

MACQUARIE
JUNIOR ATLAS
OF INDIGENOUS
AUSTRALIA



JUNIOR ATLAS OF INDIGENOUS AUSTRALIA

TEACHING NOTES

The *Junior Atlas of Indigenous Australia* is a unique tool for students in upper primary and early secondary to explore and gain understanding of the lives and cultures of Australia's First Peoples.

An atlas is a book of maps. Information presented as a picture is usually easier to understand than a whole lot of words. A map is a form of picture, presenting information clearly and succinctly. The *Junior Atlas of Indigenous Australia* includes more than 130 maps and more than 165 photographs, artworks, illustrations, charts and graphs. Each item is accompanied by a short, easily digested piece of text giving extra information for deeper understanding.

The *Junior Atlas of Indigenous Australia* is a collaborative publication between the Australian National University, the Australian Bureau of Statistics and Macquarie Dictionary. It is based on the two editions of the *Macquarie Atlas of Indigenous Australia*. The content has been adapted to suit a younger audience by the General Editors, Bill Arthur from the Centre for Aboriginal Economic Policy Research (CAEPR) at the Australian National University and Victoria Morgan, Managing Editor from Macquarie Dictionary Publishers. It includes contributions from more than 40 authors from a wide variety of places and professions – from universities, the arts world, Indigenous organisations and members of Community. Some additional material has been supplied by researchers and writers at Macquarie Dictionary, in some cases to update information, and in others to provide material relevant to the younger audience.

The Teaching Notes were prepared by Jasmine Seymour in conjunction with Macquarie Dictionary. Jasmine is a Dharug woman and a descendant of Maria Lock, daughter of Yarramundi, the Boorooberongal Elder who met Governor Phillip on the banks of the Hawkesbury River in 1791. She is a primary school teacher, Dharug language teacher and activist, artist and a published author of children's books which integrate Dharug language throughout.

The Teaching Notes for the *Junior Atlas of Indigenous Australia* provides direct questions, class discussion topics, activities and research tasks or inquiries on a chapter-by-chapter basis. To complement work in the classroom, an Australian Curriculum outcome with its elaboration is given at each chapter for Year 5, Year 6 and Year 7. While many Curriculum outcomes relate to each chapter at each year level, one is provided as a starting point, and in some cases more.

Advice for teachers

The Department of Education for each state and territory have guidelines, protocols or access to consultant groups for teaching Aboriginal and Torres Strait Islander culture. We advise that teachers familiarise themselves with those of their state or territory. Guiding principles are also available from the Australian Curriculum:

<https://www.australiancurriculum.edu.au/media/3739/guiding-principles.pdf>

For some activities, it is suggested that Elders, Traditional Custodians or members of Community be invited to the school as guest speakers. It is important, when arranging these visits, that the teacher consults the guest regarding what will and will not be discussed during their visit, particularly in relation to sensitive issues. The teacher should also advise on the activity or inquiry in question, likely questions from students, and any other information relevant to the activity.

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Internet websites for tasks or suggested reading

In a few instances, specific URLs for websites are given. While these have been checked at the time of publication we strongly recommend that the teacher checks them before allowing students access to them.



The Australian National University, the Australian Bureau of Statistics and Macquarie Dictionary acknowledges the Traditional Custodians of Country throughout Australia and their connections to lands, waters and communities. We pay respect to Elders past and present and extend that respect to all Aboriginal and Torres Strait Islander peoples today. We honour more than sixty thousand years of storytelling, art and culture.

CHAPTER 1 – Exploring the Atlas

Individual student questions or class discussion topics:

1. What types of maps have you used or seen before?
2. What type of things can a map tell you?
3. What does 'Western forms of mapping' mean?
What do you think 'Indigenous forms of mapping' means?
4. How many states and territories does Australia have?
5. Using the Locations map inside the front cover of the book, locate each of the state and territory capital cities.
6. Which direction does the needle on a compass always point to?
7. What is the purpose of each of the three types of pop-ups used throughout the book?
 - WORD ALERT
 - FAST FACT
 - HOW DO YOU SAY IT?

Activity: using a compass

Select a spot outside in the school grounds.

- a. In which direction does your classroom lie?
- b. What features lie in the directions of:
 - north (N)
 - east (E)
 - south (S)
 - west (W)
 - north-east (NE)
 - south-east (SE)
 - south-west (SW)
 - north-west (NW)

Can you map your movements in the school using a compass? In what compass direction is the school's entrance? What direction were you going when you walked through it this morning?

Can you make a set of directions for a friend using a compass to find you?

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Australian Curriculum outcomes

Year 5 | Humanities and social sciences | Inquiry and skills

ACHASSI100 – Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships

Elaboration: making inferences using sources, such as graphs and thematic maps, that show distribution

Year 6 | Humanities and social sciences | Inquiry and skills

ACHASSI128 – Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships

Elaboration: comparing spatial and statistical distributions in thematic maps, choropleth maps and tables to identify patterns and relationships

Year 7 | Humanities and social sciences | Inquiry and skills

ACHASSI158 – Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships

Elaboration: using and interpreting various types of maps (for example, weather, political, topographic, thematic and diagrammatic maps and isoline or isopleth maps)

CHAPTER 2 – Deep history

Individual student questions or class discussion topics:

1. What does the term 'deep history' mean here?
Does Australia have a deep history?
2. In which geological period did the last Ice Age happen?
What happens to sea levels in an Ice Age?
Which geological period are we currently living in?
3. When did Indigenous people first settle in Australia?
What is some evidence of the first human occupation of Australia?
What are shell middens? Have you ever seen one? Where might we find them? What do they look like? What can they tell us?
4. What were megafauna?
What are the two reasons they are thought to have become extinct?
5. What types of stone tools have been found?
How do you think they were used?
6. There is a timeline of events inside the back cover of the book. It covers events ranging from 70 000 years ago to 1788.

How did sea levels rise and fall over this period?
Tasmania and Papua New Guinea used to be part of the mainland. When were each cut off from the mainland due to rising sea levels?
7. Indigenous people first arrived 65 000 years ago. Discuss the significance of a culture existing over such a long time.

Activity: creating a timeline

As a class, use a piece of string to create a visual representation of the timeline discussed in this section until 1788.

Now add a piece of string for 1788–2021. Compare the lengths. Discuss with the class their perceptions of time. How long has modern-day Australia been in existence?

Research: megafauna

What kinds of megafauna were once found in Australia?

Some guiding questions might be:

- When did they exist?
- How do we know they existed?
- What did they look like?
- Where did they live?
- Were they like anything we have now?

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- Have they adapted?
- Why did they become extinct?

Students could create a set of profile sheets on a selection of Australian megafauna species: Thylacoleo, Zygomaturus, Wonambi, Zaglossus, Thylacine, Simosthenurus, Diprotodon and Megalania. Alternatively, have students create something like a clay diorama with explanatory notes as might be found in a museum, or they could make a poster with pictures.

Australian Curriculum outcomes

Year 5 | Geography

ACHASSK112 – The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places

Elaboration: identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management

Year 6 | Geography

ACHASSK140 – The world's cultural diversity, including that of its indigenous peoples

Elaboration: investigating sustainability of the environments in which many indigenous peoples have lived sustainably over time

Year 7 | History

ACHASSK170 – The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources

Elaboration: generating a range of questions to investigate a source (for example, a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)

CHAPTER 3 – Indigenous mapping of space and place

Individual student questions or class discussion topics:

1. What is an ancestral creator being?
What did creator beings do?
2. How did the term 'Dreamtime' come about?
Does the local language where you live have a term for this?
Why do you think some people may object to the term 'Dreamtime'?
3. Cardinal directions are used in both Western and Indigenous cultures. The words for them vary throughout many of the Indigenous languages. In Indigenous culture, words for direction are not expressed as cardinal points set in relation to magnetic north, rather, they are tools for orientation in the local environment.

What are words for 'east' and 'west' in some Indigenous languages?
What are some of the ways directions are used in Indigenous culture and language that don't occur in Western culture?
4. Do you know the stories of Country from where you are from? If not, how can you find out?

The best way to create connections with Aboriginal or Torres Strait Islander groups is to try to start a relationship with them. Can you invite some Elders or Custodians from the local language groups to come to your school?

