

# Uluru Handback

## FOCUS QUESTIONS

1. In pairs, discuss the *Uluru Handback* story and record the main points of your discussion.
2. Which Aboriginal Group are the traditional owners of Uluru
  - a. Anangu
  - b. Noongar
  - c. Yolngu
3. Why is Uluru a sacred place for them?
4. What did European settlers call Uluru?
5. What significant event happened on October 26 1985?
6. What did the handback officially recognise?
7. Who do the traditional owners share the running of Uluru-Kata Tjuta National Park with?
8. Why has the relationship between Indigenous and non-Indigenous Australians been tense?
9. Do you think tourists should be allowed to climb Uluru? Explain your answer.
10. How did this story make you feel?

## ACTIVITY

### Brainstorm

Discuss the BtN *Uluru Handback* story as a class. Ask students the following questions:

- What do you know about Uluru?
- What was Uluru once called?
- How would you describe Uluru?
- Uluru is often called a 'national icon'. What do you think that means?
- What is 'the handback'?
- Who are the Anangu people?
- Why is Uluru such a sacred place to the Anangu people?
- Why are tourists and non-indigenous Australians not allowed in some parts of Uluru?



## KEY LEARNING

Students will develop an understanding of the handback of Uluru to the Anangu people and their deep connection to the place. They will also investigate the issue of allowing people to climb Uluru.

## AUSTRALIAN CURRICULUM

### Science – Year 4

Earth's surface changes over time as a result of natural processes and human activity ([ACSSU075](#))

Science knowledge helps people to understand the effect of their actions ([ACSHE062](#))

### History – Year 4

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/ Place (land, sea, waterways and skies) and the implications for their daily lives. ([ACHHK077](#))

### Geography – Year 8

The aesthetic, cultural and spiritual value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples

([ACHGK049](#))

The different types of landscapes and their distinctive landform features ([ACHGK048](#))

The ways of protecting significant landscapes ([ACHGK052](#))

## ACTIVITY

### Connection to Country

Students will explore in more depth Indigenous Australian's connection to their land. Hold a class discussion to find out what students already know about this connection.

Watch the Behind the News [Land Rights story](#). What does it tell us about:

- The strong connection Indigenous Australians have to the land?
- The importance of the Mabo decision?



### LAND RIGHTS

## ACTIVITY

### How Uluru Came to Be

Watch the *Splash* video [How Uluru Came to Be](#) and respond to the following questions:

- How big is Uluru?
- How much of Uluru is buried underground?
- What are the Kata Tjuta and how were they formed?
- How was Uluru formed?
- How do the Anangu people use their Dreaming or Creation stories to explain shapes in the rock?



## ACTIVITY

### History of the Handback

Students will explore the handback of Uluru to the traditional owners, the Anangu people and share their information as an oral presentation. Questions to consider include:

- Who are the traditional owners of Uluru-Kata Tjuta?
- What is the European history of Uluru-Kata Tjuta?
- What were the events leading up to the handback?
- Why is the handback considered an important moment for indigenous land rights in Australia?
- Why was the handback considered controversial?



Image: Parks Australia

More information about the handback can be found [here](#).

## ACTIVITY

### Significance of Uluru-Kata Tjuta to the Anangu people

Watch the [Parks Australia video](#) that explains the significance of Uluru-Kata Tjuta to the Anangu people. It explains Tjukurpa (*pronounced chook-orr-pa*) which is the foundation of Anangu culture. Find out more about Tjukurpa [here](#).

Students will find out more about the Creation stories about Uluru-Kata Tjuta and then create a picture book about the stories. To help with their research, students can watch a short video [here](#) where a traditional owner of the Uluru-Kata Tjuta region, tells of the Creation story.



## ACTIVITY

### Should Uluru be closed to climbers?

Students will explore the issue of closing Uluru to climbers and develop a persuasive text from one of the following perspectives.

- Environmentalists (environmental impact)
- Indigenous – Anangu people traditional owners (spiritual, cultural)
- Tourist industry (impact on the economy)

Students brainstorm what they know about the debate from that group's perspective and record key questions to investigate. Encourage students to use a range of sources.

Key issues to consider are:

- The cultural values of Uluru (significance to the traditional owners)
- The natural heritage of Uluru
- Environmental impact of climbing Uluru
- Impact on the tourism industry
- Safety considerations

#### Tips for writing persuasive texts

- Who is your audience? For example, are you directing your argument at kids, teachers or politicians?
- Provide facts and evidence to support your argument.
- Be creative with your word choice to enhance your argument. Convey emotion using thinking and feeling words.
- Write in the present tense
- Check your spelling and punctuation.

#### Structure of an exposition text

##### Introduction

- What is the point you are trying to argue? Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

##### Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

##### Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.



## USEFUL WEBSITES

Parks Australia - Uluru-Kata Tjuta National Park

<http://www.environment.gov.au/parks/uluru/>

Parks Australia – The Handback pdf

<http://www.parksaustralia.gov.au/uluru/pub/fs-handback.pdf>

National Museum of Australia – Uluru

[http://www.nma.gov.au/exhibitions/symbols\\_of\\_australia/uluru](http://www.nma.gov.au/exhibitions/symbols_of_australia/uluru)

Behind the News – Uluru Uproar

<http://www.abc.net.au/btn/story/s2627617.htm>

Behind the News – Land Rights

<http://www.abc.net.au/btn/story/s4014894.htm>

ABC News – Handback of Uluru to traditional custodians commemorated in Central Australia

<http://www.abc.net.au/news/2015-10-26/handback-of-uluru-to-traditional-custodians-celebrated/6884192>



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