to topic covered over the course of the unit, winning group receives a small prize.</p> <p><b>Multimedia:</b> Side show – pictures showing some of the major environmental disasters facing contemporary Australia. Pictures include land that has been affected by salinity, bare soil that has been eroded, various types of feral animals, extinct native animals and plants, polluted waterways.</p>	<p>Slide show: Australia's Environmental problems.</p> <p>Quiz</p>
Phase 1 Lesson 2	<p><b>Core Learning Outcomes:</b> TCC 5.2 Students represent situations before and after a period of rapid change. TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings. TCC 5.5 Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.</p> <p><b>Exposition:</b> Early History of Land Use Practices</p> <ul style="list-style-type: none"> <li>• Occupation of Australia – European settlement</li> </ul>	<p>Slide show: Paintings from the Heidelberg school</p>

	<ul style="list-style-type: none"> <li>• Terra Nullius – the empty land</li> </ul> <p>European Idea's about the Australian Environment</p> <ul style="list-style-type: none"> <li>• Images of early Australia art (from the Heidelberg school) – a romanticised view of the land in theory, but not in practice</li> <li>• Resources for human use, land for the benefit of the people</li> <li>• Destruction of the environment – not understanding the land</li> </ul> <p><b>Discussion:</b> Class discussion – What were Europeans' views about who the land belonged to when they Arrived in Australia? What did Terra Nullius mean for the Aboriginal people? Why do you think European farming practices were inappropriate for the Australian environment?</p> <p><b>Activity:</b> Slide show: Paintings of early Australian art from the Heidelberg school. Students answers the following questions in their books: How is the Australian environment depicted in the paintings? Does the Australian environment look like the paintings in real life? What was the purpose of romanticising the Australian environment? How did Europeans really feel about the Australian environment? How did they treat the Australian environment? Students use a What-If strategy to describe the following statement: What if there was no Terra Nullius? How might Australia look today? Bubble work sheet - Comparing and Contrasting European and Australian Environments. Freeze frames activity to demonstrate people's attitudes to towards the indigenous people of Australia, as well as the indigenous people themselves.</p>	
Phase 2 Enhancing Lesson 3	<p><b>Core Learning Outcomes:</b> PS 5.1 Students synthesise information from the perspectives of different groups to identify patterns that constitute a region.</p> <p><b>Exposition:</b> Biodiversity</p> <ul style="list-style-type: none"> <li>• Australian Ecosystems</li> <li>• Australian soils and climate</li> </ul> <p><b>Discussion:</b> What is biodiversity?</p> <p><b>Activity:</b> Biodiversity Audit – Go out into school grounds and select a site to investigate. Draw a simple plan of the site and describe the plant that are growing there. Identify those which are native and those which are introduced. Describe the soil (sand, silt, clay, loam, organic matter) and the weather conditions. Questions from text, SOSE 3 for Queensland. Check your understanding, questions 1 – 6, p.180. Interpreting climate statistics Class food web – hands on activity Begin research for assignment</p> <p><b>Multimedia</b> Video – European Farming Practices</p>	Text: SOSE 3 for Queensland P 184 – 187  Atlas of Discovery, p.56-7
Phase 2	<b>Core Learning Outcomes:</b>	O.H.T



Lesson 4	<p>PS 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems.</p> <p>PS 5.3 Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations.</p> <p>PS 5.4 Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region.</p> <p><b>Exposition:</b>  European farming practices – A European Model</p> <ul style="list-style-type: none"> <li>• Agriculture and Pastoralism - Intensive farming and grazing</li> <li>• Introduced species (plants and animals)</li> <li>• Australian land settlement</li> </ul> <p>Problems created by European Land Management practices</p> <ul style="list-style-type: none"> <li>• Land degradation – soil erosion, irrigation salinity and water logging, acidity of the soil, loss of soil fertility, loss of soil structure</li> <li>• Chemicals and other environmental pollution – hazardous runoff into water ways, infiltration of hazardous substances into soil and aquifers</li> <li>• Selective grazing/over grazing</li> <li>• Carrying capacity and seasonal variations of the land and climate</li> </ul> <p><b>Discussion:</b>  Class discussion – look at the list of environmental problems that developed in Australia, since the arrival of Europeans. Do you think the Europeans managed the land effectively? How do these land management practices compare to how Aboriginal people managed the land before the arrival of Europeans?</p> <p><b>Activity:</b>  Questions from text, SOSE 3 for Queensland. Check your understanding, questions 1 – 4.  Draw a sketch which shows how the natural environment changes as a result of salinity. Draw 3 or 4 sketches to demonstrate show the environment changes over time.</p>	<p>List of environmental problems created by European land management practices</p> <p>Text: SOSE 3 for Queensland P 178 - 183</p>
Phase 2 Lesson 5	<p><b>Core Learning Outcomes:</b>  PS 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems.</p> <p>PS 5.3 Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations.</p> <p>PS 5.4 Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region.</p> <p><b>Exposition:</b>  Problems created by European Land management Practices continue.</p> <ul style="list-style-type: none"> <li>• Introduced species – feral animal</li> <li>• Extinction of flora and fauna</li> <li>• Land clearing</li> <li>• Pests, weeds and diseases</li> <li>• Excessive water use</li> </ul> <p><b>Discussion:</b>  Class discussion – what have been the environmental impacts from introduced species?</p> <p><b>Activity:</b></p>	<p>Text: SOSE 3 for Queensland P 185</p>

