

EDU3411: Semester One 2004
Assignment Two: Due Fri 18 June (2000-2500 words)

Student Name: Student Number:

CRITERIA	HD: Exemplary Outstanding Masterful	A: Proficient Skilled Accomplished	B: Developed Satisfactory	C: Novice Beginning Adequate	F: Unsatisfactory Fail	% MARK
Introduction - Contexts: * Describe the selected school context; discuss the implications for the unit plan * Describe the class context/ year level of students; discuss the implications for the unit plan (eg. for design of content, literacy learning, teaching strategies, materials, assessment) (2 marks)	School and class contexts for the unit of work are described thoroughly Discussion clearly alerts reader to the aspects of the school and class contexts which are pertinent to the unit design	School and class contexts of the unit of work are described clearly Discussion alerts reader to the aspects of the school and class contexts which are pertinent to the unit design	Contexts of the unit of work are generally described Discussion adequately addresses the implications of the contexts relevant to the unit design	Contexts of the unit of work are described briefly Discussion includes some implications of the school and class contexts for the unit design	Contexts of the unit of work are not described , or described unsatisfactorily No discussion of implications; or discussion lacks taking account of the school and class contexts for the unit design	
Unit Plan: 10 marks (plan) * State the unit title, type of unit (integrated or KLA specific) and general purpose/aim * List learning outcomes/objectives for the unit (including literacy learning) * Foreground a range of literacies to be learnt (eg. take account of the 'four resources') * Show how literacies will be achieved/integrated throughout the unit 15 marks (literacies) * Detail the teaching strategies to be employed (including literacy) * Identify the resource materials to be used, including literacy resources (with examples) * Outline assessment strategies/tasks, including assessing literacy (with exemplars) 10 marks (assessment)	Unit of work is substantially detailed and fully explained (according to all unit plan components listed in criteria column on left) The unit is outstanding in its attention to foregrounding a range of literacies, making explicit how they will be achieved (integration throughout the unit), and including highly relevant strategies and resources for literacy learning Assessment strategies/tasks are all exemplary (align constructively with unit objectives/content and include assessing literacies)	Unit of work is proficiently detailed and explained (according to most unit plan components listed in criteria column on left) The unit accomplishes foregrounding a range of literacies, making explicit how they will be achieved (integration throughout the unit), and including relevant strategies and resources for literacy learning Assessment strategies/tasks are skilfully constructed, aligning with unit objectives/content and including some assessment of literacies	Unit of work is satisfactorily detailed and explained (according to most unit plan components listed in criteria column on left) The unit satisfactorily foregrounds a range of literacies, clarifies how they will be achieved (integration throughout the unit), and includes relevant strategies and resources for literacy learning Assessment strategies/tasks are satisfactorily constructed (some links with unit objectives and literacy)	Most of the unit of work is adequately detailed and explained (some unit plan components listed in criteria column on left are not addressed or limited in detail and explanation) The unit includes some different literacies, generally shows how they will be achieved, and a few relevant strategies and resources for literacy learning are included Assessment strategies/tasks are adequately tied to the unit objectives	Unit of work lacks detail and includes limited explanation (unit plan components listed in criteria column on left are, on the whole, not satisfactorily addressed) The unit is limited in its range of literacies, unsatisfactorily shows how they will be learnt and fails to incorporate strategies and/or resources that focus on literacy learning Assessment strategies/tasks are not satisfactory (limited connection to unit objectives, content or literacy learning)	

<u>Justification</u>						
<p>* Explain why the unit of work is worthwhile and comprehensive in terms of:</p> <p>a) school/class/student contexts b) curriculum area priorities c) literacy learning and assessment practices (5 marks)</p> <p>d) your role (teaching literacies) (5 marks)</p> <p>e) aligning with a whole school literacy plan (3 marks)</p> <p>(Justifications are supported by reference to course readings and other relevant literature)</p>	<p>The unit of work is masterfully justified (it provides substantial evidence to support: the literacy practices utilised, the teacher's role in explicating literacy pedagogy, and the connection with whole school literacy plans)</p>	<p>The unit of work is proficiently justified (it provides sound evidence to support: the literacy practices utilised, the teacher's role in explicating literacy pedagogy, and the connection with whole school literacy plans)</p>	<p>The unit of work is satisfactorily justified (it provides evidence to support: the literacy practices utilised, the teacher's role in explicating literacy pedagogy, and the connection with whole school literacy plans)</p>	<p>The unit of work provides some evidence to support at least two of the following: the literacy practices utilised, the teacher's role in explicating literacy pedagogy, and the connection with whole school literacy plans</p>	<p>The unit of work is limited in the evidence it provides to support the literacy practices utilised, the teacher's role, and the connection with whole school literacy plans</p>	

EDU 3411
Assignment 2
(Unit of Work)

Indigenous People of Australia:

**Where we are now,
Where we came from**

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Jeanette Farrington

Introduction

I have addressed each issue in the assignment 2 task sheet and met each requirement in the assessment criteria sheet, but have departed from the “how might I set out the assignment?” guide. The proposed structure limits discussion on the relationship between literacy components, the broader learning outcomes and the pedagogical decisions made.

The highlighted sections of the extracted components of the original unit identify those parts that involve literacy practices or which will provide literacy outcomes. While every component of this unit involves some literacy component, even at the most basic level (reading instructions, constructing written answers), only those elements that have been utilised with specific literacy goals in mind will be highlighted.

School and Class Context

In semester 1, 2004 I attended Concordia College, a Lutheran coeducational private school in Toowoomba, regional Queensland. It is considered one of the premier schools in the region and has an immediate ‘catchment’ population of 90,000 people, but draws students from a wider area, through its large population of boarding students. Hence it has a total catchment of over 250,000 people. The backgrounds of these people vary greatly, with some students coming to Concordia College from remote rural communities, having only experiencing home-schooling or school of the air. The majority come from the immediate Toowoomba area, where despite it’s inland location, is essentially part of the ‘Great South East’ urban agglomeration. It is with this school and area in mind that this unit of work has been adapted to address specific literacy education and outcomes.

The unit “Indigenous People of Australia: Where we are now, Where we came from” addresses both historical and current aboriginal issues, and in particular, the relationships between these original Australians and the more recent arrivals.

People's experiences with and knowledge of Indigenous culture and issues varies, and these variations can be spatial in nature. Hence, the particular mix of students in this class, and the communities from which they come, may have very different experiences and knowledge of these elements.

From a literacy point of view, specific to the content, each student will have a differing understanding of the various genres that contribute to the lessons. Some may be familiar with local indigenous languages, some may have first hand experience with dealing with indigenous Australians living within both traditional and 'normal' communities. Some may be familiar with the representations of aboriginal people in the media, especially in the news or perhaps in sport. A number of critical literacy approaches being employed may be found more difficult from students who have not experienced indigenous culture or literary commentary on indigenous issues.

Direct observations of the class when indigenous issues were raised showed a surprisingly in-depth knowledge of aboriginal issues. While the unit was not 'extended' to account for this knowledge, it has been prepared to suit all abilities. The unit will ask students to communicate with indigenous members of the local community, as such a suitably sized local aboriginal community is required to support the student interaction.

No students were experiencing specific learning disabilities nor were they identified as special needs. No student in the group was particularly behind from a literacy point of view, with all students within normal measures of literacy for their age group.

Unit of Work

“Indigenous People of Australia: Where we are now, Where we came from”

This unit has been developed for a year 10 Studies of Society and Environment (SOSE) class. While applicable to any year 10 SOSE class in any school in Queensland, this unit has been developed in consideration of a specific class of students that were observed during semester 1, 2004. It 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.

Learning Outcomes/Objectives

This unit on ‘Indigenous Australians’, is wholly within the scope of the Queensland SOSE syllabus at level 6. 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. Those highlighted identify specific literacy outcomes, although literacy outcomes will be achieved under each of these outcomes.

- ❖ CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity
- ❖ CI 6.2 Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue.
- ❖ CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups.
- ❖ CI D6.1 Students use surveys and constructed interviews to analyse community attitudes towards cultural diversity
- ❖ PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others
- ❖ SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system.

- ◊ SRP 6.5 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.
- ◊ TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed.
- ◊ TCC 6.3 students collaboratively identify the values underlying contributions by diverse individuals and groups in Australia or Asian environments.
- ◊ TCC 6.4 Students produce a corroborated argument concerning causes of change or continuity in environments, media or gender
- ◊ TCC 6.5 Students develop criteria-based judgements about the ethical behaviour of people in the past
- ◊ TCC D6.7 Students explain various groups' perspectives on the values of peace and social justice

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.”