Elders and Custodians give generously of their time and knowledge. Do you think there is any way you could help them? If so, how?
5. Can you make a map of the Country which you are on? How will you do it? Can you make a set of symbols to represent geographical features that are important to you? Will you use Western mapping conventions (such as border, source, scale, legend, title and north point) or will you use an Indigenous way of mapping topography by using symbols and story?
6. What is your relationship to the land upon which you live?
7. What are some of the ways in which Indigenous maps are different to the Western maps described in Chapter 1?
What are some of the ways in which they are similar?

Research: ancestral creation stories

Are there any ancestral creator being or creation stories of your area?

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Australian Curriculum outcomes

Year 5 | Humanities and social sciences | Inquiry and skills

ACHASSI096 – Organise and represent data in a range of formats including tables, graphs and large- and small-scale maps, using discipline-appropriate conventions

Elaboration: constructing maps, tables and graphs using appropriate digital applications and conventions (such as border, source, scale, legend, title and north point) to display data and information

Year 6 | Humanities and social sciences | Inquiry and skills

ACHASSI123 – Locate and collect relevant information and data from primary sources and secondary sources

Elaboration: applying ethical research methods when conducting inquiries with people and communities, including using accepted protocols for consultation with local Aboriginal/Torres Strait Islander communities, and conforming with respectful behaviours in sacred or significant sites

Year 7 | Humanities and social sciences | Inquiry and skills

ACHASSI158 – Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships

Elaboration: using and interpreting various types of maps (for example, weather, political, topographic, thematic and diagrammatic maps and isoline or isopleth maps)

CHAPTER 4 – The stars

Individual student questions or class discussion topics:

1. In what ways have the stars been used by Aboriginal and Torres Strait Islander people?
2. Why is astronomy important to Aboriginal and Torres Strait Islander peoples' daily lives?
3. What is a songline? How important is the night sky to songlines?
4. The celestial Emu is extremely important to Indigenous groups of Australia. Can you find out what it is, and why it is so important?
5. Can you find a dreaming story about the Southern Cross?
6. How do Aboriginal and Torres Strait Islander peoples use celestial objects for navigation?
7. What can the positions of the sun, moon and stars in relation to the Australian landscape tell us about our environment?
8. Aboriginal and Torres Strait Islander peoples' oral traditions are highly detailed and complex. Knowledge is conveyed through story, song and dance, shared across generations for tens of thousands of years. Oral communication of astronomical knowledge passes on valuable information about food sources, livelihoods, travel paths and optimum times to travel throughout the year.

Why do Aboriginal and Torres Strait Islander peoples use storytelling to convey this information?

Research: Dreaming stories of the night sky

There are many stories about ancestral beings and the night sky. In groups, research Dreaming stories about the night sky. If possible, choose one that relates to the Country upon which you are situated. Present your findings and source/s that were used to the class using presentation software like PowerPoint, Google Slides, Canva or Prezi.

Research: Indigenous stars

In 2018, the fifth and smallest star that makes up the Southern Cross constellation was officially named 'Ginan' by the International Astronomical Union. The Wardaman people of northern Australia have called the star by this name for thousands of years. They see the star as representing a small dilly bag full of knowledge, or songs of knowledge, that have been passed on.

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Three other stars were also officially given Indigenous names at that time: Larawag, Wurren, and Unurgunite.

Research each of these stars:

- What was the designated name previously used for each star?
- Where did each Indigenous star name come from?
- What does each star name represent?

Australian Curriculum outcomes

Year 5 | Science

ACSSU078 – The Earth is part of a system of planets orbiting around a star (the sun)

Elaboration: researching Aboriginal and Torres Strait Islander Peoples' understanding of the night sky and its use for timekeeping purposes as evidenced in oral cultural records, petroglyphs, paintings and stone arrangements

Year 6 | Science

ACSSU096 – Sudden geological changes and extreme weather events can affect Earth's surface

Elaboration: researching Aboriginal and Torres Strait Islander Peoples' cultural stories that provide evidence of geological events

Year 7 | Science

ACSSU115 – Predictable phenomena on Earth, including seasons and eclipses, are caused by the relative positions of the sun, Earth and the moon

Elaboration: researching knowledges held by Aboriginal and Torres Strait Islander Peoples regarding the phases of the moon and the connection between the lunar cycle and ocean tides

CHAPTER 5 – Hunting, fishing and fighting

Individual student questions or class discussion topics:

1. What is a spear thrower and how does it work?
2. What were multi-pronged spears mainly used for?
3. Were bows and arrows used throughout all of Australia?
4. Some types of boomerangs are designed to return to the thrower after being thrown.
 - How do these differ in appearance from non-returning boomerangs?
 - Which are more effective as hunting tools – returning or non-returning boomerangs?
 - How can you find out what language group the word ‘boomerang’ comes from? What is the answer?

Research: spears, spear throwers and resources

Invite an Elder to talk to your class and ask them to share their knowledge about spear throwing, including using a spear thrower / woomera and how far a spear might be thrown.

Can you create a test instrument to measure the distance different types of spears can be thrown?

Investigate what food resources would have been available on the Country upon which you are situated. Is this different to the neighbouring language groups?

What methods and tools were used for gathering and hunting?

Australian Curriculum outcomes

Year 5 | Science

AC SIS231 – With guidance, pose clarifying questions and make predictions about scientific investigations

Elaboration: acknowledging and using information from Aboriginal and Torres Strait Islander Peoples to guide the formulation of investigable questions about adaptations

Year 6 | Science

AC SIS232 – With guidance, pose clarifying questions and make predictions about scientific investigations

Elaboration: consulting with Aboriginal and Torres Strait Islander Peoples to clarify investigable questions based upon their traditional ecological knowledge

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Year 7 | Science

ACSSU117 – Change to an object’s motion is caused by unbalanced forces, including Earth’s gravitational attraction, acting on the object

Elaboration: investigating the effect of forces through the application of simple machines, such as the bow and arrows used by Torres Strait Islander Peoples, or the spear throwers used by Aboriginal Peoples

CHAPTER 6 – Watercraft

Individual student questions or class discussion topics:

1. Why is little known about the very earliest forms of watercraft?
2. What is the name for watercraft in the language group of your area?
3. Where did trepangers come from and what did they do?
4. What type of watercraft do you think would have been the most stable in rough waters?
5. What are some of the reasons that trading would have been necessary?

Research: local watercraft

After European arrival many accounts of Aboriginal and Torres Strait Islander people using watercraft were recorded. Can you find any sources that show the type used in the Country upon which your school is situated?

What materials were they made from?

What sort of things would be traded by the language group from where you live?

Australian Curriculum outcomes

Year 5 | History

ACHASSK107 – The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed

Elaboration: investigating colonial life to discover what life was like at that time for different inhabitants (for example, a European family and an Aboriginal or Torres Strait Islander language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, shopping or trade, language, housing and children's lives

Year 6 | Geography

ACHASSK140 – The world's cultural diversity, including that of its indigenous peoples

Elaboration: investigating sustainability of the environments in which many indigenous peoples have lived sustainably over time

Year 7 | Geography

ACHASSK186 – Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region

Elaboration: exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples

CHAPTER 7 – Shelter and housing

Class discussion topics:

Shelters varied widely in size and shape and were made from many different materials. In most areas, more than one form of shelter was used, depending on the season, the length of stay and the ways in which people organised themselves into households or family groups.

1. If your class was a society, what type of shelter or shelters would be needed? Think about where you are located, the season, availability of raw materials and the number of people in your class.

Would your type of shelter/s need to change throughout the year?

2. Choose an area in Australia which is extremely remote from where you are.

How would your shelter/s compare to what would be needed there?

Research and activity: shelters

If available, consult with the Custodians of the Country upon which you are planning your inquiry. Let them know that you are investigating the types of shelters that were made here.

- What type of shelters were made on the Country upon which you reside?
- What are their names?
- What materials are they made from?

Design your own shelter. Sketch it on paper.

- What materials will you need?
- What conditions has it been made for?

Make a model of your shelter using only natural resources you can find within your school.

- What worked well?
- What did not?
- Discuss your findings with the class.

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Australian Curriculum outcomes

Year 5 | Science

AC SIS093 – Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts

Elaboration: acknowledging and exploring Aboriginal and Torres Strait Islander Peoples' ways of representing and communicating information about anatomical features, including structural adaptations

Year 5 and 6 | Design and technologies

ACTDEK023 – Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use

Elaboration: comparing tools, equipment and techniques to select those most appropriate for a given purpose

Year 7 | Science

ACSHE223 – Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures

Elaboration: investigating how land management practices of Aboriginal and Torres Strait Islander Peoples informs sustainable management of the environment to protect biodiversity

CHAPTER 8 – Fire

Individual student questions or class discussion topics:

1. How is the friction method of making fire different from the percussion method?
2. What were the two least common methods of making fire?
3. What is the role of tinder in making fire and why is it so important?