	<p>Graph and Map analysis (refer to p 185 of text book). Students answer the following questions:</p> <ol style="list-style-type: none"> <li>1. What is the total percentage of rainforest loss since 1788?</li> <li>2. What is the total percentage of temperate woodland left in Australia at present?</li> <li>3. How much of Australia was covered in forest and woodland before 1788? (Make a rough estimate)</li> <li>4. What are trends showing in regards to future forest and woodland lost?</li> <li>5. When the land is cleared what happens to our ecosystems?</li> </ol> <p>Library Activity: Research Assignment – Introduced species Focus questions for conducting research assignment: What is your chosen species? Where was it introduced from? How and when was the species introduced into Australia? What habitats does it prefer? How has the species impacted on the environment? What recommendations would you make to reduce or eliminate the species? (Refer to the sample study: Feral pigs in Queensland, p 211-212 to help write your research assignment).</p>	
Phase 2 Lesson 6	<p><b>Core Learning Outcomes:</b> TCC 5.2 Students represent situations before and after a period of rapid change. TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings. TCC 5.5 Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.</p> <p><b>Exposition:</b> Traditional Aboriginal Land use practices</p> <p>Spiritual Beliefs – the Dreaming</p> <ul style="list-style-type: none"> <li>• The creation of there lands, animals and the people,</li> <li>• A history told by paintings, dance and word of mouth</li> <li>• Ancestors, rules for the Aboriginal people, the warning of evil forces</li> <li>• Aboriginal totems, sacred sites, customs and way of life</li> <li>• Passing on knowledge – the elders</li> </ul> <p>Aboriginal people’s affinity with the land</p> <ul style="list-style-type: none"> <li>• Resource use – an ethos for social justice</li> <li>• Social behaviours and Religious obligations</li> </ul> <p><b>Discussion:</b> Class discussion – What is the Dreaming? Why do you think many Indigenous Australians have an affinity with the land? What is the underlying message of the Rainbow Serpent story? Why do you think stories like the Rainbow Serpent are important to Aboriginal people?</p> <p><b>Activity:</b> Teacher – read to class, the story of the Rainbow Serpent. Then ask students the following to write in books: Make a list of the things the Rainbow Serpent created.</p> <ul style="list-style-type: none"> <li>• Draw a mind map, which illustrates what the Dreaming is.</li> <li>• Students use a SWOT Analysis (strengths, weaknesses, opportunities, threats) to discuss creationism, evolution and the Dreaming.</li> </ul> <p>Answer questions on pages 70-1 Atlas of Discovery ‘Aboriginal Culture’</p>	Atlas of Discovery, p.70-1.
Phase 2	<b>Core Learning Outcomes:</b>	SOSE Alive

Lesson 7	<p>CI 5.1 Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects.</p> <p>SRP 5.1 Students evaluate the relationship between an ecological system and a government and/or an economic system.</p> <p>TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings.</p> <p><b>Exposition</b>          Aboriginal patterns of ‘economic land use’</p> <ul style="list-style-type: none"> <li>• Knowledge of the Australian environment – climate, plants, animals, spatial patterns</li> <li>• Ecologically sustainable economy (Aboriginal people did not exhaust resources, ecosystems or natural cycles)</li> <li>• Seasonality in land use</li> <li>• ‘Mobility’ – a survival mechanism</li> </ul> <p>Management of vegetation systems</p> <ul style="list-style-type: none"> <li>• Fire stick farming</li> </ul> <p><b>Discussion:</b>          Class Discussion – What do think Australia’s environment looked like before the arrival of the first European settlers?          How do you think Fire stick farming changed the Australian environment?</p> <p><b>Activity:</b>          Mapping - Mapping Australia’s Environment. Answer all questions in SOSE Alive 1, p 132-3.          Create an Aboriginal Trail – SOSE Alive 1, p.124-5</p>	1, p.124-5, 132-3.
Phase 2 Lesson 8	<p><b>Core Learning Outcomes:</b></p> <p>CI 5.1 Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects.</p> <p>SRP 5.1 Students evaluate the relationship between an ecological system and a government and/or an economic system.</p> <p><b>Exposition:</b>          Material use of resources and Plant food resources</p> <ul style="list-style-type: none"> <li>• Bush tucker</li> <li>• Bush medicine</li> <li>• Wooden implements including: spears, boomerangs, digging sticks, cooking containers</li> <li>• Fish poisons</li> <li>• Tobacco equivalents</li> <li>• Ceremonial</li> </ul> <p><b>Discussion:</b>          Class discussion – Can you think of any traditional Indigenous food? What are they?          Why don’t we Traditional Aboriginal foods in vast amounts in supermarkets?          Why are people becoming more aware of these Traditional Aboriginal foods?</p> <p><b>Activity:</b>          Bush tucker – taste testing, plus question sheet.          Students observe material relating to traditional aboriginal life (everyday activities) and food which aboriginal people gathered, prepared and ate, as</p>	

	<p>well looking at how these materials were used to prepare medicines. Plus work sheet.</p> <p>Draw a cause and effect chart to show how land use techniques produce different outcomes from and indigenous and European use.</p> <p>Work on assignment</p>	
Phase 2 Lesson 9	<p><b>Core Learning Outcomes:</b></p> <p>TCC 5.2 Students represent situations before and after a period of rapid change.</p> <p>TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings.</p> <p>TCC 5.5 Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.</p> <p><b>Exposition:</b></p> <p>Land Management practices after 1788 for Indigenous people</p> <ul style="list-style-type: none"> <li>• Untold stories – Aboriginal people and Europeans working together</li> <li>• Case study – Kalkadoon, Queensland</li> </ul> <p>Contemporary issues in relation to Aboriginal land resource management</p> <p>Problems and conflicting issues faced by indigenous groups</p> <ul style="list-style-type: none"> <li>• Omitted due to lack of space, lack of presentation, generic names, lack of definitive spelling, unreliable government statistics and indigenous information, codes describing the prevailing way of life – lack of understanding of the complexity and way of life of indigenous people</li> <li>• Land rights – legal and political issues</li> </ul> <p><b>Discussion:</b></p> <p>Class discussion – What land management practices did Indigenous people Use?</p> <p>Class discussion of case study: Kalkadoon, Queensland. Aboriginal people and European settlers worked together in the beginning to manage the environment, why did things fall a part?</p> <p>What are land rights?</p> <p>What are the complexities involved with land rights?</p> <p><b>Activity:</b></p> <p>Case Study: Kalkadoon, Queensland. Students read case study, and answer a question sheet, as well as discuss case study in a class discussion.</p> <p>Students answer the following questions in there books:</p> <ol style="list-style-type: none"> <li>1. Who were the Kalkadoon people?</li> <li>2. When the Kalkadoon people first come into contact with the European settlers?</li> <li>3. Why the Kalkadoon people begin a campaign of guerrilla warfare against the settlers?</li> <li>4. What happened to the Kalkadoon people in the end?</li> <li>5. Do you think there could have been a peaceful way to resolve the problems face by the Kalkadoon people? (Hint, think about the attitudes of the settlers).</li> </ol> <p>Students use an Extent Barometer strategy to describe to what extent is the government responsible for bias in regards to land rights for Indigenous people. (Think about the decision made by the government in regards to Native title).</p> <p>Research a history of legislation in relation to Aboriginal people in regards to land rights, once your research has been completed create a</p>	<p>Text: SOSE 3 for Queensland P 188 - 191</p> <p>Handout: Kalkadoon</p>