Literacies to be learnt

Critical literacy

This literacy “plays an important role in the learning experiences” (SOSE Sourcebook, p.8) of SOSE. Students will become aware that the way that indigenous cultures are represented are subject to “stereotyping, cultural bias, authors’ intention, hidden agendas and silent voices.” Through trying to access and understand the material presented students will be able to identify those who may be marginalized through its production or dissemination. Some material presented where aboriginal people have not been represented in a positive light, have been “constructed by people who have purposes for creating them,” whether that be political (as is the case here) or simply for personal or other gain (media grandstanding for example). Students will learn through the “construction and reconstruction of their own texts” (through the transcribing and interpretation of interviews with indigenous people) to apply those critical literacy skills to their own work.

Multiliteracies

Students will develop skills in literacy in its broadest sense. Students will identify, through reviewing written and spoken Aboriginal material and through direct interaction with the indigenous community, that there is ‘difference’ in “their linguistic, cultural and lifestyle characteristics” (SOSE Sourcebook, p.8). Through the interpretation of dreamtime stories and aboriginal dance (interpretation and performance for those who choose to do so), and interaction with the other materials of this unit students will develop skills in many areas of “meaning-making.” In addition to reading, writing and speaking, this also includes “linguistic, gestural, spatial, numerical, audio and visual modes.” These skills develop overall advancement in literacy ability but ultimately aid the student in a lifetime of learning, to be able to engage and be engaged by any number of media that they may encounter, and hence better contribute and benefit from society.

Civic literacy

Through participation in the classroom environment (through class debates, asking and answer questions, and being considerate of others views), and through interacting with Indigenous Australians and other ‘players’ in the case at hand, students will be exposed to “a variety of perspectives on key democratic issues.” (SOSE Sourcebook, p.8). They will develop a “knowing [of] how to investigate current issues and develop creative and critical participation in community problem solving and decision making.” Students will investigate the institutions, conventions and practices that subjugated Aboriginal people and will discover that exercising “civic rights and responsibilities is therefore a practical expression of important social values and requires specific personal, interpersonal and advocacy skills.”

Four Resource Model – Code Breaker/Coding Practice, Text Participant/Semantic Practice, Text User/Pragmatic Practice, Text Analyst/Critical Practice

Students will discover specific elements of both Aboriginal language and the language used in anthropological, sociological, political, and other debates to describe the issues relating to Indigenous Australians. They will be asked to draw upon and reflect upon their own experiences and preconceptions of modern Aboriginal culture and to construct meaning from a variety of existing texts and other sources, from a number of different genres to construct new meaning or to confirm their own understanding. Students will look at the “cultural and ideological bases” for the material they are viewing that relates to Indigenous Australians.

Achieving and Integrating Literacies, Resources, and Assessment Strategies

The variety of activities and other learning experiences that contribute to the students development of all Literacies discussed above, will be highlighted in the subsequent ‘unit plan’. Those existing components that adequately addressed literacy will be highlighted in grey (as before) as too will any additional activities or experiences that

have been added. This table also lists the resources and assessment strategies, and in the section of each lesson labelled ‘Literacy’, the application of these resources and strategies will be discussed. The subsequent section on ‘Teaching Strategies’ will look more generally at some approaches taken and how they relate to literacy.

SOSE Curriculum: Unit of Work ~
Indigenous People of Australia: Where we are now, Where we came from
 24 Lessons (3 x 70 minute lessons per week)

Phase	Learning Outcomes	References
Phase 1 Orientation Lesson 1	<p>Core Learning Outcomes: 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>Exposition: Introduction to unit: Overview of topics. Assessment. Overview of Topics:</p> <ul style="list-style-type: none"> • World Indigenous Societies: Australian Aboriginal People • Indigenous social issues • Famous Aboriginal people – our role models • Current Aboriginal issues within Australia • Australian Indigenous people, Legislation and the law: from the present to the past • Where it all began: the impact of colonisation • Traditional Aboriginal land use verses European Land use • Aboriginal communities and the aboriginal economy • Spiritual beliefs • The archaeological evidence <p>Assessment: Discussion of assessment pieces and criteria</p> <p>Discussion: Class brainstorm. Based on displays at work-stations set up in classroom displaying objects and images. What do these objects/images say about aboriginal people? What are some of the issues that arise from these objects/images? What is affecting your interpretation of the items? Who may other people view them?</p> <p>Activity: Students are presented with work-stations showing artefacts, a hand woven basket, and boomerangs. Old photograph of people living in the traditional aboriginal way of life. Quandong berries and grubs. Picture of aboriginal people facing a bloody battle with European settlers, picture of Cathy Freeman. The work stations are ‘The first visitors’, ‘Captain Cook’, ‘Arrival of the Europeans’, ‘Famous Indigenous Australians’, ‘The Dreaming’, ‘Aboriginal Culture and Food’ Work sheet: the 4-minute stations. Students fill in a work sheet, that asks questions about each area, especially accounting for the role of the item in society.</p>	Handout: Work sheet – Aboriginal People of Australia

	<p>Literacy: The activity engages a multitude of literacies, visual (shape, form, colour), aural, and written, and requires students to interpret what they are observing on the basis of socio/cultural explanations for their creation. This involves the use of critical literacy skills in determining the changing nature of meaning of the various items and the potential differing opinions depending on who the creator or viewer is.</p>	
Phase 1 Lesson 2	<p>Core Learning Outcomes: TCC 6.3 students collaboratively identify the values underlying contributions by diverse individuals and groups in Australia or Asian environments. TCC 6.5 students develop criteria based judgement about the ethical behaviour of people in the past. TCC D6.7 students explain various groups' perspectives on the value of peace and social justice.</p> <p>Exposition: World Indigenous Societies: Australian Aborigines</p> <ul style="list-style-type: none"> 5000 distinct indigenous peoples in the world – distinguished by linguistic and cultural difference, and geographical separation. <p>Problems and conflicting issues faced by indigenous groups</p> <ul style="list-style-type: none"> 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 <p>A glance at world indigenous groups</p> <ul style="list-style-type: none"> World indigenous groups – Arctic and Europe, Canada and North America, Central America, South America, Africa, South Asia, East Asia and Russia, Oceania. Case Study: Native American Youth and American Society <p>Discussion: Discussion of indigenous organisations. What does this say about indigenous people? What does this say about today's society?</p> <p>Activity: Students copy down O.H.T – Native American Youth and American society into their books Students draw a map of the world, and copy down all the indigenous organisations on the O.H.T</p> <p>Multimedia: Writing Newspaper Article for the Courier Mail</p> <ul style="list-style-type: none"> Chose one of the indigenous organisations listed on the O.H.T. You have been employed by the Courier mail who is presenting a spread on world cultures. They have asked you to write an article on indigenous organisations. Include the following research what the organisation is about, who they represent, why they are important to representing that group. Why is it important for Australians to have awareness about world indigenous organisations? <p>Literacy: Students use skills in visual literacy to develop maps of indigenous cultures in the world. Multiple Literacies are developed through the use</p>	<p>O.H.T Indigenous organisations</p> <p>Native American Youth and American Society</p>

	of the newspaper genre, with students communicating about indigenous cultures on a local and global scale, involving overt instruction and critical framing). Each of the four resources are used. Students have to decode the typical newspaper genre, understand how the particular text affect its meaning (semantic competence), display pragmatic competence in the real world development of their own article, and critical competence to determine how the potential reader may interpret their article.	
Phase 2 Enhancing Lesson 3	<p>Core Learning Outcomes: TCC 6.5 Students develop criteria-based judgements about the ethical behaviour of people in the past CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups. CI D6.1 Students use surveys and constructed interviews to analyse community attitudes towards cultural diversity</p> <p>Exposition: Indigenous Social Issues</p> <ul style="list-style-type: none"> • Employment • Crime • Health – including substance abuse • Education • Poverty • Exploring the myths <p>Discussion: Discussion of handout – myths about Aboriginal people What are your attitudes towards aboriginal people and the social issues which have been discussed in class?</p> <p>Activity: Survey 2 people or interview 2 people from your school, choosing one of the social issues mentioned. Find out their attitudes and possible bias towards indigenous people. Find out what motivates their attitudes, for example the media, their parents. Hint: this will be good practice for students' field study!</p> <ul style="list-style-type: none"> • Using the example poverty, following questions could be asked - Do you think there a more aboriginal people than white people who live in a state of poverty? Why do you think this is the case? Who should be put a fault when considering the poverty of aboriginal people? Is it their fault? Do you see more homeless aboriginal people than homeless white people when you go about your daily business? <p>Introduce first assessment piece (field study)</p> <p>Literacy: Although not directly using semantic competence or more broad skills in critical literacy, this lesson equips students with the tools, and provides examples of the types of misconceptions and perceptions of indigenous Australians that exist in the world. These will provide good juxtaposition with subsequent representations of Aboriginal culture to be studied.</p>	Handout: Myths about Aboriginal people
Phase 2 Lesson 4	<p>Core Learning Outcomes: TCC 6.5 Students develop criteria-based judgement about the ethical behaviour of people in the past.</p>	Handout: culture and identity