Research: fire

What method/s of fire making were used within the Country on which you live?

Are there any creation stories about fire from your language area?

What do they tell you about Aboriginal and Torres Strait Islander perceptions of fire?

Australian Curriculum outcomes

Year 5 | Geography

ACHASSK112 – The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places

Elaboration: identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management

Year 6 | Science

ACSSU095 – Changes to materials can be reversible or irreversible

Elaboration: investigating Aboriginal and Torres Strait Islander Peoples' knowledge of reversible processes, such as the application of adhesives, and of irreversible processes, such as the use of fuels for torches

Year 7 | History

ACHASSK170 – The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources

Elaboration: generating a range of questions to investigate a source

CHAPTER 9 – Clothing and shell adornments

Individual student questions or class discussion topics:

1. Many adornments were made from pearl shell and bailer shell.
How did the bailer shell get its name?
2. Why do you think footwear was only found in a few small areas?
3. Cloaks with fur on the outside were often reversed and worn with the fur on the inside.
What reasons do you think they would be worn in each way?
4. What types of tools do you think engravings on shells were made with?
5. Why do you think a high value was placed on pearl and bailer shells?

Research: materials

Aboriginal and Torres Strait Islander peoples have long understood and applied knowledge of the physical properties of natural and processed materials of many resources from Country.

What type of clothing or materials were made from the Country which you are on?

Investigate how they were made.

Australian Curriculum outcomes

Year 5 | Science

ACSSU043 – Living things have structural features and adaptations that help them to survive in their environment

Elaboration: investigating Aboriginal and Torres Strait Islander Peoples' knowledge of the adaptations of certain species and how those adaptations can be exploited

Year 6 | Science

ACSSU094 – The growth and survival of living things are affected by physical conditions of their environment

Elaboration: investigating Aboriginal and Torres Strait Islander Peoples' knowledge and understanding of the physical conditions necessary for the survival of certain plants and animals in the environment

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Year 7 | Science

ACHASSK170 – The nature of the sources for ancient Australia and what they reveal about Australia’s past in the ancient period, such as the use of resources

Elaboration: generating a range of questions to investigate a source (for example, a shell midden in ancient Australia – where it was found, how long it was used for, what it reveals about technology and the use of environmental resources)

CHAPTER 10 – Containers

Individual student questions or class discussion topics:

There are numerous types of containers, baskets and bags in Indigenous culture. The methods of construction, materials, uses and distribution vary across the continent.

1. What are some of the ways baskets differ from other types of containers in terms of materials and purpose?
2. How could where you live influence what containers you use?
3. If you could only have one type of container, what would it be and why?
4. More research is needed before some types of containers can be mapped completely. What do you think could be the reasons for this?

Research and activity: weaving

Invite a Custodian or Elder from your local language community to come and provide a workshop on weaving.

Questions to ask might be:

- What types of weaving were done here?
- How does that differ to neighbouring places?
- What sort of things were made here?
- What sort of materials are needed?
- Can we learn how to weave?

Take students on a walk of the school grounds or other nearby natural area, keeping an eye out for potential weaving materials.

Discuss what properties might make a plant suitable as a weaving material. Consider things like flexibility, strength, leaf shape or ability to be torn into strips, waterproof properties and texture.

Students can make a list of possible weaving materials. Many grasses and reeds growing in and around water are good candidates for weaving.

Students may collect some objects to include in their weaving project, e.g. leaves, feathers, seed pods. ** Students should respect the 'Take only what you need' principle, and make sure a plant is not removed from an entire area, or all leaves off an individual plant.*

Design some containers using these materials.

Plan and draw your project. Investigate some weaving techniques.

Make your own container from your plan.

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Australian Curriculum outcomes

Year 5 and 6 | Design and technologies

ACTDEP025 – Generate, develop and communicate design ideas and processes for audiences using appropriate technical terms and graphical representation techniques

Elaboration: generating a range of design ideas for products, services or environments using prior knowledge, skills, and research.

Year 7 and 8 | Design and technologies

ACTDEP036 – Generate, develop, test and communicate design ideas, plans and processes for various audiences using appropriate technical terms and technologies including graphical representation techniques

Elaboration: developing models, prototypes or samples using a range of materials, tools and equipment to test the functionality of ideas

CHAPTER 11 – Cultural and religious life

Individual student questions or class discussion topics:

1. The National Aboriginal and Torres Strait Islander Social Survey (NATSISS) was conducted by the Australian Bureau of Statistics (ABS) from September 2014 to June 2015 with a sample of 11 178 Aboriginal and Torres Strait Islander people living in private dwellings across Australia.

The maps on page 52, which are based on the results of this survey, look at culturally significant parts of life:

- identifying with a cultural group
- being involved in cultural activities
- being able to meet cultural obligations

What patterns do the three maps have in common?

Some areas are labelled 'Interpret with care'. What do you think could be the reasons for this?

Further resource: The ABS have put together a short video highlighting some other key findings of their survey.

https://www.abs.gov.au/videos/360-0416-006/NATSISS2014-15PROMO_player.html

2. What did the creator ancestral beings do?
3. What were some of the impacts of Christian missionary activity on the lives of Indigenous Australians?

Activity: cultural heritage

Australia is made up of people from many different cultures.

What different cultures are represented in your classroom?

Create a poster of the cultural activities your school participates in.

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Research: who did what?

Were the following activities and tasks carried out by everyone or mainly men or women?

- Hunting large animals
- Hunting small animals
- Gathering bush foods
- Making tools
- Making hunting weapons
- Looking after young children

Australian Curriculum outcomes

Year 5 and 6 | Cross Curriculum Priorities | Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways

Year 7 | Civics and citizenship

ACHASSK198 – How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa

Elaboration: investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole

CHAPTER 12 – Performing arts

Individual student questions or class discussion topics:

1. What are some musical instruments traditionally used by Aboriginal and Torres Strait Islander peoples?

** This video from NITV shows Uncle Ossie Cruse demonstrating how to play a musical tune on a gum leaf.*

<https://www.facebook.com/NITVAustralia/videos/159068589334843/>

2. Boomerangs were also used for music making. Can you find an example of boomerangs being used in Aboriginal and Torres Strait Islander music? How are they used to make music?
3. What are some elements of Torres Strait Islander dancing?
4. Along with a greater representation of Indigenous actors and directors in film and television, Australians now enjoy a wide range of Indigenous-produced programs through the National Indigenous Television (NITV) network.

In what ways do you think greater Indigenous representation across the arts is important both nationally and internationally?

Research: didgeridoo

The didgeridoo is one of the most well-known Indigenous instruments. Its Yolngu name is 'yidaki'.

- How is a didgeridoo made?
- How is it played?
- What is circular breathing?
- Name another instrument which is commonly played using circular breathing.
- 'Yidaki' is one name for the didgeridoo. What are some others?

Research and activity: music

Form groups of three to four students.

There are many Aboriginal and Torres Strait Islander music groups and solo artists.

Each group should choose one of these music groups or artists.

Listen to some of their music.

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What distinctive features can you hear? Think about whether the music involves any of the following:

- Indigenous language
- Storytelling
- Indigenous instruments or rhythms
- Sharing of personal experiences
- Sharing of Indigenous experience with the non-Indigenous community
- Ceremony

Prepare a five-minute presentation of what you discovered about the artist/s and their music, and present it to the class. Use Canva, Prezi, PowerPoint or Google Slides.

Australian Curriculum outcomes:

Year 5 and 6 | Music

ACAMUR091 – Explain how the elements of music communicate meaning by comparing music from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander music

Elaboration: identifying and comparing how the elements of music are used and combined in different music styles from different cultures.

Elaboration: Considering viewpoints – societies and cultures: For example – How do different cultures use music? Why is this piece of music important in this culture?

Year 7 and 8 | Music

ACAMUR098 – Identify and connect specific features and purposes of music from different eras to explore viewpoints and enrich their music making, starting with Australian music including music of Aboriginal and Torres Strait Islander Peoples

Elaboration: identifying roles and responsibilities in music-making activities and contexts as both performer and audience member

CHAPTER 13 – Art

Individual student questions or class discussion topics:

1. The rock art of Australia has been grouped into four broad stylistic categories.
 - What are these categories?
 - X-ray paintings are in the complex figurative style. What do they show?