	time line to illustrate the history of events.	
Phase 2 Lesson 10	<p><b>Core Learning Outcomes:</b>  CI 5.1 Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects.  SRP 5.1 Students evaluate the relationship between an ecological system and a government and/or an economic system.</p> <p><b>Exposition:</b>  Native title</p> <ul style="list-style-type: none"> <li>• What is Native Title?</li> <li>• Where does native title exist?</li> <li>• Where has native title been removed?</li> <li>• In what situations may native title no longer exist?</li> <li>• Native Title time line</li> <li>• Past, intermediate and future Acts</li> <li>• Compensation</li> <li>• Implications for local Councils</li> </ul> <p><b>Discussion:</b>  Class discussion – What is Native Title?</p> <p><b>Activity:</b>  Analysis of government documents in relation to Native Title: Working with Native Title: Linking native title and Council processes. 2<sup>nd</sup> Edition, April 2002.  Questions</p> <ol style="list-style-type: none"> <li>1. What is Native Title?</li> <li>2. Where does native title exist?</li> <li>3. Where has native title been removed?</li> <li>4. In what situations may native title longer exist?</li> <li>5. Write down the six steps the government uses to assess whether or not native title exists?</li> <li>6. Write down three future suggestions for native title in the future.</li> <li>7. Do you agree with native title? What do you think the major problems with native title? List three problems.</li> <li>8. Make a list of recommendations on how you would deal with native title. Make at least five recommendations.</li> </ol> <p>Preparation for class debate</p> <p><b>Multimedia:</b>  Video – Native Title</p>	Working with Native Title: Linking native title and Council Processes 2 <sup>nd</sup> Edition, April 2002
Phase 2 Lesson 11	<p><b>Core Learning Outcomes:</b>  CI 5.1 Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects.  SRP 5.1 Students evaluate the relationship between an ecological system and a government and/or an economic system.</p> <p><b>Exposition:</b>  Native Title continue....</p> <ul style="list-style-type: none"> <li>• Eddie Mabo</li> </ul> <p><b>Discussion:</b>  Who is Eddie Mabo?  What did Eddie Mabo do, that changed the way we view land rights for Aboriginal people in Australia?</p>	SOSE 3 for Queensland p.122-33.

	<b>Activity:</b> Class debate on Native Title	
Phase 3 Synthesising Lesson 12	<b>Core Learning Outcomes</b> PS D5.6 Students apply ideas concerning sustainability to suggest how natural, social and built environments should interact in a preferred future. PS 5.3 Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations. PS 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems.  <b>Exposition:</b> Contemporary issues in relation to Aboriginal land resource management Farmers and Indigenous people working together for an ecologically sustainable environment Current environmental management practices used by Indigenous people <ul style="list-style-type: none"> <li>• Case Study: Land degradation issues and management concerns for Aboriginal communities of central Australia</li> </ul> Future environmental management practices  <b>Discussion:</b> Class discussion – Do you think Aboriginal people want to work with farmers and other parties to solve the environmental problems which face Australia today? What do you think are some of the issues Aboriginal people might have with working with these parties?  <b>Activity:</b> Guest speaker from Landcare, and a Aboriginal representative from an Indigenous Land Council. Discusses current environmental management practices. Students prepare a series of questions to ask the guess speaker about environmental management practices. Questions from text, SOSE 3 for Queensland. Check your understanding, questions 1 – 4. Investigate, communicate, and reflect, questions 1 – 2. Tree planting exercise on school grounds	SOSE 3 for Queensland p.191
Phase 3 Lesson 13	<b>Core Learning Outcomes:</b> All learning outcomes of this unit are mentioned in brief in this lesson.  <b>Activity:</b> Work on assignment	
Phase 3 Lesson 14	<b>Core Learning Outcomes:</b> All learning outcomes of this unit are mentioned in brief in this lesson.  <b>Activity:</b> Work on assignment	
Phase 3 Lesson 15	<b>Core Learning Outcomes:</b> All learning outcomes of this unit are mentioned in brief in this lesson.  <b>Activity:</b> Work on assignment	

## SOSE Curriculum: Unit of Work ~ People's Impact on the Australian Environment

### Lesson Plan ~ Orientation

LESSON ITEMS	LESSON CONTENTS
<b>Topic Title</b>	Early History of Land Use Practices & Europeans Ideas about the Environment
<b>Location of Lesson in Term Program</b>	Lesson 2 / 15 of this Unit
<b>Key Learning Area</b>	SOSE Level 5
<b>Core Learning Outcomes</b>	TCC 5.2 Students represent situations before and after a period of rapid change. TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings. TCC 5.5 Students identify values inherent in historical sources to reveal who benefits or is disadvantaged by particular heritages.
<b>Topic Description</b>	Students are to learn about land use at the time of European settlement in Australia
<b>Lesson Objectives</b>	To contrast the 'before' and 'after' of the Australian environment and to highlight the extent to which, decisions people make hundreds of years previous can have major impacts upon us today
<b>Key Concepts</b>	Occupation of Australia – European settlement Terra Nullius – the empty land Images of early Australia art (from the Heidelberg school) – a romanticised view of the land in theory, but not in practice Resources for human use, land for the benefit of the people Destruction of the environment – not understanding the land
<b>Focus Questions</b>	What were Europeans' views about who the land belonged to when they Arrived in Australia? What did Terra Nullius mean for the Aboriginal people? Why do you think European farming practices were inappropriate for the Australian environment?

### Pedagogy

<b>Lesson Activities – Teacher Directed</b>	Group brainstorm - What are some of current environmental disasters facing Australia today? (Discuss in class) Side show – pictures showing some of the major environmental disasters facing contemporary Australia. Pictures include land that has been affected by salinity, bare soil that has been eroded, various types of feral animals, extinct native animals and plants, polluted waterways.
<b>Lesson Activities – Student Centred</b>	Class Quiz: students work in groups of 3 or 4 to answer questions in relation to topic covered over the course of the unit, winning group receives a small prize.