	<p>CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity</p> <p>CI 6.2 Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue</p> <p>CI D 6.4 Students develop socially just scenarios about preferred changes to Australian cultures including Aboriginal or Torrens Strait Islander cultures</p> <p>Exposition: Defining Australian Indigenous People</p> <ul style="list-style-type: none"> • What is Australia's culture and identity? • What does it mean to be Australian? • Defining the term 'race' • How Australians view Aboriginal people • Media representations of Aboriginal people <p>Case study: Indigenous Imagery and the Sydney 2000 Olympics</p> <ul style="list-style-type: none"> • Sydney Organising Committee for the Olympic Games (SOCOG) using indigenous culture and symbolism for its marketing strategy • Examples include the Sydney 2000 logo – 'the Millennium athlete' and 1997 Festival of the Dreaming • Some aboriginal people have a issue with this marketing, believe its is cultural appropriation <p>Discussion:</p> <ul style="list-style-type: none"> • Brainstorm - What is Australia's culture and identity? • Students discuss the term 'race' – come up with a appropriate definition for the word • Discussion of Handout: Appropriate use of terms and language <p>Activity: From class brainstorm fill in the culture and identity work sheet</p> <ul style="list-style-type: none"> • Students write a definition of the term 'race' <p>Students use a SWOT Analysis (strengths, weaknesses, opportunities, threats) to discuss the validity of the use of Indigenous imagery in the Sydney Olympics</p> <ul style="list-style-type: none"> • Students design their own logo for the Sydney 2000 Olympics, that would promote indigenous culture, but not alienate the indigenous culture <p>Literacy: Students develop appropriate coding competence in discussing the relevant terminology relating to this topic and in discussing the culturally and gender appropriate use of language. This goes deeper in revealing the racial connotations to a varieties of words that were previously acceptable. Multiple Literacies are also engaged in the interpretation of the meaning and construction of images from the Olympics, also recognising the semiotic systems that help members of society share meaning in this instance).</p>	<p>worksheet</p> <p>Handout: Appropriate use of terms</p> <p>Slide show: Indigenous culture and symbols used in the Sydney 2000 Olympics</p>
Phase 2 Lesson 5	<p>Core Learning Outcomes: TCC 6.3 students collaboratively identify the values underlying contributions by diverse individuals and groups in Australia or Asian environments.</p> <p>Exposition:</p>	<p>Handouts: Famous Indigenous role models</p>

	<p>Famous Indigenous Role Models</p> <ul style="list-style-type: none"> • Neville Bonner • Truganini • Oodgeroo Noonuccal (Kath Walker) • Albert Namatjira • Sally Morgan • Mandawuy Yunipingu • Pat O'Shane • Eddie Mabo <p>Activity: Students work in small groups and chose one of the following Indigenous role models. Each group is even a hand out, and must give an oral presentation about that person; each group member needs to talk for 1 minute.</p> <ul style="list-style-type: none"> • Students need to address the following when giving their presentation: Who is your indigenous role model? When were they born? Are they still alive? How is he/she playing a significant role in the Aboriginal community and in the Australian community? Provide detail of the events. In addition students need to show good communication skills to both the teacher and classmates, presenting oral in a logical manner. <p>Literacy: Aural/verbal literacy skills are developed in the preparation and presentation of a verbal address to the class.</p>	
Phase 2 Lesson 6	<p>Core Learning Outcomes: TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.5 Students develop criteria-based judgements about the ethical behaviour of people in the past. CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity CI 6.2 Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue. CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups</p> <p>Exposition Current Aboriginal Issues within Australian society</p> <ul style="list-style-type: none"> • Occupation of Australia • Terra Nullius – the empty land • Native Title • The Mabo Decision and the Native Title Act 1993 • Repatriation of Human Remains <p>Discussion: What does the term 'Terra Nullius' mean? What do think are some of the implications for the Aboriginal People who occupied Australia at the time?</p> <p>Activity: Students use a What-If strategy to describe the following statement:</p> <ul style="list-style-type: none"> • What if there was no Terra Nullius? How might Australia look today? 	

	<p>Students a concept map to illustrate what Native Title is and what happened after the development of the concept. Repatriation of human remains activity.</p> <p>Literacy: Students develop appropriate coding competence in discussing the relevant terminology relating to this topic, and especially relating to the term Terra Nullius and more generally to native title. The 'repatriation exercise allows students to view two sets of conflicting views, to contrast them and to understand the social and historical basis for such opinions (using semantic competence).</p>	
Phase 2 Lesson 7	<p>Core Learning Outcomes: CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity CI 6.2 Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue. CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system. SRP 6.5 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.</p> <p>Exposition: Current Aboriginal Issues within Australian society continue...</p> <ul style="list-style-type: none"> • The Wik decision • The Ten Point Plan <p>Discussion:</p> <ul style="list-style-type: none"> • What is the Wik case? • What were the problems with the Wik case? • How did the government respond? • How did the 10-point plan change the debate about native title? • What will happen to indigenous peoples' land rights, if changes do not occur to the current system? <p>Activity: Students read handout sources from the ten point plan, students make interpretations about what the government is trying to achieve from the ten point plan Proposal Plan - Students work in small groups to discuss the discussion questions. Using there knowledge about Native title, the Wik case and John Howard's ten point plan, students design an proposal to modify the law to meet the needs of both the indigenous people and non-indigenous Australians</p> <p>Literacy: Students develop an understanding of the 'policy document' genre and recreate that in their proposal to modify laws pertaining to indigenous Australians. This is aided through the setting which allows for both guided reading to deconstruct the policy text and joint construction writing.</p>	Handout: sources from the Ten point plan
Phase 2 Lesson 8	<p>Core Learning Outcomes: CI 6.1 Students analyse the ways in which various societies inhibit or</p>	Text: keeping aboriginal

	<p>promote cultural diversity</p> <p>CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups</p> <p>SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system.</p> <p>SRP 6.5 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.</p> <p>Exposition: Australian Indigenous People Legislation and the Law Legal factors</p> <ul style="list-style-type: none"> • The bias use of legislation, using NSW as an example • NSW Intoxicated Persons Act • Search Warrants • Proceeding with Multiple charges <p>Judicial Decision Making</p> <ul style="list-style-type: none"> • Discrimination of the courts – the sentencing <p>Environmental and Locational Factors Cultural Difference Socio-Economic Factors</p> <p>Discussion: Do you think bias is true of all governments in Australia? Or do think bias only occurs with individual case, like in the case of NSW?</p> <p>Activity: Students use a Extent Barometer strategy to describe to what extent is the government responsible for allowing prejudice within the legal system itself as well as within the community Research a history of legislation in relation to Aboriginal people – for example when aboriginal people first got the vote. Students are to bring resources to class the next day, in preparation for class</p> <p>Literacy: Critical literacy skills apply here in that students interpret the underlying motivations behind biased policy and other documents. As text analysts, the students will reveal the ideologies, silences and absences operating within the chosen texts.</p>	<p>people out of custody – an evaluation of the implementation of the recommendations of the royal commission into aboriginal deaths in custody Chapter 3</p>
<p>Phase 2 Lesson 9</p>	<p>Core Learning Outcomes: TCC 6.5 Students develop criteria-based judgements about the ethical behaviour of people in the past CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system. SRP 6.5 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.</p> <p>Exposition: Government Policies and Practices</p>	<p>Handout/Text: cross cultural mental health awareness facilitating team 1997, An introduction to recent aboriginal and Torres Strait Islander history in Queensland</p>

	<ul style="list-style-type: none"> • Too many policies, too much subsequent practices • 1897 – The Aborigines Protection and Restriction of the Sale of Opium Act • Australian Policy, the four principle periods – 1. Initial Contact 1788-1930. 2. Protection Status 1860-1930. 3. Assimilation 1930-70. 4. Integration with limited self-management 1967- to present • The principles in detail <p>Discussion: Discussion of handout – Provisions of Queensland Aboriginal Acts, 1897-1979</p> <p>Activity: Students write answers to questions from handout What were the controls enforced on aboriginal people in 1879? What is incorrect about the use of terminology used by the Queensland government? Between what years did aboriginal people need a permit to be employed? What control was modified in 1979? What provisions apply to reserves only? What years were aborigines enter guilty pleas only with state approval? In what year was it illegal to supply aboriginal people with liquor and for aboriginal people to possess liquor? These policies were supposedly created for the protection of aboriginal people. Do you agree/disagree? Give statements to support your side Do you think the policies were a reflection of the times? Do you think we have moved forward in our thinking in regards to aboriginal people?</p> <p>Literacy: Critical literacy skills apply here in that students interpret the underlying motivations behind biased policy and other documents. As text analysts, the students will reveal the ideologies, silences and absences operating within the chosen texts.</p>	
Phase 2 Lesson 10	<p>Core Learning Outcomes TCC 6.5 Students develop criteria-based judgements about the ethical behaviour of people in the past CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups SRP 6.4 Students communicate informed interpretations to suggest reforms to an economic, a political or a legal system. SRP 6.5 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.</p> <p>Exposition: Government Policies and Practices continue... other issues</p> <ul style="list-style-type: none"> • Mission Life – the churches • Exemption certificates • Assimilation Policy • The last thirty years ATSIC and the Torrens Strait Regional Authority <p>Discussion:</p>	<p>Text: SOSE 3, p 100-103</p> <p>Handout: A day in the life of a Queensland mission in the early 1900s Handout: Example of Certificate of Exemption</p>