2. Why are art and craft centres important for Indigenous art and artists?

Look at the map on page 71 titled 'Art and craft centres, 2017'.

In what ways might a remote community as a whole benefit from an art and craft centre operating in their location?

3. We can see that Indigenous art utilises a wide range of materials.
 - What are some of these materials?
 - What kinds of choices are artists making regarding materials, and what are their reasons?
 - Do you think there is a difference between the materials chosen by artists living in remote communities and those living elsewhere? If so, what do you think the reasons might be for this?
4. What are some of the subjects often depicted in Indigenous art?

Activity: debate

The Grampians (Gariwerd) National Park contains numerous rock art sites. Around 90% of the known rock art sites within the state of Victoria can be found here, and many of these are more than 20 000 years old. The national park is also a popular tourism site for rock climbing, and the number of climbers is continually increasing.

Early in 2019, Parks Victoria designated around 33% of the national park as 'Special Protection Areas'. These areas were established to protect specific natural or cultural sites which are particularly special or are at significant risk – in particular, Aboriginal rock art sites. This effectively meant a ban on rock climbing as well as other activities within these areas.

Parks Victoria are concerned that the volume of rock climbers and the equipment that some rock climbers use, such as anchored climbing bolts in rock walls, are causing both environmental and cultural damage to sites which are known to contain rock art. Climbers are petitioning Parks Victoria to overturn the ban.

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TEACHING NOTES

Debate topic: Should the ban on rock climbing in Special Protection Areas of the Grampians (Gariwerd) National Park be overturned?

Divide the class into two groups. Allocate each team an affirmative or negative position.

Allow one class period for teams to research the topic and collate arguments to support their position.

** You can choose to conduct a structured debate with three speakers from each group, rebuttals, and time restrictions, or engage all students of each team in presenting arguments for their side.*

In a new class period, introduce the topic again.

Conduct the debate.

After the debate, discuss as a class which arguments were stronger and what the result of the debate should be.

Research: Burrup Peninsula/Murujuga

The Burrup Peninsula is also called Murujuga. The rock engravings on the peninsula and nearby islands make up one of the most important areas of rock art in the world.

- What are petroglyphs?
- What types of things do the engravings show?
- What other features can be found at Murujuga?
- Who are the Traditional Owners?

Research: The Aboriginal Memorial

The National Gallery of Australia has *The Aboriginal Memorial* on permanent display.

Go to the National Gallery of Australia website: <https://nga.gov.au/aboriginalmemorial/home.cfm>

- What is the history of the Memorial?
- Where are the artists from in Australia?
- What materials are used?
- What are some of the styles used?
- What is the meaning, significance and the purpose of this piece of art?

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TEACHING NOTES

Australian Curriculum outcomes

Year 5 and 6 | Visual arts

ACAVAM114 – Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions

Elaboration: exploring cross-media effects and characteristics of representation when making artworks inspired by observation or imagination, for example, Aboriginal and Torres Strait Islander art from the local community, graffiti art, graphic design, or manga art

Year 7 and 8 | Visual arts

ACAVAM118 – Experiment with visual arts conventions and techniques, including exploration of techniques used by Aboriginal and Torres Strait Islander artists, to represent a theme, concept or idea in their artwork

Elaboration: combining and adapting materials, techniques, technologies and art making processes, reflecting upon techniques used by artists including Aboriginal and Torres Strait Islander artists

CHAPTER 14 – Sports

Individual student questions or class discussion topics:

1. Name some Aboriginal and Torres Strait Islander athletes who have represented Australia in the Olympic Games.
2. What is marngrook?
3. When Cathy Freeman won the 400 metres in the 1994 Commonwealth Games in Canada, she did a lap of honour. She started the lap proudly displaying an Aboriginal flag. Partway through, she was also handed an Australian national flag and finished the lap of honour displaying both.

She was criticised by Australian team officials for carrying the Aboriginal flag but received wide support from the Australian public for her actions.

A year after the 1994 Commonwealth Games, the Aboriginal flag was recognised by the Australian Government as an official ‘Flag of Australia’ under the Flags Act 1953.

- Do you think the official recognition of the Aboriginal flag as a ‘Flag of Australia’ was related to this event in any way?
- Why did the Australian team officials criticise her actions?
- Do you think the Australian team officials would have criticised if she had started her lap of honour with the Australian national flag and then added the Aboriginal flag?

Further reading:

Commonwealth Games Federation website:

<https://thecgf.com/stories/commonwealth-sports-moments-4-cathy-freeman-carries-aboriginal-and-australian-flags-victory>

More about Cathy Freeman: AIATSIS website

<https://aiatsis.gov.au/explore/cathy-freeman>

Activity and discussion: racism in sport

Like Nicky Winmar, pictured on page 78, the AFL player Adam Goodes is a strong opponent of racism.

The documentary *The Final Quarter* (2019, directed by Ian Darling) shows footage surrounding the final few years of dual Brownlow medallist Adam Goodes’s AFL career during which he publicly called out racism and the events and inflammatory responses that followed.

It is freely available to schools and registered sporting clubs within Australia.

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<https://thefinalquarterfilm.com.au>

- What was the 'booing' controversy?
- In what ways did the AFL organisation respond?
- What responsibilities do you think the AFL has to their players?
- What responsibilities do you think the public has when attending a match?

There are many famous Indigenous sportspeople.

- What are some of the issues Indigenous sportspeople face?
- How do you think we can help eradicate racism as a nation?

Australian Curriculum outcomes:

Year 5 and 6 | Health and physical education

ACPPS051 – Examine how identities are influenced by people and places

Elaboration: discussing the notion of 'border crossing'; that is, how Aboriginal and Torres Strait Islander Peoples live in two worlds

Year 7 and 8 | Health and physical education

ACPPS079 – Investigate the benefits to individuals and communities of valuing diversity and promoting inclusivity

Elaboration: developing strategies to challenge narrow views of gender, race, violence, sexuality, gender diversity and ability to contribute to inclusive communities

CHAPTER 15 – Games and toys

Individual student questions or class discussion topics:

1. Many different materials were used to make toys.
 - What are some of them?
 - Are there any materials in your classroom or schoolyard that would be suitable for making toys?
2. The Western Desert Verbal Arts Project ran from 2012 to 2017. Ngaanyatjarra linguist Elizabeth Marrkilyi Ellis worked with Inge Kral and Jennifer Green to document the endangered verbal arts of the Australian Western Desert.

With women and girls, they filmed the traditional practice of ‘mirlpa’, or sand storytelling, and with younger storytellers they recorded their adaptation of this drawing practice to iPads.

- Watch these videos available on ICTV:
<https://ictv.com.au/video/item/6161>
<https://ictv.com.au/video/item/6182>
- What is the name used for a story stick?
- Who tells sand stories?
- If you could tell a sand story, what would yours be about?
- What do you think are the advantages and disadvantages of telling sand stories in the sand as opposed to on a tablet computer?

Activity:

Design a toy or game using only a few materials.

- What materials did you use?
- What games can you make?
- Who was the game made for?

JUNIOR ATLAS OF INDIGENOUS AUSTRALIA

TEACHING NOTES

Australian Curriculum outcomes:

Year 5 and 6 | Design and technologies

ACTDEK019 – Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use

Elaboration: considering the impact designed products, services or environments have in relation to sustainability and also on local, regional and global communities, including Aboriginal and Torres Strait Islander communities and countries in the Asia region

Year 7 and 8 | Design and technologies

ACTDEK029 – Investigate the ways in which products, services and environments evolve locally, regionally and globally and how competing factors including social, ethical and sustainability considerations are prioritised in the development of technologies and designed solutions for preferred futures

Elaboration: considering the rights and responsibilities of those working in design and technologies occupations, for example consideration of Aboriginal and Torres Strait Islander protocols

CHAPTER 16 – Language

Individual student questions or class discussion topics:

1. How many Indigenous languages were spoken around Australia in 1788?
2. How many are spoken now?
3. What is a contact language?
4. What is language revitalisation?
5. The first map on page 91 'Some institutions engaged in teaching, reviving and maintaining Indigenous languages, 2017', shows where language centres funded by the Department of Communications and the Arts can be found, as well as universities teaching Indigenous languages. A few language centres had already been established before the national program was set up – the first being the Kimberley Language Resource Centre in Halls Creek, WA. In the recent past, funding for this program has been cut back, affecting the vitally important work of maintaining, recording and relearning Australian languages.