### Resources/Evaluation

<b>Compulsory Readings</b>	None
<b>Multimedia</b>	Slideshow
<b>Websites</b>	None
<b>Text</b>	None

## SOSE Curriculum: Unit of Work ~ People's Impact on the Australian Environment

### Lesson Plan ~ Enhancing

LESSON ITEMS	LESSON CONTENTS
<b>Topic Title</b>	European Land Management in Australia and Resulting Problems
<b>Location of Lesson in Term Program</b>	Lesson 4 / 15 of this Unit
<b>Key Learning Area</b>	SOSE Level 5
<b>Core Learning Outcomes</b>	PS 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems. PS 5.3 Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations. PS 5.4 Students use maps, diagrams and statistics to justify placing value on environments in Australia and the Asia-Pacific region.
<b>Topic Description</b>	Students are to learn that simply superimposing a land management system on to a different land is likely to cause environment problems
<b>Lesson Objectives</b>	To describe in detail the land use systems employed and the resulting environmental changes that resulted.
<b>Key Concepts</b>	Agriculture and Pastoralism - Intensive farming and grazing Introduced species (plants and animals) Australian land settlement Land degradation – soil erosion, irrigation salinity and water logging, acidity of the soil, loss of soil fertility, loss of soil structure Chemicals and other environmental pollution – hazardous runoff into water ways, infiltration of hazardous substances into soil and aquifers Selective grazing/over grazing Carrying capacity and seasonal variations of the land and climate
<b>Focus Questions</b>	What was the European Model of farming practices and what environmental impacts did these have

### Pedagogy

<b>Lesson Activities – Teacher Directed</b>	Class discussion – look at the list of environmental problems that developed in Australia, since the arrival of Europeans. Do you think the Europeans managed the land effectively? How do these land management practices compare to how Aboriginal people managed the land before the arrival of Europeans?
<b>Lesson Activities – Student Centred</b>	Questions from text, SOSE 3 for Queensland. Check your understanding, questions 1 – 4. Draw a sketch which shows how the natural environment changes as a result of salinity. Draw 3 or 4 sketches to demonstrate show the environment changes over time.

### Resources/Evaluation

<b>Compulsory Readings</b>	SOSE 3 for Queensland P 178 - 183
<b>Multimedia</b>	None
<b>Websites</b>	None
<b>Text</b>	SOSE 3 for Queensland P 178 - 183



## SOSE Curriculum: Unit of Work ~ People's Impact on the Australian Environment

### Lesson Plan ~ Synthesising

LESSON ITEMS	LESSON CONTENTS
<b>Topic Title</b>	Contemporary Aboriginal Environmental Management
<b>Location of Lesson in Term Program</b>	Lesson 12 / 15 of this Unit
<b>Key Learning Area</b>	SOSE Level 5
<b>Core Learning Outcomes</b>	PS D5.6 Students apply ideas concerning sustainability to suggest how natural, social and built environments should interact in a preferred future. PS 5.3 Students participate in geographical inquiries to evaluate impacts on ecosystems in different global locations. PS 5.2 Students design strategies for evaluating environmental impacts of a proposed project, highlighting relationships within and between natural systems.
<b>Topic Description</b>	Students are to study the current environmental management techniques being applied by indigenous Australians
<b>Lesson Objectives</b>	To identify the unique land management approaches that indigenous Australians apply to Australia's natural landscapes
<b>Key Concepts</b>	Contemporary issues in relation to Aboriginal land resource management Farmers and Indigenous people working together for an ecologically sustainable environment Current environmental management practices used by Indigenous people Case Study: Land degradation issues and management concerns for Aboriginal communities of central Australia Future environmental management practices
<b>Focus Questions</b>	How do Aboriginal people manage the land today

### Pedagogy

<b>Lesson Activities – Teacher Directed</b>	Class discussion – Do you think Aboriginal people want to work with farmers and other parties to solve the environmental problems which face Australia today? What do you think are some of the issues Aboriginal people might have with working with these parties? Guest speaker from Landcare, and an Aboriginal representative from an Indigenous Land Council. Discusses current environmental management practices. Students prepare a series of questions to ask the guest speaker about environmental management practices.
<b>Lesson Activities – Student Centred</b>	Questions from text, SOSE 3 for Queensland. Check your understanding, questions 1 – 4. Investigate, communicate, and reflect, questions 1 – 2. Tree planting exercise on school grounds

### Resources/Evaluation

<b>Compulsory Readings</b>	SOSE 3 for Queensland P 191
<b>Multimedia</b>	None
<b>Websites</b>	None
<b>Text</b>	SOSE 3 for Queensland P 191

**SOSE Curriculum: Unit of Work**  
**People's Impact on the Australian Environment**

**What does  
Australia Look  
Like**



**What does  
Australia  
Sound Like**

**What does  
Australia  
Feel Like**

**What does  
Europe Feel  
Like**



**What does  
Europe  
Sound Like**

**What does Europe  
Look Like**

## **People's Impact on the Australian Environment – Untold Stories**

### **Case Study: Kalkadoon – Queensland ~ An Indigenous Perspective**

The Kalkadoon people of the Mt Isa region of western Queensland first came into contact with the advancing European pastoralists and miners in the mid 1860's. At first the Kalkadoon people worked with the Europeans as guides and labourers. But as the number of settlers and their stock increased, the competition for the land's resources became more intense, leading to conflict.

The Kalkadoon people began a campaign of guerrilla warfare against the settlers and their stock from about 1871 to 1884. The Kalkadoon gained a reputation as ferocious warriors with an ability to vanish into the bush.

In 1884, the Kalkadoon people killed five Native Police and a prominent pastoralist. The Queensland government responded by sending a large contingent of heavily armed police to confront the Kalkadoon. The Kalkadoon had retreated to a defensive position now known as 'Battle Mountain'. After fierce resistance the Kalkadoon succumbed to the greater firepower of the police.

It is estimated that 900 Kalkadoon people were killed during the six years that they fought to protect their land.

### **Questions**

1. Who were the Kalkadoon people?
2. When the Kalkadoon people first come into contact with the European settlers?
3. Why the Kalkadoon people begin a campaign of guerrilla warfare against the settlers?
4. What happened to the Kalkadoon people in the end?
5. Do you think there could have been a peaceful way to resolve the problems face by the Kalkadoon people?  
(Hint think about the attitudes of the settlers).



## People's Impact on the Australian Environment – Quiz questions

1. What does conservation mean?
2. Write one reason for why we need conservation.
3. What does it mean if an animal is said to be extinct?
4. Name two forms of land degradation.
5. What does Terra Nullius mean?
6. Write two reasons why the Australian environment is different from the English environment.
7. When Europeans arrived in Australia, how did they treat the land?
8. Write two ways in which we can manage the environment, to create a balance between humans and nature.
9. What is Native Title?
10. Who is Eddie Mabo?
11. Name two ways in which Aboriginal people treated the land differently compared to the first European settlers.
12. What is biodiversity?
13. What happens to biodiversity, after land clearing has taken place?
14. What is bush tucker?
15. Who is Land Care Australia?



## People's Impact on the Australian Environment: Brochure/Poster



You have been employed by Landcare Australia to produce an educational brochure or poster about sustainable land management practices in the outback of Australia.