	<p>Discussion of handout- A day in the life of a Queensland mission in the early 1900s What were the exemption certificates? What did it mean for Aboriginal people?</p> <p>Activity: Word search. Questions that relate to today and the previous lessons topics. Text: question 6. Plot the sites of the mission and reserves in the Port Phillip District on a map of Victoria. Why do you think they were located in these particular places? Can you discover the location of other missions or reserves?</p> <p>Literacy: Students develop and utilise skills in coding competence, in that the word search helps affirm knowledge of the relevant vocabulary. Multiple literacies and the development of the appropriate semiotic system are also used in the development and interpretation of a map.</p>	
Phase 2 Lesson 11	<p>Activity: Work on Field Study</p> <p>Literacy: Aural/verbal literacy skills are developed in the preparation and conducting of the field study.</p>	
Phase 2 Lesson 12	<p>Activity: Work on Field Study</p> <p>Literacy: Aural/verbal literacy skills are developed in the preparation and conducting of the field study.</p>	
Phase 2 Lesson 13	<p>Core Learning Outcomes TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.4 Students produce a corroborated argument concerning causes of change or continuity in environments, media or gender TCC 6.5 Students develop criteria-based judgements about the ethical behaviour of people in the past CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups.</p> <p>Exposition: Where it all began the Impact of Colonisation</p> <ul style="list-style-type: none"> • Captain James Cook – the voyage of discovery • Back to Terra Nullius <p>Conflicts between Aboriginal People and Europeans</p> <ul style="list-style-type: none"> • Attitude and responses – aboriginal and European perspectives • Genocide/Massacres/Extermination • The dispossession <p>Activity: Text, p 99, questions 1-4, 6 and 7 Freeze frames activity from today's lesson, plus the previous two lessons</p>	Text: SOSE 3

	<p>to demonstrate peoples attitudes to towards the indigenous people of Australia, as well as the indigenous people themselves. Field Study Due</p> <p>Literacy: Critical literacy skills apply here in that students interpret the underlying motivations behind biased policy and other documents.</p>	
Phase 2 Lesson 14	<p>Core Learning Outcomes: TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.4 Students produce a corroborated argument concerning causes of change or continuity in environments, media or gender TCC 6.5 Students develop criteria-based judgements about the ethical behaviour of people in the past CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity</p> <p>Exposition: Traditional Aboriginal Land use verses European land use European land use</p> <ul style="list-style-type: none"> • Resources for human use, land for the benefit of the people • Agriculture and Pastoralism • Australian land settlement • Destruction of the environment – not understanding the land <p>Aboriginal land use</p> <ul style="list-style-type: none"> • Ties with the land – the spiritual connection • Management Techniques and Land use – taboos and restriction, fire, fish traps, ‘Gardening’, the knowledge • Material uses of resources – bush tucker, bush medicine, water supplies. • Other resources including – wooden implements such as spears, boomerangs, digging sticks, cooking containers, canoes, sheeting for shelter, plant material for painting, adhesives. <p>Discussion: Aboriginal people made changes to the environment, how was there perspective about land use different from Europeans? Many people today look towards Aboriginal land use management as a way of conserving the environment. Why do you think it has taken people 100’s of years to realise the significance of Aboriginal land use techniques?</p> <p>Activity: Students observe material relating to traditional aboriginal life (everyday activities) and food which aboriginal people gathered, prepared and ate, as well looking at how these materials were used to prepare medicines. Plus work sheet</p> <ul style="list-style-type: none"> • Draw a cause and effect chart to show how land use techniques produce different outcomes from and indigenous and European use. <p>Introduce second assessment piece (essay) – several choices of question.</p> <p>Literacy: The activity engages a multitude of literacies, visual (shape, form, colour), aural, and written, and requires students to interpret what they are</p>	Work sheet: Material use of resources

	<p>observing on the basis of socio/cultural explanations for their creation. This involves the use of critical literacy skills in determining the changing nature of meaning of the various items and the potential differing opinions depending on who the creator or viewer is.</p>	
<p>Phase 2 Lesson 15</p>	<p>Core Learning Outcomes: TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.4 Students produce a corroborated argument concerning causes of change or continuity in environments, media or gender TCC 6.5 Students develop criteria-based judgements about the ethical behaviour of people in the past PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others</p> <p>Exposition: Aboriginal People and the Megafauna</p> <ul style="list-style-type: none"> • What is Megafauna?- the giant marsupials of the past • When did the megafauna exist? • Climate change and the disappearance of the megafauna • The Arrival of humans and there extinction – 15000 years BP • Case Study: Dreaming animals: Extinct megafauna by looking at rock art <p>Aboriginal communities</p> <ul style="list-style-type: none"> • Language groups and clans • Kinship • Trade <p>The Aboriginal Economy</p> <ul style="list-style-type: none"> • Defining the Aboriginal economy in terms of energy rather than money and managing the environment • Unwritten religious rules and taboos for the economy <p>Discussion: What do you think Australia might have looked like when indigenous people and megafauna lived together? What do you think is responsible for the extinction of the megafauna?</p> <p>Activity: Draw a poster which shows how aboriginal people lived before the arrival of European settlers, also include megafauna. Show the aboriginal people might have interacted with these giant animals of the past. Include captions for the people to illustrate what your poster is demonstrating about aboriginal life. Kinship game – to understand the rules, between clans, members inside and outside the group, relationships between men and women.</p> <p>Literacy: Visual literacy skills developed together with an understanding of the ‘poster’ genre.</p>	<p>Text: the Dreamtime animals: extinct megafauna in Arnhem land rock art</p>
<p>Phase 2 Lesson 16</p>	<p>Core Learning Outcomes: TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.4 Students produce a corroborated argument concerning causes of change or continuity in environments, media or gender TCC D6.7 Students explain various groups’ perspectives on the values of</p>	<p>Text: SOSE 3</p>

	<p>peace and social justice PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others</p> <p>Exposition: Spiritual Beliefs – the Dreaming</p> <ul style="list-style-type: none"> • The creation of there lands, animals and the people, • A history told by paintings, dance and word of mouth • Ancestors, rules for the Aboriginal people, the warning of evil forces • Aboriginal totems, sacred sites, customs and way of life • Passing on knowledge – the elders <p>Activity: Guest speakers – variety of Aboriginal people to talk about there culture and stories Students are taught traditional techniques for painting, they create there own art works, using traditional techniques to represent there culture From text read source 5.1.1, 5.1.2, 5.1.3, answer questions 3 – 6</p> <p>Literacy: Visual literacy skills developed in the portrayal of cultural meaning and traditions thorough art, together with an appreciation of the relevant semiotic systems utilised. Aural literacy skills used in the listening to, and interpretation of a first hand account of Aboriginal culture.</p>	
<p>Phase 2 Lesson 17</p>	<p>Core Learning Outcomes TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.4 Students produce a corroborated argument concerning causes of change or continuity in environments, media or gender TCC D6.7 Students explain various groups’ perspectives on the values of peace and social justice PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others</p> <p>Exposition: Archaeological evidence for Aboriginal people</p> <ul style="list-style-type: none"> • Understanding Aboriginal people through archaeology • Middens, artefacts, burial sites and paintings • A history of Aboriginal occupation in Australia <p>Ethics: Indigenous Australians and Archaeology</p> <ul style="list-style-type: none"> • The role of the archaeological enquiry and archaeological organisations, when exploring indigenous sites • Understanding archaeology of indigenous people from a historical, social, political context • Archaeological indigenous artefacts – who do they really belong to <p>Activity: Students construct a time line of Aboriginal occupation and history, including events from the past to the present Students write a paragraph – why is archaeology important for understanding aboriginal societies and cultures? How is archaeological evidence different from historical records? Consider that white people wrote the only written records at the time. Students examine artefacts – they interpret what the artefact would have</p>	

	<p>been used for, how it was made, draw a sketch of the artefact, why it was significant to the aboriginal people</p> <p>Literacy: The activity engages a multitude of literacies, visual (shape, form, colour), aural, and written, and requires students to interpret what they are observing on the basis of socio/cultural explanations for their creation. This involves the use of critical literacy skills in determining the changing nature of meaning of the various items and the potential differing opinions depending on who the creator or viewer is. Critical literacy and semantic competency is developed through the discussion of the role of written white people's history in the construction of Australia's history.</p>	
Phase 3 Synthesising Lesson 18	<p>Exposition: Summary and conclusions</p> <p>Class Discussion: Have your attitudes and beliefs about Aboriginal people changed over the course of this topic. Why/why not?</p> <p>Activity: Work on assignment</p> <p>Literacy: All literacies engaged in this unit are utilised in the analysis of how the student's beliefs may have been affected by the variety of material presented to them in the course of this unit.</p>	
Phase 3 Lesson 19	<p>Activity: Test</p> <p>Literacy: Written and visual literacy skills utilised.</p>	
Phase 3 Lesson 20	<p>Activity: Work on assignment</p> <p>Literacy: Written and visual literacy skills utilised.</p>	
Phase 3 Lesson 21	<p>New Topic Assignment Due</p>	

Teaching Strategies

In addition to the specific content of each lesson, and the activities or experiences that will be utilised to facilitate learning, the following teaching 'strategies' will be employed.