In what ways could you petition to have this funding increased? Who would you petition? What arguments would you use to support this petition?

By 2018, six Australian languages were taught at Australian universities. Three are languages still spoken by children of the community as a mother tongue. Yolngu Matha languages are taught at Charles Darwin University in Darwin, Pitjantjatjara at the University of South Australia, and Arrernte at Batchelor College south of Darwin. The three others are revived languages, taught at universities in or near their original heartlands. Gamilaraay is taught at the Australian National University in Canberra, Kurna at the University of Adelaide and Wiradjuri at Charles Sturt University in Wagga Wagga, NSW.

Are you surprised that only six Australian languages were taught at Australian universities up until 2018? If so, why?

Why is the teaching of revived languages so important?

What roles do you think Elders in these Communities have in these language programs?

6. What is the language name of the Country you live on? What are the languages spoken now?
7. Is a language considered dead or just sleeping (dormant) if it is not spoken any longer?

Further reading:

[NAIDOC Week: Indigenous languages aren't dead, just sleeping – and this is why they matter](#)

8. Why is learning the language of Country important? In what ways could you help support your local language?

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TEACHING NOTES

9. Looking at the first map on page 86, what is the word for 'horse' in an Indigenous language where you live?

And looking at the second map on page 86, what is the word for 'police officer' in an Indigenous language nearest to where you live?

What do you notice about the Indigenous words which have been adapted to include the meaning 'police officer'? Why do you think this is so?

Activity: listening to languages

The *50 Words Project*, from the Research Unit for Indigenous Language at the University of Melbourne, aims to provide fifty words in different Indigenous languages of Australia and is continually being added to.

- Go to the *50 Words Project* website and listen to some words in a number of different Australian languages: <https://50words.online/>
- What do you notice?
- Are the sounds of Indigenous languages the same as those in English?
- What are some of the problems of only seeing how a word is written and not heard?

Activity: Indigenous language groups

The *AIATSIS Map of Indigenous Australia* by David Horton on page 84 can be seen in more detail on the AIATSIS website <https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>

Your cursor will act as a magnifying glass and you can zoom in and out using the wheel on your mouse. On touchscreen devices you can zoom and pan using your fingers.

1. What is the reason for the map having blurred boundaries between language groups?
2. Find the city or town you live in on the map. Which Indigenous language group's Country does your city or town sit in? *NB. If your town does not appear on the map then estimate where it would be.*
3. Locate the capital cities of three states or territories other than the one you live in. Which is the Indigenous language group whose Country each is situated on?

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Australian Curriculum outcomes

Year 3 to 6 | Aboriginal and Torres Strait Islander languages | Language awareness

ACLFWU169 – Explore the language situation of language communities and the diversity of language contexts in Australia

Year 7 to 9 | Aboriginal and Torres Strait Islander languages | Language awareness

ACLFWU191 – Investigate and compare the ecology of Aboriginal and Torres Strait Islander languages to Indigenous languages in other countries, and consider issues such as language policy, language rights, language loss, advocacy, reform and multilingualism

CHAPTER 17 – Placenames

Individual student questions or class discussion topics:

1. Does the area where you live have any Indigenous placenames? If so, what are they? Do you know what they mean in the Indigenous language?
2. A significant proportion of official placenames in Australia derive from an Indigenous placename or other word.
 - Why do you think so many placenames come from Indigenous languages?
 - What is the importance of Indigenous placenames in Australia?
 - A number of Indigenous placenames are now being reinstated. What does 'reinstated' mean here? Why is it happening? What do you think happens to the placename it has replaced?
 - Some places in Australia have dual placenames. What is a dual placename? Why do some communities choose to do this? Do you think this is important?
3. Look at the website below. Information about the project and what you can find when you scroll and click on the map can be found on the left of the webpage.

[Dyarubbin: Mapping Aboriginal history, culture and stories of the Hawkesbury River, NSW](#)

- Many of the green dots give a possible meaning or 'gloss' for the Aboriginal placename. Can you see any patterns in the naming practices? If so, what are they?
- How was the Story Map inspired? Why was this finding so important?
- What types of things can we learn from placenames?

Research: Indigenous placenames

- Find 10 official placenames of Indigenous origin in your state or territory.
- What Australian Indigenous language does each come from?
- What is the Indigenous meaning of each placename?
- Are there any places in your state or territory currently under consideration for reinstatement of an Indigenous name or introduction of a dual placename?

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Activity: placename stories

Divide the class into small groups (ideally of 2 or 3 students).

The *This Place* project is produced by the ABC in partnership with First Languages Australia. Each short video talks about one or more placenames, and the stories behind them. They are available through ABC iView: <https://iview.abc.net.au/show/this-place>

Allocate each group a different video story. Each story is approximately 2 to 4 minutes long.

Allow the groups 15 minutes to watch and make a summary of their video.

Each group then presents their summary to the rest of the class.

Australian Curriculum outcomes

Year 5 | Geography

ACHASSK112 – The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places

Elaboration: exploring the extent of change in the local environment over time (for example, through vegetation clearance, fencing, urban development, drainage, irrigation, farming, forest plantations or mining), and evaluating the positive and negative effects of change on environmental sustainability

Year 5 to 8 | Cross Curriculum Priorities | Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways

Exploring the names, meanings and significance of landform features from an Aboriginal or Torres Strait Islander perspective

CHAPTER 18 – Land and water

Individual student questions or class discussion topics:

1. What does the term 'terra nullius' mean? Why were the British wrong to have used this term?
2. Look at the maps on pages 97 and 98. What patterns can you see?
3. Is there a difference between land rights and native title? Explain your answer.
4. What is the importance of the Mabo judgement?
5. What are marine rights?
Why are they important?

Research: From Little Things Big Things Grow

Australian songwriters Paul Kelly and Kev Carmody co-wrote a song called *From Little Things Big Things Grow*. Some years later the National Museum of Australia developed and presented an exhibition called *From Little Things Big Things Grow: Fighting for Indigenous Rights 1920–1970*.

Look at the National Museum of Australia website pages:

<https://www.nma.gov.au/explore/features/indigenous-rights/people/vincent-lingiari>

<https://www.nma.gov.au/exhibitions/from-little-things-big-things-grow/home>

<https://www.nma.gov.au/exhibitions/from-little-things-big-things-grow/song-lyrics>

- Who was Vincent Lingiari and what part did he play in the events related in the song?
- Who was the 'Vestey' the song refers to?
- Who was the tall stranger who appeared?
- What was the outcome of the story told through the song?

Research: Maria Lock

Maria Lock may have been the first Aboriginal woman to own land. Who was she? When and where did this happen?

JUNIOR ATLAS OF INDIGENOUS AUSTRALIA

TEACHING NOTES

Australian Curriculum outcomes

Year 5 | Economics and business

ACHASSK120 – Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations

Elaboration: exploring how Aboriginal and Torres Strait Islander Peoples' traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways

Year 5 | Geography

ACHASSK112 –The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places

Elaboration: identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management

Year 5 to 8 | Cross Curriculum Priorities | Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Year 7 | Humanities and social sciences