Within this you must include the following:

- A description of the types of environmental problems environmental problems being experienced
- A description of current and past non-indigenous Australian land management practices
- A description of current and past indigenous Australian land management practices
- Pictures showing examples of the environment how it is and how it should be
- A description of things you can do in your lives to make a difference
- A list of websites where people can get more information about how to manage the land

## People's Impact on the Australian Environment: Poster/Brochure

Criteria	A	B	C	D	E
Knowledge and Understanding	The student has an excellent understanding of the topic. Consistently demonstrates understanding and meaning of sources. Uses several sources to support arguments. Provides accurate understanding of historical concepts and significant events.	The student has a good understanding of the topic. Descriptions on the poster/brochure are generally good, although more detail and accuracy is needed. Most components have been identified and explained. Aboriginal perspectives have been identified.	The student has a satisfactory understanding of the topic. Descriptions require more detail. Limited identification of aboriginal perspectives.	The student does not understand the topic. Very limited identification of aboriginal perspectives.	The student does not understand the topic. Information is inaccurate and incomplete.
Critical Use of Sources	The student has developed an excellent investigation and has used a comprehensive range of sources to support decisions. Shows excellent representativeness of evidence, interpretation, analysis and evaluation,. Makes many valid decisions about the question.	The student has developed a good poster/brochure that has used appropriate information to support decisions. Shows good representativeness of evidence, interpretation, analysis and evaluation,. Makes some valid decisions about the question.	The student has developed an adequate poster/brochure. Some of the information used for the decisions is not totally relevant. Shows some representativeness of evidence, interpretation, analysis and evaluation,. Makes some valid decisions about the question.	The student has not developed an appropriate poster/brochure. Limited use and discussion of topic.	The student has not developed an appropriate poster/brochure. Very limited use and discussion of topic.
Communicating	The poster/brochure has been written clearly and concisely. Relevant sources and information has been gathered, recorded and organised effectively. This student has an excellent use of language skills and use of terminology. All information has been referenced in an appropriate manner.	The poster/brochure has been written clearly. Information has been gathered and recorded appropriately. The student has adhered to most language conventions. Suitable graphics have been used in the essay. Some sections require more organisation. Information used in the poster/brochure has been referenced appropriately.	The poster/brochure is satisfactory in most parts. Problems do exist with sentence structure, spelling and sometimes expression. The poster/brochure format requires more consideration. Information needs to be organised in a logical manner. The student has not selected a suitable variety of graphics to support written work. Referencing requires more effort.	The poster/brochure has been presented with little attention to language skills. There are numerous spelling and punctuation errors. The poster/brochure format has not been effectively used. Information requires careful organisation. The student needs to work on developing a variety of appropriate graphics and using a range of secondary sources.	The poster/brochure has been presented with no attention to language skills. There are numerous spelling and punctuation errors. The poster/brochure format has not been effectively used. Information is not organised. The student has not used appropriate graphics or secondary sources.

## Appropriate Use of terms for Aboriginal People

Less Appropriate	More Appropriate
Prehistory	Aboriginal history Indigenous Australian history
Dreamtime	The Dreaming The Dreamings
Religion	Spiritually
Aborigines	Indigenous Australian people/s
The Torres Strait Islanders	Torres Strait Island people/s
Myths/legends	Creation/Dreaming stories
Ayres Rock	Uluru
Part-Aborigine, half-caste	Aboriginal people/s
Full-blood	Indigenous people/s
Nomadic	Seasonal Occupation
Primitive, simple, native, prehistoric or stone age society/s	Indigenous Australian society/s
Tribe, horde	Language group/s Culture group/s
Chiefs, kings, queens	Elders
Informants	Indigenous colleagues, Aboriginal co-workers, community members
Clan estates, ranges	Country, Aboriginal lands
Sacred/secular (as a dichotomy)	Restricted/non-restricted Ceremonial/non-ceremonial
Sacred sites	Aboriginal sites of significance, restricted/ceremonial sites

Source: Craven, R. 1996 *Using the Right Words. Appropriate Terminology for Indigenous Australian Studies*. Sydney: School of Teacher Education, University of New South Wales in association with the Council for Aboriginal Reconciliation.



## Caring for Country

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### Land Management

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[Caring for Country Unit](#) [Key Issues](#) [Fire Management](#)  
[Weed Management](#)

#### [Key Issues](#)

Aboriginal people have identified a number of land management issues which fall into three main categories:

[Resources at Risk](#) [Practices Requiring Change](#) [Support Required](#)



Traditional fishing

#### [Resources at Risk](#)

☐ **Traditional ecological knowledge:**

There is a need to speed up the work being done to record traditional knowledge. It needs to be done in ways that help in the training of young people, and, at the same time, make sure that elders keep control over the information and its future access.

☐ **Depletion of traditional resources:**

This is happening on purpose and by accident, legally and illegally.

Some plant and animal resources may be over harvested by Aboriginal people, especially around the larger communities. Examples include freshwater turtles and woody plants used for artefacts.

Over exploitation by legitimate commercial outlets as well as illegal commercial exploitation of resources is another problem.

And animal species that get caught and killed accidentally during commercial operations, such as dugong getting caught in nets for barramundi fishing, is yet another.

☐ **Habitat degradation:**

Weed infestation is increasingly recognised as a major problem. For some animal species, such as feral pigs (*Sus scrofa*), and the Asian water buffalo (*Bubalus bubalis*), there is tension between their status as a food source and as an environmental pest.

The advance of the exotic cane toad (*Bufo marinus*) is an emerging problem.

☐ **Development related issues include:**

- erosion due to road making;
- changes to environmental flows as a result of extraction and



- impoundment of water;
- pollution from lead shot used in hunting
- mining pollution and its control;
- and the introduction of exotic pasture grasses and degradation of sensitive areas as a result of pastoral activities.



### Practices Requiring Change



#### ☐ **Greater Aboriginal involvement and respect:**

Aboriginal land managers recognise that they have little if any influence over resource management actions, whether on formally recognised Aboriginal lands or other sites for which they have traditional responsibility.

This is closely linked with a failure of regulatory authorities to include relevant traditional owners in decision-making processes, despite the actual or potential impact of commercial use on subsistence harvest or maintenance of culture.

Even when laws for wildlife management fit in with Aboriginal community views, it is difficult and sometimes impossible to enforce those laws, because personnel with delegated powers don't live in communities, and regulatory authorities are unwilling to delegate powers to local people.

#### ☐ **Improved communication:**

The issues here include the need for better communication and coordination among, and between, Aboriginal communities and government agencies and the fact that Aboriginal communities often have very poor access to government information in relation to broader developmental issues.