Active construction of meaning

Importantly, in the introduction here, the background and potential knowledge for the target group of students was discussed. This is significant here as it is recognized that the “starting-point for the active construction of meaning is determining what students already know and can do” (SOSE Sourcebook, p.14). While students may bring with them into class “knowledge, beliefs, values and attitudes that reflect their own experiences and their social and cultural backgrounds” (SOSE Sourcebook, p.15), it is their values and attitudes that will really be challenged in this instance, through the elaboration upon the variety of representations of Aboriginal people in a variety of media (critical literacy). This data acquisition phase for the teacher, in determining what the students know from these perspectives, involves the brainstorming and ‘workstation’ activities of the first lesson. Not only are students asked what they know of Aboriginal culture, but their values and attitudes can be determined from how they interpret a number of artifacts, images and other representations of Indigenous Australians. From this starting point a variety of critical literacy activities can be employed to enhance the students abilities to understand other peoples values and attitudes as well as reflecting their own.

Other “strategies that promote an active construction of meaning in Studies of Society and Environment” (SOSE Sourcebook, p.15) could include (and I quote):

- bringing the community and its resources into the school and taking the classroom out into the community [field study piece of assessment involving the interview of an Aboriginal person, and the initial workstation activity where artifacts and the elements of modern and traditional aboriginal culture are highlighted].
- involving students in community texts, popular culture, excursions, community service, enterprise and environmental projects to provide them with a range of new experiences and alternative perspectives [newspaper article writing, viewing artifacts, interviewing aboriginal people and classmates]
- providing opportunities for students to reflect on their own or others knowledge, values, attitudes or behaviours [student responses to the ten point plan]

- providing activities which have practical and real-life meaning and application for students, where students recognise that they are part of the society and environments that they are studying [kinship game and field study piece of assessment involving the interview of an Aboriginal person]
- using inquiry approaches that support students constructions of meaning [field study piece of assessment involving the interview of an Aboriginal person]
- providing opportunities for students to solve problems and make judgments in relation to information or contexts which are new to them [the ‘what if’ activity]

Social and environmental inquiries

This unit “promotes social and environmental inquiry into topics of relevance to students and enables students to practise critical and creative thinking, problem solving and decision making in real-life and lifelike contexts” (SOSE Sourcebook, p.15). This involves both “problem solving and decision making techniques” which involve “introspection and reconsideration of values, processes and concepts; and encourage student action and evaluation of consequences and outcomes” (SOSE Sourcebook, p.15). This involves literacy skills also in that a multitude of literacies are engaged in undertaking these inquiries. By focusing on the relationships between people, social inquiry requires and develops skills in critical literacy, to interpret and ‘evaluate’ the opinions of those involved in these relationships.

Some strategies that promote social and environmental inquiry include (SOSE Sourcebook, p.15):

- . modeling processes associated with the phases of inquiry for example, framing questions and analysing evidence [field study assessment item including development of interview questions]
- . providing access to a range of human and material resources [as above]
- . providing a supportive and challenging environment in which students can discuss controversial issues, come to different conclusions based on similar experiences and data, justify their own views and make up and change their minds on issues [every lesson of this unit]

- . exposing students to a range of perspectives about topics and issues [every lesson in this unit]

Metacognition

“Learning is a lifelong process. Students need to learn how to learn, to develop an awareness of their knowledge and thinking processes and to take control of this thinking” (SOSE Sourcebook, p.16). Literacy is critical here. Literacy is a skill, together with others that allow students to continue to learn throughout their student lives and after school also. Students must learn to reflect upon what they are learning. This is aided through the application of critical literacy, or semantic practice. Reflection is “an interrelated part of the learning process, occurring before, during and after the learning experience” (SOSE Sourcebook p.16).

In Studies of Society and Environment, students might:

- identify, at any point, the stage of the process in which they are working and the effectiveness of their actions in terms of reaching the final goal [field study assessment item requires the determination of which questions to ask and actively remodel the questions at the time of interviewing]
- reflect on what has been done and learned or what they already know [brainstorming session]

Narrative

“Narrative is identified as a sequence of events chained together. The use of narrative in lessons is identified by an emphasis in teaching and in student responses on structures and forms. These may include the use of personal stories, biographies, historical accounts, literary and cultural texts.” (EQ, Productive Pedagogies)

A local member of the Aboriginal and Torres Strait Islander community could come into the class and discuss his/her experiences of society and family from their point of view. This could include their impressions as both a child and later understandings as an adult.

Surveys, questionnaires and interviews

Surveys, questionnaires and interviews are “fundamental tools of social research” (Studies of Society Syllabus, p.18). Students need to be familiar with the basic principles of survey and questionnaire design, implementation and interpretation. In-depth interviews, conducted in conjunction with a questionnaire, are useful ways for students to extend the level of response to questions. They enable students to check for valid interpretation of responses. This meets the requirements of the four kinds of literacy resources, code-breaking, text-participating, text-using, and text-analysing.

In reference to the literacy goals of this teaching/learning strategy, students should be aware of:

- . careful preparation and investigation of the issue before the construction of a survey or questionnaire, so that the survey instrument will focus clearly on the issue
- . careful question construction, to avoid double-barreled or ambiguous questions, or questions that suggest the answer being sought
- . clear and simple language in questions
- . decisions about using open and closed questions
- . issues relating to sampling and reliability, if appropriate
- . recognition of the tentative nature of conclusions drawn from questionnaires and surveys, particularly if the sample is small

Justification

[All components of the ‘Justification’ marking criteria and answer here in an integrated fashion – except ‘your role’ which is discussed extensively under ‘Teaching Strategies’]

The justification here can be summarised as being composed of three ‘streams’ of reasoning. The unit has been constructed in a way to achieve outcomes, specific to the curriculum and literacy outcomes on the basis of three things. It meets the requirements of the class and allows for the adoption of appropriate teaching strategies, it is compliant with the education Queensland requirements for the

production of a unit on the basis of literacy and learning outcomes (see teaching strategies above), and it can be justified on sociological, or more broader grounds as revealing the details of an important issue to the students.

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. In Australian society, this 'blindness' has led to the development of locational disadvantage, and divisions in society along socio-economic and racial lines. This is especially the experience for indigenous Australians.

This situation is confronted and addressed through a workstation activity, which engages a multitude of literacies, visual (shape, form, colour), aural, and written, and requires students to interpret what they are observing on the basis of socio/cultural explanations for their creation. This involves the use of critical literacy skills in determining the changing nature of meaning of the various items and the potential differing opinions depending on who the creator or viewer is. It demonstrates that there is "no single, innate, truthful, [or] accurate meaning of a text [or other material also]" (Lecture Notes week 3). The extent to which students have pre/misconceptions will be determined through the use of 'pre-reading discussions' (Lecture Notes, Week 5).

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 culture has 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.

This fact is revealed (and lends itself) to the use of a critical literacy approach. Critical literacy skills apply here in that students interpret the underlying motivations

behind biased policy and other documents. As text analysts, the students will reveal the ideologies, silences and absences operating within the chosen texts (Lecture Notes, Week 3).

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).

Students can deconstruct newspaper reports and analyse and present their findings through the utilisation of multiple literacy skills. Multiple Literacies are developed through the use of the newspaper genre, with students communicating about indigenous cultures on a local and global scale, involving overt instruction and critical framing). Luke and Freebody's four resources model is also called into play (Freebody and Luke 1990). Each of the four resources are used. Students have to decode the typical newspaper genre, understand how the particular text affect its meaning (semantic competence), display pragmatic competence in the real world development of their own article, and critical competence to determine how the potential reader may interpret their article.

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, 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. Pragmatic competencies (Lecture Notes, Week 3) will be demonstrated here, as students are asked to step outside the normal and comfortable framework of historical study, and are required to make conclusions about the operations and desirable operation of today's society and its institutions.