ACHASSK186 – Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region

Elaboration: exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples

CHAPTER 19 – Environment and Country

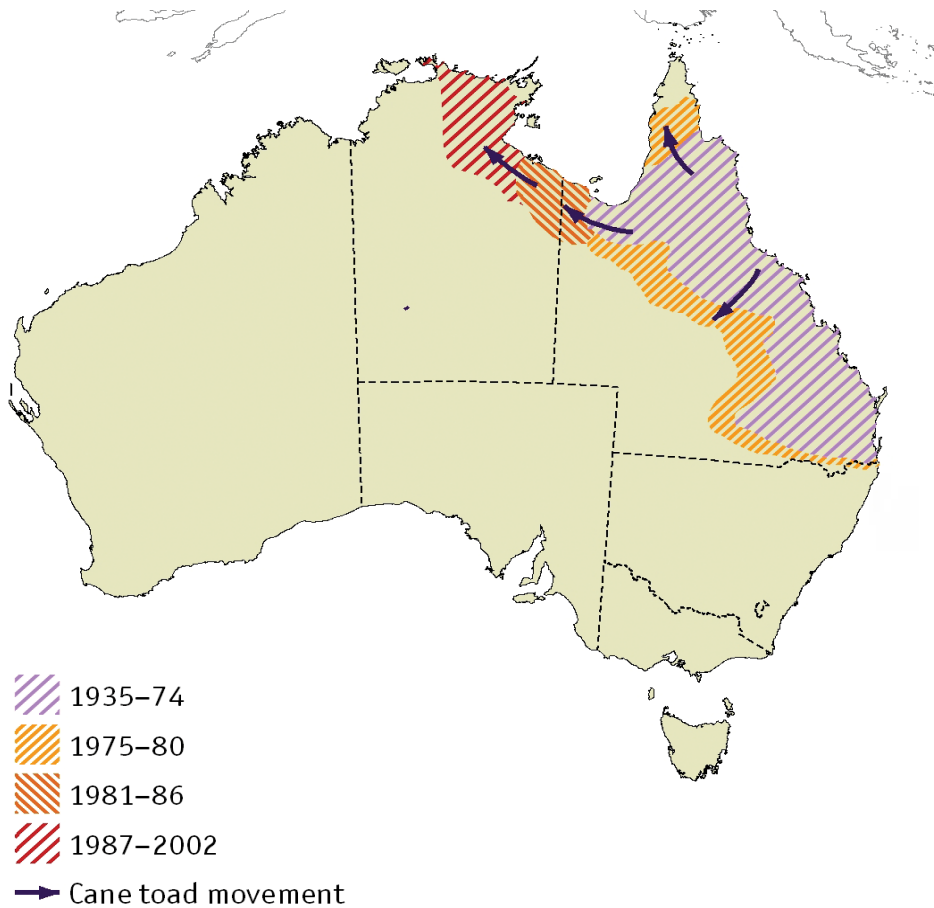
Individual student questions or class discussion topics:

1. What are some animal species which have been introduced to Australia?
2. In what ways can introduced species be a threat to the environment?
Further reading: [Department of the Environment and Heritage: Invasive Species in Australia](#)
3. What are IPAs?
4. What are some of the activities undertaken by rangers in IPAs?
5. What are two other names for traditional fire management?
6. Climate change is a global problem. What are some of the impacts climate change has for Indigenous Australians?
7. The Torres Strait Islands are extremely vulnerable to rising sea levels. There are over 200 islands in the Torres Strait, of which around 18 are inhabited.
 - What is likely to happen if sea levels continue to rise?
 - How will that affect the people of the Torres Strait Islands?
8. What is the meaning of Country for Indigenous Australians?
9. Why is connection to Country so important?

JUNIOR ATLAS OF INDIGENOUS AUSTRALIA TEACHING NOTES

Research: the spread of the cane toad

Compare the map on page 104 with the map below.



This is an indicative map only and does not record the complexity of the invaded areas

The map on page 104 now includes data from 2002–2011.

- What differences can you see?
- Research different methods that have been used in attempts to reduce cane toad numbers and their spread.
* *Provide the source/s you used.*

Research: fire management

State and rural fire services are now working closely with Indigenous rangers and Aboriginal Land Councils in fire management.

- How has Indigenous knowledge been utilised?
- What methods of Indigenous fire management are regularly used?

Further resources: Creative Spirits website:

<https://www.creativespirits.info/aboriginalculture/land/aboriginal-fire-management>

ABC Australia (video 11 min.) Indigenous fire methods protect land before and after the Tathra bushfire: <https://www.youtube.com/watch?v=RM72NtXxyLs&t=5s>

Research: class presentation

Divide the class into three groups. Allocate each group a region to research: Emu, Maralinga and the Monte Bello Islands.

NB. The Monte Bello Islands are now more commonly known as the Montebello Islands.

Between 1953 and 1963, the British government conducted a series of atomic bomb tests at Emu and Maralinga in South Australia, and on the Monte Bello Islands off the coast of Western Australia. Patrol officers were sent out to remove Indigenous people living in areas likely to be affected by the blasts and fallout. However, many Indigenous people were still exposed to fallout. They were then denied access to their contaminated traditional lands.

Each group should research the following questions for the region they have been allocated.

- What was the region known for before atomic bomb testing was conducted?
- When did the atomic bomb tests occur?
- How many tests were there?
- What are some of the effects the atomic bomb testing had on the environment and people of the region?
- Have there been any attempts to 'clean up' the contamination?
- Why do you think the Australian government allowed the British to conduct these tests?
- What does the region look like today in terms of population, industry, etc.?

JUNIOR ATLAS OF INDIGENOUS AUSTRALIA

TEACHING NOTES

Australian Curriculum outcomes

Year 5 | Geography

ACHASSK112 – The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places

Elaboration: identifying how Aboriginal and Torres Strait Islander communities altered the environment and sustained ways of living through their methods of land and resource management

Year 5 to 8 | Cross Curriculum Priorities | Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Year 7 | Science

ACSHE223 – Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures

Elaboration: investigating how land management practices of Aboriginal and Torres Strait Islander peoples can help inform sustainable management of the environment

Elaboration: recognising that traditional and Western scientific knowledge can be used in combination to care for Country/Place

Year 7 | Geography

ACHASSK186 – Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region

Elaboration: exploring the multilayered meanings (material, cultural and spiritual wellbeing) associated with rivers, waterholes, seas, lakes, soaks and springs for Aboriginal and Torres Strait Islander Peoples

CHAPTER 20 – Colonialism and violence

Individual student questions or class discussion topics:

1. What do historians mean by the term 'frontier massacre'?
What were some motives for the frontier massacres?
What proportion of the Aboriginal people who died on the frontier were killed in frontier massacres?

Further resource: Colonial Frontier Massacres, Australia, 1780 to 1930 website:
[University of Newcastle: Colonial Frontier Massacre map](#)

2. What does the term 'truth telling' mean in Australia?
3. What is pastoralism?
How do you think the spread of pastoralism affected Indigenous people?
4. What was the official purpose of the Native Police?
How did this official purpose compare with the things they actually did?
In what ways do you think the Native Police were recruited?
Do you think the recruits always joined voluntarily?

Research: Indigenous figures in conflict

Below are the names of a number of prominent Indigenous figures. Who were these people? How should they be remembered? There are many statues of prominent European people in Australia. What about these Indigenous people? Who honours them?

- Pemulwuy
- Bussamarai
- Calyute
- Dhakiyarr Wirrpanda
- Dundalli
- Eumarrah
- Jandamarra
- Tarerenorer
- Trugannini
- Tunnerminnerwait
- Windradyne
- Yagan

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TEACHING NOTES

Australian Curriculum outcomes

Year 5 | Humanities and social sciences | Inquiry and skills

ACHASSI099 – Examine different viewpoints on actions, events, issues and phenomena in the past and present

Elaboration: comparing sources of evidence to identify similarities and/or differences in accounts of the past (for example, comparing colonial descriptions of Burke and Wills' achievements with those that have been recently published with Aboriginal perspectives; different representations of Ned Kelly in past and present publications)

Year 5 | History

ACHASSK108 – The impact of a significant development or event on an Australian colony

Elaboration: investigating an event or development and explaining its economic, social and political impact on a colony (for example, the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of the South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy; the impact of internal exploration and the advent of rail on the expansion of farming)

Year 5 | History

ACHASSK107 – The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed

Elaboration: investigating colonial life to discover what life was like at that time for different inhabitants (for example, a European family and an Aboriginal or Torres Strait Islander language group, a convict and a free settler, a sugar cane farmer and an indentured labourer) in terms of clothing, diet, leisure, paid and unpaid work, shopping or trade, language, housing and children's lives

Year 6 | Humanities and social sciences | Inquiry and skills

ACHASSI126 – Examine primary sources and secondary sources to determine their origin and purpose

Elaboration: identifying and distinguishing fact and opinion in information and identifying stereotypes and over-generalisations (for example, over-generalisations about the role of women, the contribution of Aboriginal and Torres Strait Islander Peoples, the work of politicians, the beliefs of religious groups)

JUNIOR ATLAS OF INDIGENOUS AUSTRALIA

TEACHING NOTES

Year 6 | History

ACHASSK135 – Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children

Elaboration: investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movements and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions

Year 7 | Humanities and social sciences | Inquiry and skills

ACHASSI152 – Construct significant questions and propositions to guide investigations about people, events, developments, places, systems and challenges

Elaboration: developing and revising questions to frame, guide and redirect geographical, historical and social inquiries or stages of an enterprise project

CHAPTER 21 – Social justice

Individual student questions or class discussion topics:

1. Who are the Stolen Generations?
2. Being removed from their families had many damaging effects on Indigenous children. In what ways do you think their families and future generations were also affected?
3. Are there any ways you think the Australian government and non-Indigenous Australians can make amends for the wrongs done by these practices and policies?
4. Page 119 shows the Apology to Australian Indigenous Peoples speech given by Prime Minister Kevin Rudd in 2008. A video of the speech is available here:
<https://www.indigenous.gov.au/reconciliation/apology-australias-indigenous-peoples>

Why was this apology so important?