#### ☐ **Management of commercial activities:**

The management of tourism on, and around, Aboriginal land is an example of the general problem of fostering commercial use of natural resources without threatening continued traditional use.

Tourists are not able to readily gain information about local land ownership and sites that are open to them, resulting in high levels of trespass and intrusion into inappropriate areas.



### Support Required

#### ☐ **Assistance:**

The areas where assistance is needed include:

- recording ecological knowledge;
- developing and implementing management plans for vulnerable resources;
- assessing risks posed by large scale processes that are outside the control of individual communities (such as sea level rise as a consequence of global warming or large-scale resource developments); and
- developing formal land management programs on Aboriginal lands, including improved weed management and feral animal control.

#### ☐ **Training:**

Aboriginal people need ready access to training and education

relevant to contemporary management challenges.



**Long-term funding:**

Aboriginal communities need secure sources of long-term funding for Indigenous land management programs and it is recognised that there is a need to look for funding support from areas other than government, such as private industry (eg mining companies) and non-government organisations.



This incomplete list of concerns clearly demonstrates the need for coordinated assistance. But to meet Aboriginal aspirations for improved land management, that assistance must respond effectively to several linked demands, such as the recognition of the determination of Aboriginal communities to resume or enhance active management of their lands.



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## REFERENCES

### **Aboriginal management of the natural environment.**

There is striking difference between Aboriginal and European perception and management of natural environment. This difference is most clearly visible in the sciences and ethics the two societies have developed.

The difference between the Aboriginal and Western science is best explained by Michael J. Christie in his article "**Aboriginal Science for the Ecologically Sustainable Future**" (1). According to Dr. Christie, "Aboriginal Science is a mode of knowledge which has evolved to allow human beings to fit into, rather than outside of, the ecology". The Western science on the other hand evolved in a world which "placed humanity apart and above the natural world, and in command of apparently inexhaustible resources. In our early days Western science appeared to need no ecological constraints, and it quite naturally expanded along all the directions which improved our potential to exploit the physical world for our comfort and wealth.

The absence of ecological constraints meant that Western management of land inevitably led to land degradation and extinction of species either through direct eradication or through whimsical introduction of exotic ones. In Aboriginal view this is mismanagement which they said turned the 'quiet' country they knew and managed into 'wild' country (2).

In her book "**Old Days, Old Ways**", Dame Mary Gilmore relates how Aboriginal management of land preserved the biodiversity of Murrumbidgee, Wagga Wagga, Burnside regions and how this diversity was destroyed within few years by the European invaders (3). Her father tried to preserve at least part of the Aboriginal emu sanctuary in Wagga Wagga, but his efforts were lost to developers. He was motivated by what Dame Mary called his "great longing for the conservation of the wild" and not by material or financial gain. My feeling is that Dame Mary's father was motivated by an ethic akin to the Aboriginal land ethic Deborah Bird Rose speaks of in "**Exploring an Aboriginal Land Ethic**" (2).

The 'land ethic' is an extension of ethics that prompt individuals to co-operate with fellow members of their community to include soil, waters, plants and animals in the boundaries of the community. Ethics are essential for any community to function peacefully and therefore exist.

The existence of land ethic within Aboriginal society meant that the overwhelming majority would respect and protect the variety of all life forms, that is biodiversity, on their lands. Policing to protect the environment was therefore possible. In Western society people with a land ethic are a minority, that is why it is difficult to protect the environment and police the existing environmental laws.

The difference in approach to the environment means that the two societies developed different forms of management of land.

The articles "**Save our species**" (4), and "**Salt of the Earth**" (5), are but two of the numerous articles recently published which illustrate the effect of European land management. "**The Waripiri and the Rufous Hare - Wallaby**" (6), and "**Looking after the land at Uluru**" (7), shows how Aboriginal management restored the health of the environment in the two national parks.

It is now recognised within Australian society that biodiversity, i.e. healthy natural environment, is essential in the maintenance of human life on earth and European scientists have acknowledged that the preservation of biodiversity is vital for an ecologically sustainable society (8).

It is also recognised now that Aborigines " were botanists and ecologists, thoroughly conversant with ecological zones, serial succession and climax vegetation" (**14,p.38**), and that the Australian biodiversity as we know it, including wilderness areas, came about as a result of Aboriginal land management (**13**).

**The Mabo judgment (9)** and the restoration of land ownership to Aboriginal communities under the Native Title and **various State and Territories Land Rights Legislations (10,11,12)** is a matter of justice.

The recognition that Aboriginal management of lands is vital to the preservation of our biodiversity, shows that we, as a society, do gain in practical terms from the implementations of **Aboriginal Land Rights (13)**.

Stan Pelczynski

11 th of April, 1996.

#### References:

- 1 - Dr. M. J. Christie, " **Aboriginal Science for Ecologically Sustainable Future**", Australian Teachers Journal March 1991, republished in Chain Reaction, No. 68, Feb. 1993.
- 2- Deborah Bird Rose, "**Exploring an Aboriginal Land Ethic** "; Meanjin, v. 47, No.3, Spring 1988, p. 386.
- 3- Dame Mary Gilmore, "**Old Days: Old Ways** "; Angus and Robertson, 1934, republished 1985, p. 139.
- 4- Natasha Bila, " **Save our species** "; The Australian, 23-9-95.
- 5- Caroline Miiburn, " **Salt of the Earth** "; The Age, 2-9-95.
- 6- Chris Loorham, " **The Warlpiri and the Rufous Hare-Wallaby** "; Habitat, v. 13, No. 4, 1985.

- 7- Peter D. Canty, " **Looking after Uluru** "; Ecos, No. 71, Autumn, 1992.
  
- 8- M. D. Young, N. Cunningham, J. Elix, J. Lambert, B. Howard, P. Grabosky and McCrone, " **Reimbursing the Future** "; Biodiversity Series, Paper No. 9, Biodiversity Unit, Department of Environment, Sport and Territories, 1996.
  
- 9- Action for Aboriginal Rights, "**The High Court Recognition of Native Title The Mabo Judgment and Its Implications**"; 27-7-93.
  
- 10- Terry Libesman, "**Mabo and Native Title School Kit**"; The Aboriginal Law Centre, Faculty of Law University of New South Wales, 1996.
  
- 11 - Terry Libesman, "**Mabo and Native Title Kit**"; The Aboriginal Law Centre , Faculty of Law, University of New South Wales, 1996.
  
- 12- H. Roe, G. Netheim and L. Beacroft, " **Aboriginal Legal Issues**"; The Law Book Company Ltd., 1991.
  