Students will be able to demonstrate their achievements, through auditory, visual and kinaesthetic ways to communicate geographical, environmental and social-environmental interactions. Assignments include posters, performance, newspaper articles and the creation of maps. This allows for the adoption and use of the appropriate semiotic system (Lecture Notes, Week 3).

Activity – Repatriation of Aboriginal Remains

The two tables list the views of people who believe that the remains of Indigenous Australians should be kept in museums (anti-repatriation) and those people who believe that those remains should be returned (pro-repatriation).

Please look at these comments and think about the following question

- Who has the best (most compelling) argument?
- Why do you think each person has these views?
- What can you conclude about each persons opinions of living Aboriginal people [nothing]?
- What do you notice about who these people are and what they do as a job.
- How could both sides be satisfied?

Anti Repatriation Exponent Comments

Camp	Exponent	Comment
Anti Repat- riation	Neil Chalmers, Natural History Museum London	We can study [human evolution] because we have the whole collection together. [When asked if the scientific benefits outweighed the cultural ones, he said] The scientific benefits are global in their importance. (MacAskill E, Guardian 5 July 2000)
	Dr Norman MacLeod, Museum of Natural History (UK)	I do have sympathy for the position of the Aboriginal peoples ... But, even with respect to their claims, there are practical problems in the sense of how far back does this extend? Are we to return fossils ... If we were to repatriate them to the wrong groups or the wrong individuals, then we would open ourselves up to legal action (The Australian 30 July 2003)
	Professor Robert Foley, Cambridge University	The importance lies in the fact that they are basically the record of our species' history [collections of remains]. If you are interested in humans ... these collections are the information devices, they're like the books in which the history of our species is written ... [T]here are also benefits in allowing this material to remain, that by keeping them preserved when it's contributing to a great emphasis on Australian Aboriginal culture within human history, and I think that's an important contribution that again maybe their children and their grandchildren will be grateful that that material is preserved. (The World Today, ABC Radio, 30 July 2003)
	Dr Amiria Salmond, Museum of Archaeology and Anthropology	A lot of material is still around today because of [Professor Haddon's] collecting trip. It is stuff that no longer exists on their islands. It was a culture in the process of an enormous amount of change. (Jury L, The Independent 8 August 2001)

Pro Repatriation Exponent Comments

Camp	Exponent	Comment
Pro Repat- riation	Bob Weatherall, Foundation for Aboriginal and Islander research Actions (FAIRA)	They are not dead to us. I believe that the spirits will never get their rest with non Aboriginal people doing that repatriation (Corkill M, The Courier Mail Brisbane 8 July 2003)
		At the moment within Australia, there's a big cloud over whether black fellas are going to be pre-eminent in the whole process of repatriation. I see this as a violation of our basic human rights and fundamental freedoms. (McGuirk R, AAP 4 August 2003)
		They are in possession of stolen property ... It's important for the spirits of our people to pass into the spirit world and they can't do that here in this land [Britain]. (AAP 1 August 2003)
		Their hearts, their lungs, their uterus, their penises – we want to take them home from this barbaric place. (AAP 1 August 2003)
		They are not willing to face the errors of their ways, and they use ancient and out-of-date legislation to prevent us having any say in the safekeeping or handling of these poor people. (Hawthorne M, AAP 30 July 2003)
	Tony Eggleton, National Council for the Centenary of Federation	We are not expecting miracles overnight. It would be a good gesture to the indigenous population to have [remains] collated and returned. Having forebears remain overseas and unrecognised is painful for them. (MacAskill E, Guardian 5 July 2000)
	Tristram Besterman, Manchester Museum	The return of the remains ... is an act that recognises our common humanity ... by returning these remains now, we hope to contribute to ending the sense of outrage and dispossession felt by Australian Aborigines today, and trust that we can begin to build a more rewarding relationship based on mutual understanding and respect. (The Voice/Black Britain 29 July 2003)
	Rodney Dillon, ATSIC	Never have I come across a bloke with such a nasty attitude towards Aboriginal people – not even understanding that these remains belong to our people and the importance of coming back [Comments referring to the director of palaeontology at the Museum of Natural History, London]. (The Australian, 30 July 2003)
		This has been a long saga but it could be coming to an end and we look to working with museums in a spirit of reconciliation ... We can't fix the problem of what has happened for the past 200 years but this move [UK recommendation for release of remains] can be part of the healing – it will give our people strength. (Briggs J. Hobart Mercury 12 November 2002)
		You can't argue about the right of these remains to come home and rest in the place where they belong. This is not about ownership. This is about the right of the people, that the remains of these people come home. (Source unknown)
		These are our people's remains, not just human bones. These scientists are not doing us a favor by giving them back to our people. These remains belong to our people. They were stolen. It is our right to have them returned. It is their right to be returned ... I do not expect these scientists to understand our culture, but I do expect them to respect it (ATSIC Media Release 16 May 2003)
	Dawn Casey, national Museum of Australia	[The facilitation of the repatriation of remains] is a vital role for the National Museum, and an important recognition of the right of the Ngarrindjeri people to have control over the remains of their ancestors – something accepted by museums now, if not in the past (National Museum, Media Release 28 April 2003)

Appropriate Use of terms for Aboriginal People

Less Appropriate	More Appropriate
Prehistory	Aboriginal history
Dreamtime	Indigenous Australian history 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.

SOSE Curriculum: Indigenous People of Australia: Where we are now, Where we came from

21 Lessons (3 x 70 minute lessons per week)

Day Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	Introduce Unit		World Indigenous Societies	Indigenous Social Issues	
2	Defining Indigenous Australian People		Famous Indigenous Role Models	Current Aboriginal Issues within Australian Society	
3	Current Aboriginal Issues within Australian Society cont.		Legislation and the Law	Government Policies and Practices	
4	Government Policies and Practices		Work on Field Study	Work on Field Study	
5	Impact of Colonisation		Aboriginal and European Land Use	Aboriginal People, Communities and Economy	
6	Spiritual Beliefs – The Dreaming		Archaeological Evidence for Aboriginal People	Summary and Conclusions	
7	Test		Work on Assignment	New Topic	

SOSE Curriculum: Indigenous People of Australia: Where we are now, Where we came from

Unit Overview

Unit	Title	Outcomes	Time	Assessment	Due Date
Depth Study	Unit 1. Indigenous People of Australia: Where we are now, Where we came from Part A: Where we are now <u>Current Australian Indigenous issues within Australia</u> World Indigenous Societies: Australian Aborigines Indigenous social issues Australian Indigenous role models Current Aboriginal issues within Australian society Australian Indigenous people, legislation and the law	TCC 6.3 students collaboratively identify the values underlying contributions by diverse individuals and groups in Australia or Asian environments. TCC D6.7 students explain various groups' perspectives on the value of peace and social justice. TCC 6.5 Students develop criteria-based judgements about the ethical behaviour of people in the past CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups. CI D6.1 Students use surveys and constructed interviews to analyse community attitudes towards cultural diversity CI 6.2 Students develop a proposal to promote a socially just response to perceptions of cultures associated with a current issue. SRP 6.4 Students communicate informed interpretations to suggest reforms to a economic, a political or a legal system. SRP 6.5 Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.	4 weeks	Field study	Lesson 13
	Part B: Where we came from <u>Where it all began – Going back to the Past</u> time 3 weeks The impact of colonization Conflicts between Aboriginal people and the Europeans Traditional Aboriginal land use verses European land use Aboriginal communities Spiritual Beliefs The Archaeological evidence	TCC 6.1 Students evaluate evidence from the past to demonstrate how such accounts reflect the culture in which they were constructed. TCC 6.4 Students produce a corroborated argument concerning causes of change or continuity in environments, media or gender TCC 6.5 Students develop criteria-based judgements about the ethical behaviour of people in the past CI 6.1 Students analyse the ways in which various societies inhibit or promote cultural diversity CI 6.4 Students describe instances of cultural change resulting from government legislation or policies that have impacted on cultural groups PS D6.5 Students analyse patterns of spatial variations to compare their views on the care of places with those of others TCC D6.7 Students explain various groups' perspectives on the values of peace and social justice	3 weeks	Essay	Lesson 21

Resources

Text

Aboriginal Alcohol Use and Related Problems, Expert Working Group Report to the Royal Commission into Aboriginal Deaths in Custody (1991)

- Handout, myths about Aboriginal people, plus unit content.

Aplin, G. 1998, *Australians and their Environment: An Introduction to Environmental Studies*, Oxford University Press, Melbourne

- Illustrates how Aboriginal people use the environment, spiritual connections to the land. Demonstrates how Aboriginal people use material resources and bush medicine. Utilised for O.H.T (visual) in teaching and handouts.