Why do you think it took so long for the Australian government to apologise?

5. The map on page 121 shows the proportion of people aged 15 and over who said they had experienced unfair treatment because they were Indigenous.

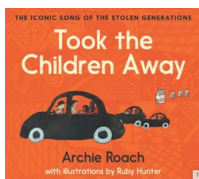
What is discrimination?

What are some examples of discrimination?

In what ways do you think we can help stop discrimination?

Further reading:

Took the Children Away by Archie Roach with illustrations by Ruby Hunter.



Or listen and watch the official music video of Archie Roach performing his song *Took the Children Away*: https://www.youtube.com/watch?v=IL_DBNkkcSE

JUNIOR ATLAS OF INDIGENOUS AUSTRALIA

TEACHING NOTES

Research and activity: apology

Although a national apology to the Stolen Generations wasn't given until 2008, each state and territory made their own apologies several years earlier.

- Why do you think this might be?
- When did each state and territory government make their own apology to the Stolen Generations?
- Create a timeline to reflect this.

Australian Curriculum outcomes

Year 5 to 8 | Cross Curriculum Priorities | Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

Year 6 | History

ACHASSK135 – Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children

Elaboration: investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movements and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions

Year 7 | Civics and citizenship

ACHCK052 – How values, including freedom, respect, inclusion, civility, responsibility, compassion, equality and a 'fair go', can promote cohesion within Australian society

Elaboration: identifying values shared by Australians and deciding which ones could also be considered universal values

CHAPTER 22 – Protest

Individual student questions or class discussion topics:

1. What were some of the reasons Indigenous people protested?
In what different ways did they protest?
Do you think things would be different if they hadn't protested? If yes, then how?
2. What is the Black Lives Matter movement and what does it have to do with Australia?
In what ways have the people of Australia shown their involvement?

Research: Freedom Ride

In some protest actions, non-Indigenous people have shown solidarity with Indigenous people. In 1965, young non-Indigenous activists joined with Aboriginal activists in what became known as the Freedom Ride. Two years before, the New South Wales government had put an end to laws discriminating against Aboriginal people, but customs of racial segregation had remained in some towns.

- What is racial segregation?
- What were some of the aims of the Freedom Riders?
- What did the Freedom Riders do in the attempt to achieve these aims?
- Describe the involvement of Charles Perkins in the Freedom Ride.
- What type of reception did the Freedom Riders get in small country towns?
- What happened in the town of Moree?
- In what ways do you think the Freedom Ride was successful?

Further reading:

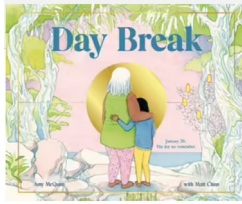
Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) website:
<https://aiatsis.gov.au/exhibitions/1965-freedom-ride>

National Museum of Australia website:
<https://www.nma.gov.au/explore/features/indigenous-rights/civil-rights/freedom-ride>

JUNIOR ATLAS OF INDIGENOUS AUSTRALIA

TEACHING NOTES

Suggested reading prior to debate: *Day Break* by Amy McQuire, illustrated by Matt Chun.



- What is this book about?
- Discuss the concept of 'viewpoint' in relation to this book.

Activity: debate

For many years, there have been calls to change the date on which Australia Day is held.

Debate topic: Should the date of Australia Day be changed?

Divide the class into two groups. Allocate the affirmative position to one group and the negative position to the other.

Allow one class period for the groups to research the topic and collate arguments to support their position.

[TEACHER - you can choose to conduct a structured debate with three speakers from each group, rebuttals, and time restrictions, or engage all students of each group in presenting arguments for their side]

In a new class period, introduce the topic again.

Conduct the debate.

After the debate, discuss as a class which arguments were stronger and what the result of the debate should be.

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Australian Curriculum outcomes

Year 5 | Humanities and social sciences | Inquiry and skills

ACHASSI099 – Examine different viewpoints on actions, events, issues and phenomena in the past and present

Elaboration: comparing sources of evidence to identify similarities and/or differences in accounts of the past (for example, comparing colonial descriptions of Burke and Wills' achievements with those that have been recently published with Aboriginal perspectives; different representations of Ned Kelly in past and present publications)

Year 5 | History

ACHASSK108 – The impact of a significant development or event on an Australian colony

Elaboration: investigating an event or development and explaining its economic, social and political impact on a colony (for example, the consequences of frontier conflict events such as the Myall Creek Massacre, the Pinjarra Massacre; the impact of the South Sea Islanders on sugar farming and the timber industry; the impact of the Eureka Stockade on the development of democracy; the impact of internal exploration and the advent of rail on the expansion of farming)

Year 6 | History

ACHASSK135 – Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children

Elaboration: investigating the lack of citizenship rights for Aboriginal Peoples and Torres Strait Islander Peoples in Australia, illustrated by controls on movements and residence, the forcible removal of children from their families leading to the Stolen Generations, and poor pay and working conditions

Year 7 | Civics and citizenship

ACHASSK194 – The process for constitutional change through a referendum

Elaboration: exploring examples of attempts to change the Australian Constitution by referendum (for example, the successful vote on the *Constitution Alteration (Aboriginals) 1867*; the unsuccessful vote on the *Constitution Alteration (Establishment of Republic) 1999*)

CHAPTER 23 – Symbols of nationhood

Individual student questions or class discussion topics:

1. What do the different coloured parts on the Aboriginal flag represent?
2. What do the colours and shapes on the Torres Strait Islander flag represent?
3. What does the term 'Makarrata' mean and what language is it from?
4. Why is Indigenous representation in parliament important?
5. What did the Uluru Statement from the Heart call for?
Has any action been taken by the government on the Uluru Statement from the Heart?
6. Does your school do an Acknowledgement of Country?
Where else have you heard it in your community?
Who are acknowledged?
How is a Welcome to Country different from an Acknowledgement of Country?
Write your own Acknowledgement of Country.

Research: Aboriginal Tent Embassy

The Aboriginal Tent Embassy was first established in 1972 in response to a policy statement by then Prime Minister William McMahon.

- What was the policy statement in question?
- What were the aims and goals of the Aboriginal Tent Embassy?
- How did Charles Perkins and the Minister for the Australian Capital Territory negotiate its peaceful removal?
- Why was the Aboriginal Tent Embassy re-established in 1992?
- Can the Aboriginal Tent Embassy now be removed?
- Are there similar embassies in other states or territories of Australia?

Further reading:

Creative Spirits website:

<https://www.creativespirits.info/aboriginalculture/history/aboriginal-tent-embassy-canberra>

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Australian Curriculum outcomes

Year 5 | Civics and citizenship

ACHASSK118 – How people with shared beliefs and values work together to achieve a civic goal

Elaboration: discussing ways people resolve differences (for example, through negotiation and Reconciliation)

Year 6 | History

ACHASSK137 – The contribution of individuals and groups to the development of Australian society since Federation

Elaboration: considering notable individuals in Australian public life across a range of fields (for example, the arts, science, sport, education), including Aboriginal and Torres Strait Islander people, a range of cultural and social groups, and women and men drawn from the National Living Treasures list, the *Australian Dictionary of Biography* or the Australian Honours lists)

Year 7 | Civics and citizenship

ACHASSK194 – The process for constitutional change through a referendum

Elaboration: exploring examples of attempts to change the Australian Constitution by referendum (for example, the successful vote on the *Constitution Alteration (Aboriginals) 1867*; the unsuccessful vote on the *Constitution Alteration (Establishment of Republic) 1999*)

ACHASSK198 – How groups, such as religious and cultural groups, express their particular identities; and how this influences their perceptions of others and vice versa

Elaboration: investigating how and why different Aboriginal and Torres Strait Islander communities are maintaining and developing their identities and what this means for Australia as a whole

CHAPTER 24 – Population and residence

Individual student questions or class discussion topics:

1. What are some reasons that the recorded figures for the Indigenous Australian population have risen since the 1950s?
2. There are many factors which determine where a person, Indigenous or non-Indigenous, chooses to live.
 - What factors can you think of?
 - What are some consequences that these factors have on a person's lifestyle, culture, education, etc.?
3. Looking at the maps on page 131 and 132, you can see that Indigenous people make up the majority of the population in many of the remotest areas but are the minority in the non-remote areas. In 2001, the Australian Bureau of Statistics came up with a way of measuring the 'remoteness' of a place. What type of things did they base this measurement on?