- 13- Mark Hortsman and Jim Downey, " **Cape York Peninsula, The Land Needs its People** "; Habitat, August, 1995.
  
- 14- Sylvia J. Hallam, " **Fire and Hearth, a study of Aboriginal usage and European usurpation in South-Western Australia** "; Australian Aboriginal Studies No. 58, Prehistory and Material Culture Series No.8, A.I.A.S., 1975, esp. pp. 37 to 40.

## **Key Aboriginal Land Management Related Websites**

### **Australian Institute of Aboriginal and Torres Strait Islander Studies**

[http://www.aiatsis.gov.au/rsrch/ntru/ntru\\_hm.htm](http://www.aiatsis.gov.au/rsrch/ntru/ntru_hm.htm)

### **Department of Environment and Heritage, Indigenous Communities and the Environment**

<http://www.deh.gov.au/indigenous/index.html>

### **Foundation for Aboriginal and Islander Research Action**

<http://www.faira.org.au/>

### **Indigenous Land Corporation**

<http://www.ilc.gov.au/>

### **National Native Title Tribunal**

<http://www.nntt.gov.au/>

### **New South Wales Aboriginal Land Council**

<http://www.alc.org.au/>

### **New South Wales National Parks and Wildlife Service – Aboriginal People and Cultural Life**

<http://www.nationalparks.nsw.gov.au/npws.nsf/Content/Aboriginal+people+and+cultural+life>

### **Queensland Natural Resources and Mines – Aboriginal Cultural Heritage**

[http://www.nrm.qld.gov.au/cultural\\_heritage/legislation/summary.html](http://www.nrm.qld.gov.au/cultural_heritage/legislation/summary.html)

### **Queensland Department of Aboriginal and Torres Strait Islander Policy**

<http://www.indigenous.qld.gov.au/>

## Videos

<b>Title</b>	Land, kinship & culture [videorecording] / written, produced and directed by Anne O'Casey.
<b>Publication</b>	Bendigo, Vic. : Video Education Australasia, c1999.
<b>Description</b>	1 videocassette (VHS) (25 min.) : sd., col. ; 1/2 in. + video support notes (6 p. ; 30 cm.)
<b>Series</b>	<a href="#">Exploring indigenous Australia</a> ; pt. 3
<b>Notes</b>	"...funded and produced by Video Education Australasia". Support notes written by Sue Gordon & Jillian Wright.
<b>Summary Note</b>	This program explores and presents land, kinship and culture as aspects of identity for indigenous Australians today. Using images of, and words from, six people involved in publicly expressing their indigenous culture, the program emphasises the role of cultural expression. The cultural expressions in story, song, dance, performance and education, are shown to be contemporary but based in traditional practices and experiences from a shared past.

<b>Title</b>	Mabo [videorecording] : life of an island man / [directed by Trevor Graham].
<b>Publication</b>	[Australia] : ABC Video, c1997.
<b>Description</b>	1 videocassette (VHS) (87 mins.) : sd., col. with b&w sequences ; 1/2 in. + 1 study guide (8 p. : ill. ; 30 cm.)
<b>Notes</b>	"A.K.A. 'Koiki'" -- ABC Program Guide. "The ABC seeks to treat Aboriginal and Torres Strait Islander cultures and beliefs with respect. To many communities it is distressful and offensive to depict persons who have died. Aboriginal communities which may be offended are warned that the following program may contain such scenes"--ABC-TV viewing advice.
<b>Credits</b>	Director, co-producer and narrator, Trevor Graham ; Producer and editor, Denise Haslem ; executive producer, Sharon Connolly ; Narration writer, Jonathon Holmes.
<b>Cast</b>	Bonita Mabo, Eddie Mabo Jr., Noel Loos, Henry Reynolds.
<b>Summary Note</b>	Relates the life of Eddie Koiki Mabo and his struggles to get his rights to his traditional land on Murray Island in the Torres Strait recognized. His family, including his wife Bonita and son Eddie Jr., as well as influential friends such as Noel Loos and Henry Reynolds provide their memories of Eddie Mabo and insights into the forces that drove him to seek achieve justice from Australian governments.

<b>Title</b>	100 years [videorecording] : the Australian story / produced and directed by Deborah Masters and Sue Spencer.
<b>Publication</b>	[2004].
<b>Description</b>	5 videocassettes (VHS) (ca. 286 min.) : sd., col. with b&w sequences ; 1/2 in.

<b>Notes</b>	Recorded off-air from ABC-TV 8, 15, 22, 29 August and 5 September 2004.
<b>Credits</b>	Series devised and developed by Paul Kelly and Sue Spencer; writer and interviewer, Paul Kelly.
<b>Cast</b>	Narrator: Linda Cropper
<b>Contents</b>	pt. 1. [v. 1] Child of the empire (59 min.) -- pt. 2. [v. 2] Rise and fall of white Australia (58 min.) -- pt. 3. [v. 3] Land of the fair go (57 min.) -- pt. 4. [v. 4] Unfinished business (59 min.) -- pt. 5. [v. 5] Farewell great and powerful friends (58 min.)
<b>Summary Note</b>	This series is the story of the first one hundred years of the Australian nation, an epic tale of how Australians have adapted, dismantled and redefined their grand experiment in nation building and the reluctant march to full independence. It explores our desire to create a land of 'fair go', the unfinished business of relations with Aboriginal Australia and the reliance on the great and powerful friends of Britain and the United States. Drawing on archival material, it features interviews with Whitlam, Fraser, Hawke, Keating and Howard.

<b>Title</b>	Talking native title and reconciliation [videorecording] : Aboriginal and white Australians speak out.
<b>Publication</b>	Bendigo, Vic. : Video Education Australasia, 1997.
<b>Description</b>	1 videocassette (VHS) (43 min.) : sd., col. with b&w sequences ; 1/2 in. + notes (4 p.)
<b>Notes</b>	Notes by Neil Barrett. Produced, written and directed by Gil Scrine for VEA. Bibliographical references: notes, p.4.
<b>Cast</b>	Lola Forester, Peter Fitzsimons.
<b>Summary Note</b>	This video is based on two public meetings on native title and reconciliation held in Sydney in 1997. Speakers include leading Aboriginal spokespeople and white Australians who have made a lasting contribution to the debate.