ASTIC Annual Report 1990-1991, pp 20-32

- Core content, O.H.T, handouts and discussions in class

A National Aboriginal Health Strategy, Report of the National Aboriginal Health Strategy Working Party (March 1989)

- Core content, O.H.T, handouts and discussions in class

ASTIC 1997, *A Plain English Guide to the Wik Case*, Paragon Printers, Canberra, pp. 1-6

- Core content, O.H.T, handouts and discussions in class

Australian Indigenous Studies, study book 2003

- Core content, O.H.T, handouts and discussions in class

Burger, J. 1990, *The Gaia Atlas of the First Peoples*, Anchor Books, Doubleday, New York.

- Used for O.H.T and teaching.

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.

- Core content, O.H.T, handouts and discussions in class

Cross Cultural Mental Health Awareness Facilitating Team 1997, *An Introduction to recent Aboriginal and Torres Islander History in Queensland*, Rural Health Training Unit, Cairns, p 39, 40- 42

- Core content, O.H.T, handouts and discussions in class

Frauenfelder, P., Sidaway, K., Goy, C., Hayman, J., Adamou, M., Le Page, I., Cullen, M. 2001, Longman Outcomes, SOSE 3. Pearson Education Australia Pty Limited, Melbourne

- Used a set text resource for students over the course of the unit. Including understanding topic, answering questions, using sources.

Office of the Minister for Aboriginal and Torres Strait Islander Affairs 1994, *Rebutting the Myths*, AGPS. Canberra

- Core content, O.H.T, handouts and discussions in class

Walkingstick Garrett, 1995, 'Between Two Worlds: Cultural Discontinuity in the drop out of Native American Youth. Michael, *The School Counsellor*, , vol 42, pp 186-95

- Core content, O.H.T, handouts and discussions in class

The Dream Time Animals: Extinction Megafauna in Arnhem land rock art. (not sure of the other info for this)

Handouts/Worksheets

Handouts

Assessment Criteria and unit overview (Lesson 1)

- Criteria of assessment. Overview –what will be covered over the course of the unit

Native American Youth and American Society (Lesson 2)

- A case study about Native American Youths in American, coming to terms with fitting into American society, as well as hold on to their own culture and identity

Myths About Aboriginal people (Lesson 3)

- Explores peoples misconceptions about aboriginal people

Appropriate use of terms for Aboriginal people (Lesson 4)

- Show the right way of using terminology, in reference to Aboriginal people

Famous Indigenous people (Lesson 5)

- A collection of papers about famous Indigenous people

Repatriation Activity (Lesson 6)

- Students compare views on the repatriation of Aboriginal remains.

Ten point plan (Lesson 7)

- Outlines the Ten Point Plan implemented by the government, shows new policies which are for Aboriginal people

Provisions of Queensland Aboriginal Acts, 1897-1979 (Lesson 9)

- Outlines controls and regulations of this act, also has a series of questions which students must complete

A Day in the life of a Queensland mission in the early 1900s (Lesson 10)

- About the job of the Queensland missions and how they tried to convert Aboriginal people into Christians

Exemption Certificate

- Shows the process of filling out an exemption certificate, and what the Aboriginal people gave up by signing this certificate

Worksheets

Aboriginal People of Australia: Group Activity (Lesson 1)

- Class activity for students to complete, which covers areas within the topic

Material uses of Resources work sheet (Lesson 14)

- Class Activity for students to understand how Aboriginal people used material resources and cooking techniques used by Aboriginal people

Xpata Worksheets

www.Xpata.com/V2

- A variety of teaching strategies suggested by teachers, including SWOT analysis, What-If, concept map, Extent Barometer

Overhead Transparencies

- are a visual tool for teaching and are used in through the entire unit. They provide significant factual information for students to learn. O.H.T are particularly useful for this unit as there is a lot of content to cover

References/Bibliography

Anstey, M. and Bull, G. (2004) 'How texts reconstruct reality', Chapter 9 in *The Literacy Labryinth* 2nd edn, Frenchs Forest: Pearson Education, pp. 230-257

Cope, B. and Kalantzis, M. (eds) (2000) 'Introduction' in *Multiliteracies: Literacy learning and the design of social futures*. London: Routledge

Freebody, P. & Luke, A. 1990, Literacies programs: Debates and demands in cultural context', *Prospect: A Journal of Australian TESOL*, vol. 5, no. 3, pp.7-16.

Freebody, P. and Luke, A. (2003) 'Literacy as engaging with new forms of life: The Four Resources Model', Chapter 4 in G. Bull and M. Anstey (eds) *The Literacy Lexicon*, 2nd edn, Frenchs Forest: Pearson Education, pp. 51-65

Queensland School Curriculum Council 2001, *Literacy: Position Paper*, QSCC (online), Available: <http://www.qsa.qld.edu.au/publications/1to10/files/literacy.pdf> (24 March 2004).

Queensland Studies Authority (2000) *SOSE Initial Inservice Materials*, Department of Education, Queensland.

Queensland Studies Authority (2000) *SOSE Sourcebook Modules*, Department of Education, Queensland.

Queensland Studies Authority (2000) *SOSE Sourcebook*, Department of Education, Queensland.

Queensland Studies Authority (2000) *SOSE Syllabus*, Department of Education, Queensland.

The State of Queensland (Department of Education) (2001-2003) *Productive Pedagogies: The Curriculum Organisers* (Multiliteracies and Communications Media) <http://education.qld.gov/corporate/newbasics/html/curric-org/comm.html>

Myths About Aboriginal People!

Myth 1: Aboriginal People and Alcohol

- Up to 35% of Aboriginal men do not drink, compared to only 12% of non-Aboriginal men
- 40% to 80% of Aboriginal women do not drink alcohol at all, compared to 19% to 25% of non-Aboriginal women

Myth 2: Aboriginal People don't want to work

- Unemployment rates vary from community to community, however unemployment rates for Aboriginal people are four times lower than the national average
- Unemployed Aboriginal people are entitled to Job Search or New Start Allowance, same payment, as other Australians

Myth 3: Aboriginal People get special treatment

- ABSTUDY is means tested, same as other Australians
- Only 50% of Aboriginal children have access to pre-school education, compared to 90% of children in the wider community
- Only 26% of Aboriginal people own their own home, compared to 70% of all other Australians

Myth 4: Separate Aboriginal services, provide special privileges

- Life expectancy for Aboriginal women is up to 15 years less, than that of Australian women generally. For men it is 22 years less than that of Australian men generally
- Hospital attendance rates fell more than 50% in Australia between 1974 and 1984
- The rate at which Aboriginal people are imprisoned is 29 times higher than other Australians

Myth 5: The free car

- It has been said aboriginal people receive a free car, without making any contribution. **False**
- Other variations include that Aboriginal people only have to make one or two payments, then get the car. Or Aboriginal children get a free bicycle. **Wrong again!**

Native American Youth and American Society

- There are more than 2.3 million Native Americans in the United States, however this only accounts for 1% of the total U.S population.
- It is said Native Americans account for 50% of the diversity. This diversity is illustrated by 252 languages, 505 federally recognized tribes, 365 state recognized tribes and many nations
- A large proportion of the Native American population is of the average age of 17.3, compared to 29.5 years for the rest of the U.S. Despite the potential and willingness to learn, there are rapid performance declines after the fourth grade.
- Suggested reasons include strong family ties, traditional beliefs, less of an emphasis on formal education and intrinsic worth.
- Cultural commitment can be described as four divisions – Traditional, Transitional, Bicultural and Assimilated (discussion of there definitions in class)
- Transitional and Bicultural Native Americans have the most difficulty fitting into society, as a result of cultural discontinuity. Native Americans practice there own traditional values and beliefs, but are also expected to follow mainstream society.
- Native American culture focuses on the importance of family, leadership and noninterference
- Richard H. Pratt founded one of the first Indian boarding schools, proposing the following slogan “Kill the Indian and save the man”
- Native American were expected to give up there traditions, values, beliefs, culture in the name of dominant society. Native American youth experienced Mother Earth, Father Sky and the Great Spirit in a secure environment. Then attended public school to experience mainstream values and beliefs that were foreign.
- Today society thinks differently, it is important that Native American youth can be a part of both their traditional society and mainstream American society. The following suggestions have been made: opportunities for visual and oral learning, mentors such as elders for learning, inter-group competition

Source: Between two worlds: Cultural discontinuity in the drop out of Native American Youth. Michael Walkingstick Garrett

Aboriginal People of Australia: Group Activity

Your group has 3 minutes to read and interpret information from each station, then answer all the questions correctly. Then at the end of 3 minutes you will move onto the next station, you must hand in your sheet at the end of the lesson.

Good Luck!

The first visitors

1. Who were the first visitors to Australian shores? What was there relationships like with the Aboriginal people?

2. What type of trade occurred between the visitors and the Aboriginal people?

3. Who was Ptolemy?

Captain Cook

1. What was the name of Captain Cook's ship?

2. How did Captain Cook end up in Australia?

3. What does the term *terra nullius* mean?

Arrival of the Europeans

1. What were some of the attitudes of the Europeans when they saw the Aboriginal people for the first time?

2. What caused the violence to begin?

3. What were the missionaries trying to achieve by converting aboriginal people into Christians?

Famous Indigenous Australians

1. What is Cathy Freeman symbolizing when she ran with both the Aboriginal flag and Australian flag at the Sydney 2000 Olympics?