Activity: Where do Aboriginal and Torres Strait Islander people live?

As a class investigate the latest census data on where Aboriginal and Torres Strait Islander people live.

- Make a grid map of Australia and plot out where Aboriginal and Torres Strait Islander people live today.
- What did you find out?
- What did you find out about your own state, city and suburb?

Research: Country

Following the protocols for consultation with local Aboriginal and Torres Strait Islander peoples, ask the Traditional Custodians of the Country upon which you live some of the following questions:

- In what ways do you think living on Country affects the feelings of community?
- While many Aboriginal and Torres Strait Islander people live on their own Country there are a number who don't. Do you think those who don't would like to live on their own Country? Why?
- What are some of the reasons why many Aboriginal and Torres Strait Islander people move away from their Country?

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Australian Curriculum outcomes

Year 5 | Mathematics

ACMMG113 – Use a grid reference system to describe locations. Describe routes using landmarks and directional language

Elaboration: comparing aerial view of Country, desert paintings and maps with grid references

Year 6 | Humanities and social sciences | Inquiry and Skills

ACHASSI128 – Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships

Elaboration: analysing sources to identify the causes and effects of past events, developments and achievements (for example, the causes and effects of the struggles for democratic rights such as the Wave Hill walk-off, the Wik decision; of technological advancements such as the advent of television, the internet and the bionic ear; of health policies)

Year 7 | Geography

ACHASSK188 – Factors that influence the decisions people make about where to live and their perceptions of the liveability of places

Elaboration: discussing that many Aboriginal and Torres Strait Islander Peoples choose to live on their Country/Place or might prefer to if they had the choice

CHAPTER 25 – Education

Individual student questions or class discussion topics:

1. Why are bilingual education programs so important?
2. What is Learning on Country?
Find out if there is a Learning on Country program near you.

Elders and Custodians give generously of their time and knowledge. Can you invite some Elders or Custodians from the Learning on Country program to come to your school and talk about what they do?
3. Find out if there are any language programs being offered by the language group in your area. If so, which language/s?
4. As the distance from metropolitan regions increases, fewer adolescents and young adults are likely to engage in study. What do you think some of the reasons may be for this?
5. What are some of the challenges that face Indigenous students who want to attend universities or other tertiary institutions?

Research: learning methods

For thousands of years before the arrival of Europeans, Indigenous Australians provided education to their children and young adults. Children first learnt about their Country and its flora and fauna, the rules of kinship and the spiritual world through a mix of informal instruction and observation. For older children, formal ritual instruction was part of the process of becoming an adult, and learning in ceremonial contexts was a lifelong process. These forms of education continue to varying degrees across the continent.

The importance of language and culture to learning has always been recognised by Indigenous people. They have aimed to find ways that Western schooling complements their traditional approaches rather than smothering them.

- Compare traditional Indigenous methods of teaching with those used in a typical Western school.
- What are educators doing to incorporate elements of traditional Indigenous culture into the teaching of the Western curriculum?
- In what ways can the teaching of traditional Indigenous culture in the Western curriculum be of benefit to all students?

Further reading:

In 2018, ABC News published an article highlighting ways in which Indigenous culture can be incorporated into the teaching of maths and science: <https://www.abc.net.au/news/2018-08-31/boomerangles-learning-maths-and-chemistry-throughculture/10174930>

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Australian Curriculum outcomes:

Year 5 and 6 | Outdoor learning | Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Year 7 | Science

ACSHE223 – Science knowledge can develop through collaboration across the disciplines of science and the contributions of people from a range of cultures

Elaboration: recognising that traditional and Western scientific knowledge can be used in combination to care for Country/Place

CHAPTER 26 – Working life

Individual student questions or class discussion topics:

1. What types of work fall into the following categories?
 - the primary sector
 - the secondary sector
 - the tertiary sector
2. What are some activities that make up the customary sector?
Why do you think these cultural activities are so important to Indigenous people?
What type of cultural traditions or activities are practised near where you live?
3. Read this media release from the Australian Bureau of Statistics (ABS), based on the 2016 Census:
[Construction the biggest riser in Aboriginal and Torres Strait Islander industry data](#)
 - Which industry was the largest employer of Aboriginal and Torres Strait people?
 - All industries aside from two experienced growth from the previous census period. What were these two industries?
 - Were you surprised by any of the rates of growth or decline in particular industries? If so, why?
 - Which sectors do you think each of the industries listed in this report fall into?

Activity: maps

Using the Locations map found inside the front cover of the book, find the locations mentioned in this chapter:

- Queensland
- Tasmania
- Torres Strait
- Cape York Peninsula
- the Pilbara
- Western Australia
- South Australia
- Northern Territory
- Arnhem Land
- Gunbalanya (see map inset 3)
- Fitzroy River
- Gulf Country
- Brisbane

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- Sydney
- Melbourne
- Babel Island
- Maningrida (see map inset 3)

Australian Curriculum outcomes

Year 5 | Economics and business

ACHASSK120 – Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations

Elaboration: exploring how Aboriginal and Torres Strait Islander Peoples traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways

Year 6 | History

ACHASSK137 – The contribution of individuals and groups to the development of Australian society since Federation

Elaboration: investigating the role of specific cultural groups in Australia’s economic and social development (for example, the cattle industry, the Snowy Mountains Scheme, the pearling industry)

Year 7 | Geography

ACHASSK192 – Strategies used to enhance the liveability of places, especially for young people, including examples from Australia and Europe

Elaboration: developing a specific proposal to improve an aspect of the liveability of their place, taking into account the needs of diverse groups in the community, including young people (for example, through fieldwork in the local recreation area), or including traditional owners (for example, developing bilingual signage or Indigenous garden projects in the local area)

CHAPTER 27 – Health and wellbeing

Class discussion topics:

1. The many effects of colonisation on Indigenous Australians have included serious and enduring health problems. The actions of, and conditions, policies and processes enforced by, government, white settlers, church, and others, have led to dispossession and marginalisation, and in turn to health problems such as substance abuse.
 - Why do you think treatment leading to marginalisation and separation from Country may have caused some Indigenous people to become addicted to dangerous substances?
 - In turn, how do you think this kind of substance abuse affects the lives of the sufferers, their families and their communities?
 - What is a dry community? Why do you think they exist?
2. Australia has seen pandemics before – the first came with the First Fleet. Investigate as a class which Aboriginal and Torres Strait Islander groups were impacted by this pandemic.
 - What diseases did the First Fleet bring with them and what impact did they have?
 - Why do you think introduced diseases such as influenza, tuberculosis, measles and leprosy had such a fatal effect on the Indigenous population?
3. What is trachoma?
What caused the prevalence of trachoma in children to drop from 21% in 2008 to 4.6% in 2015?
What did the early colonists call trachoma and why?
4. Why do you think that health services for remote areas are so important?
5. When was the Royal Flying Doctor Service founded?
What is its primary function?
How would people in remote areas be affected if the Royal Flying Doctor Service ceased to operate?

Further reading:

Royal Flying Doctor Service website: <https://www.flyingdoctor.org.au/>

Research and activity: bush medicine

In pre-contact times, people relied on their detailed knowledge of the medicinal properties of native flora and fauna to treat health problems. There are men and women who are acknowledged as expert healers in the physical, spiritual and emotional realms, and today several health services employ these traditional healers to work alongside other medical staff.

Research what types of native flora and fauna are used in bush medicine.

Collate the findings as a class and create a poster to display.

Australian Curriculum outcomes:

Year 5 to 8 | Cross Curriculum Priorities | Aboriginal and Torres Strait Islander Histories and Cultures

Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

Year 7 and 8 | Personal, social and community health

ACPPS077 – Plan and implement strategies for connecting to natural and built environments to promote the health and wellbeing of their communities

Elaboration: explore how spiritual connection to Country/Place enhances health and wellbeing for Aboriginal and Torres Strait Islander Peoples