<b>Title</b>	Indigenous people [videorecording] / produced by NRS Group.
<b>Publication</b>	Canberra : NRS Group, c1993.
<b>Description</b>	1 videocassette (VHS) (48 min.) : sd., col. with b&w sequences ; 1/2 in. + video support notes (7 p.)
<b>Series</b>	<a href="#">Down under series</a>
<b>Notes</b>	Distributed by Video Education Australasia.
<b>Credits</b>	Producer, Chris Hindes ; director, Serge Ou ; writer, Michael Tear.
<b>Cast</b>	Narrator, John Stanton.
<b>Summary Note</b>	Aboriginal culture and history is covered under topics: The beginning ; the land ; Art ; Dance with "postcards" showing culturally significant regions including Torres S Strait, the outback, Kakadu and Sydney's Redfern.



<b>Title</b>	After Mabo [videorecording] : the long and difficult road to native title / produced by Video Education Australasia with the cooperation of ABC-TV ; compiled by Neil Barrett and Rob Wilkinson.
<b>Publication</b>	Bendigo, Vic. : VEA and the ABC, c1997
<b>Description</b>	1 videocassette (VHS) (ca. 45 min.) : sd., col. ; 1/2 in. + notes ([13] p.)
<b>Summary Note</b>	Following the Mabo legislation and the establishment of the Native Title Tribunal to hear claims, there has been widespread confusion about the legislation and how it will affect the struggle for Aboriginal land rights. These case studies help greatly to enlighten students about the challenges posed by the Mabo decision, the limitations of the decision and the important roles of the Tribunal and the government. The case studies examine the positions of the Aborigines and white landholders and leaseholders, and provide examples of successful outcomes of land rights legislation.

<b>Title</b>	After Wik [videorecording] : intolerance, compromise and heartfelt support.
<b>Publication</b>	Bendigo, Vic. : Video Education Australasia in cooperation with ABCTV, c1998.
<b>Description</b>	1 videocassette (VHS)(ca. 40 min.) : sd., col. ; 1/2 in. + notes.
<b>Notes</b>	Teacher notes by Neil Barrett.
<b>Credits</b>	Segments from ABCTV compiled by Rosalie Triolo; edited at Central Victoria Video; graphics, Christine Reynolds.
<b>Summary Note</b>	This program follows the Wik debate for 12 months after the High Court's decision. We see the initial celebration by the Wik people, the extreme reaction from vested interests, the compromise in the 10 Point Plan and its reception by both sides, the developing opposition from the churches, the Governor General and the Aborigines and the debate and rejection by the Senate.

<b>Title</b>	Manta Wirura Kanyilpai [videorecording] : keeping the spirit in the country - land management in the Pitjantjatjara and Yankunytjatjara lands.
<b>Publication</b>	Alice Springs, N.T. : IAD Press, c 1994.
<b>Description</b>	1 videocassette (VHS) (52 min.) ; sd. col. ; 1/2 in.
<b>Notes</b>	Video is spoken mainly in Pitjantjatjara with English sub-titles.
<b>Credits</b>	Producers, Greg Snowdon and Suzy Bryce ; directors, Kieran Finnane and Erwin Chlanda ; camera, Erwin Chlanda.
<b>Summary Note</b>	Shows the methods of land management used by the Pitjantjatjara and Yankunytjatjara people of South Australia. The more recent land utilization projects arising from the introduction of new animals and plants are also discussed.

<b>Title</b>	Aboriginal Australia. [videorecording]. Volume 7
<b>Publication</b>	Canberra, A.C.T. : Commonwealth Department of Aboriginal Affairs, [1987]

<b>Description</b>	1 videocassette (VHS) (60 min.) : sd., col. 1/2 in., notes.
<b>Notes</b>	An Aboriginal and Islander Community Service Program.
<b>Credits</b>	Unit cameraman, Roy Tatten; editor, Hugh Kirk.
<b>Summary Note</b>	The cry for land-rights is strong within aboriginal communities. An attempted return to the land of the ancestors is shown.

<b>Title</b>	Land rights [videorecording].
<b>Publication</b>	[Armidale, N.S.W.] : University of New England, External Studies Department, [198-]
<b>Description</b>	1 videocassette (30 min.) (V.H.S.) : sd., col. ; 1/2 in.
<b>Series</b>	<a href="#">Ooralu lecture series</a>
<b>Credits</b>	Credits: Producer, Di Adams.
<b>Cast</b>	Cast: Presenter: Warren Mundine.
<b>Summary Note</b>	Summary: The Aboriginal people claim they have been dispossessed of their land since the day of Cook's proclamation of Australia as "Terra Nullis". Reasons for this belief are discussed in this video and their many claims are put forward.

<b>Title</b>	Native title [kit] : a framework for the future / Aboriginal and Torres Strait Islander Land Interests Program.
<b>Publication</b>	Woolloongabba, Qld. : Dept. of Lands, 1995.
<b>Description</b>	1 videocassette ((VHS) (23 min.) : sd., col. ; 1/2 in.), 1 video notes (27 leaves ; 30 cm.), 1 presenter's notes (8 leaves ; 30 cm.), 10 leaflets.
<b>Notes</b>	Textual matter in folder. Video produced by Oz Iris Productions, executive producers, Jacqui Lee [and] Jonathan Fulcher. "Information presented in this video represents a simplification of the law according to the research and knowledge of the Dept. of Lands as at November 21, 1994" -- Closing frames. At head of folder title : Native title training kit.
<b>Summary Note</b>	The High Court judgement of the Mabo case was a landmark decision in Australian history. This video examines the basis for that judgement and looks at why the Queensland and Commonwealth governments subsequently introduced native title legislation. It also defines native title rights and interests and presents practical examples of the effect of that legislation on dealings in land.

## Create an Aboriginal Trail



Aborigines have lived in Australia for at least 40,000 years and have always have had everything they needed for a healthy life. They managed the land in such away, that they environment could always renew itself, living in balance and harmony with nature.

Your job will be to create an Aboriginal Trail. An Aboriginal Trail is a trail Aboriginal people would use for hunting and gathering.

Using the SOSE Alive 1 text book, look at the map of Indigenous zones on page 124. Chose one zone, you will need to research that particular environment, find out everything a person would need to sustain a healthy lifestyle.

Consider the following:

- the climate,
- types of animals,
- types of plants,
- materials that would be used for shelter,
- where to find a supply of fresh water.

Once you have found what essentials you need for living, write three paragraphs on how the environment would change as a result of you collecting, plants, animals etc. For example you might engage in the practice of 'fire stick farming'.

To help you get started look at the following web site as a guide to help you with your Aboriginal Trail: [www.anbg.gov.au/anbg/aboriginal-trail.html](http://www.anbg.gov.au/anbg/aboriginal-trail.html)