2. Why is Eddie Mabo significant to indigenous people and Australian history?

The Dreaming

1. What is the story of the Rainbow Snake about?

2. Why are stories of the Dreaming important to Aboriginal society?

3. How did aboriginal people pass on their histories for future generations?

Aboriginal culture and food

1. How did Aboriginal cultural constructs influence the way in which they viewed the landscape?

2. What types implements could be made from native vegetation?

3. What are some traditional foods prepared by Aboriginal people?

4. Aboriginal people had there own bush medicine, what symptoms could the medicine treat?

Questions and Answers about Aboriginal People and Torres Strait Islanders.

There are many common questions that we should be asking ourselves about Aboriginal people, to often we make assumptions without asking the important questions and checking the facts first. Before reading the handout, Face the Facts, answer the following questions. Then read the handout and compare your answers, how does this compare to your answers and what you thought you knew about Aboriginal people. Use the questions to create a survey sheet, and survey ten other people. You must survey a variety of people, for example a friend, parent or guardian, community member, a person from a government agency. At the end of the survey, give the person the answers from your handout, watch their reaction, ask them what they think about Aboriginal people now, after have read the answers to your questions. Then with the information you have gathered write a short report on what people really know about Aboriginal people.

Questions.

1. Do you think you have a good knowledge about Aboriginal people? Why/why not?
2. What is your definition of an Aboriginal or Torres Strait Islander person?
3. What is reconciliation?
4. Were Aboriginal children forcibly removed from their families?
5. Where do Aboriginal people live today?
6. Are Aboriginal people disadvantaged? Name at least two areas if you believe this to be true.
7. Do Aboriginal children face any problems today? If yes, state two of the possible problems.
8. Do Aboriginal people have a problem with alcohol? Give a reason for your answer.
9. Do Aboriginal people get higher unemployment benefits than other Australians?
10. Do Aboriginal people receive special treatment from the government?
11. What is ATSIC? What does it do?
12. What did the Mabo decision say?
13. Do other Australians think their land will be taken away from them as a result of the Mabo decision?
14. What is the Wik case?
15. Do you know what the outcome was from the Wik case? If yes, state the outcome.
16. Do you agree with the outcome from the Wik case?

The Fire Peoples 1830's - 19830's: A History of the Burra.

Read the hand on the Fire peoples and answer the following questions in your note books.

1. What happened to Aboriginal people when the white invaders arrived on the Darling Downs?
2. What are Linguistics?
3. What did early scholars think and believe about the Aboriginal peoples culture and lifestyle?
4. What was the advantage of the linguists? Did they use this advantage to help the Aboriginal people?
5. What is the Dreaming?
6. What is a tribe? Write a definition.
7. Who was Tindale?
8. Write two things about Aboriginal people based on the current theories about Aboriginal people.
9. What is the name used for the Aboriginal people who live on the Darling Downs? Is this name accurate? Give reasons why/why not.
10. What evidence is there to suggest the existence of the Aboriginal people on the Darling Downs? Describe the types of evidence, as well as what the evidence is.
11. Write a paragraph about the economic life of the Darling Downs people.
12. Write a paragraph about the community life of the Darling Downs Aboriginal people. How does there community compare with your community? Write three differences and three similarities to compare them.

Field Research Assignment

You must undertake a field study of an aboriginal issue, to understand community attitudes towards Aboriginal culture and cultural diversity. You will use the information from the field study to suggest changes to meet the needs of both Indigenous and non-Indigenous Australians

Part A Field Research Proposal

You must submit your chosen topic selection for your field study. This section must include how you intend to conduct the research, for example surveys, interviews, newspaper articles, use of the internet. In addition you must follow strict guidelines when accessing sensitive information and interviewing or surveying the community. You must consult at least 2 indigenous people when conducting your research. Make a hypothesis of the expected response.

You must choose one of the following topics or consult the teacher to choose an appropriate topic.

The following topics are suggested

- Native title and the Ten point plan
- Overcome bias within the legal system
- Decrease to the unemployment rate in cities
- Increasing Aboriginal people to stay in the education
- Health care for Aboriginal people
- Exploitation of Aboriginal cultures and symbolism to promote Australia
- Increasing cultural awareness of Aboriginal people into the community

Part B: Field Research

You must conduct interviews and collect surveys. Record who you interviewed and what their responses were. Include additional material used including internet resources, books and newspaper articles.

The write up must include the following:

- What the issue is
- What were the problems
- What were the people attitudes and responses
- Was it what you expected
- Do your own attitudes reflect what you found out from your field research.

Report format:

- Title page, contents page
- Aim, including what the issue is
- Hypothesis
- Materials
- Method of research
- Results and collected data

Conclusion/discussion of field work, including suggestions

Field Study

Criteria	A	B	C	D	E
Investigating/ Research/ Analysis	The student has an excellent understanding of the topic. Clearly defines field study and method of research. Explanation issue are detailed. Excellent collection of sources. Excellent consideration of the indigenous peoples culture and the community.	The student has a good understanding of the topic. Descriptions of the field study are generally good, although more detail and accuracy is needed. Good consideration of the indigenous peoples culture and the community.	The student has a satisfactory understanding of the topic. Descriptions require more detail. There was only limited.	The student does not understand the topic. Consideration of the indigenous peoples culture and the community was deficient.	The student does not understand the topic. Information is inaccurate and incomplete.
Creating/ Initiative/ Decision Making	The student has developed an excellent field study that has used a comprehensive range of information to support hypothesis. Innovative and appropriate understanding of field study. Suggestions have been evaluated and justified competently. The student has used logical, well structured criteria to make suggestions.	The student has developed a good field study that has used appropriate information to support hypothesis. The recommendations are generally logical. These suggestions have been suitably evaluated and justified. More criteria could be used for the evaluation process.	The student has developed an adequate field study. Some of the information used for the hypothesis is not totally relevant. Some suggestions have been selected. These suggestions are not fully evaluated and justified. Suitable criteria have not been used properly.	The student has not developed an appropriate field study. More detailed suggestions are necessary. More appropriate criteria are needed to help evaluate and justify suggestions.	The student has experienced difficulty in devising suggestions and developing criteria. Irrelevant information has been used. Evaluation and justification are incomplete or missing.
Communicating	The field study has been written clearly and concisely. Relevant information has been gathered, recorded and organised effectively. This student has an excellent use of language skills and appropriate use of terminology. All information has been referenced in an appropriate manner.	The field study 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 field study. Some sections require more organisation. Information used in the report has been referenced appropriately.	The field study is satisfactory in most parts. Problems do exist with sentence structure, spelling and sometimes expression. The field study 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 field study has been presented with little attention to language skills. There are numerous spelling and punctuation errors. The field study 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 report has been presented with no attention to language skills. There are numerous spelling and punctuation errors. The field study format has not been effectively used. Information is not organised. The student has not used appropriate graphics or secondary sources.

Indigenous People of Australia: Where we are now, Where we came from

Essay

Length: 500 words

Guidelines

- You are to select ONE question to answer
- Evidence from several sources, primary and secondary must be provided
- Show use from books, journals, the internet, CD-ROMS, videos and kits
- Bibliography to be provided in alphabetical order

Essay Topics

1. 'Indonesian Fishermen came to Australia long before Captain Cook. Why were the Aboriginal people able to co-exist in harmony with these people'. What evidence supports this statement.
2. 'Terra Nullius' - meaning land of no-one, were the words of the British to describe the occupation of Australia. What were the British motivations for using this term? What did it mean for the Aboriginal people?
3. What is the significance of the Dreaming? What evidence is there support an Aboriginal view of creationism?
4. What does archaeological evidence tell us about Aboriginal people and there culture? How is this perspective different, from that of the Europeans? Use evidence to support your answer.

Indigenous People of Australia: Where we are now, Where we came from: Essay

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 of the essay 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 essay 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 essay. 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 essay. Limited use and discussion of topic.	The student has not developed an appropriate essay. Very limited use and discussion of topic.
Communicating	The essay 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 essay 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 essay has been referenced appropriately.	The essay is satisfactory in most parts. Problems do exist with sentence structure, spelling and sometimes expression. The essay 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 essay has been presented with little attention to language skills. There are numerous spelling and punctuation errors. The essay format has not been effectively use. Information requires careful organisation. The student needs to work on developing a variety of appropriate graphics and using a range of secondary sources.	The essay has been presented with no attention to language skills. There are numerous spelling and punctuation errors. The essay format has not been effectively used. Information is not organised. The student has not used appropriate graphics or secondary sources.