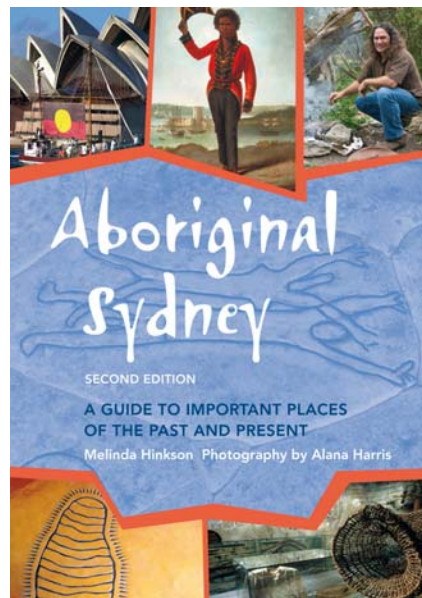


# Teachers' Notes: Aboriginal Sydney

Aboriginal Studies Press



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# **ABORIGINAL SYDNEY**

## **Melinda Hinkson**

### **Teachers' Notes**

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## Introduction to the teachers' notes

### The text: *Aboriginal Sydney*

*Aboriginal Sydney* is a unique guide book that surveys contemporary Sydney from the perspective of the city's rich Aboriginal heritage. Sites of importance to all Australians are explored through fascinating historical accounts, documents, photographs and art works. Readers encounter a wonderful range of sites across the Sydney area that reveal intricate connections between the people of the past and present that continue to shape the city's identity. Melinda Hinkson and Alana Harris have delivered with this book an appropriate sense of place which is so fundamental to the people of Australia's first nations.

### Learning statement

Books are important tools in enabling the voices of Aboriginal people to be heard in historical and cultural matters in Australia. It is our hope that this quality teaching resource can help teachers develop in their students a better understanding of Australian history and heritage sites that have a unique significance to Indigenous Australians. Students will be challenged to see familiar sights from a different perspective – via a less hurried walk in the footprints of people who have new ways of seeing to teach us. In developing these teachers' notes, Aboriginal Studies Press hopes to equip busy teachers with ready-made tools that will enable a thorough and engaging study of *Aboriginal Sydney*. It is our aim to build empathy and understanding on a platform of information that enlightens students about the continuing Aboriginal culture thriving in Sydney and its surrounding regions.

### How to use these notes

These teachers' notes are structured into three separate units that each follow a focus topic. Each topic is explored in a teaching unit of ten lessons. For these three units of study, a representative sample of sites have been selected from each of the geographical areas featured in the book. The units can be used as individual studies or together as an extended program of study. Teachers may photocopy the worksheets and assignment instruction sheets in this document for use in the classroom. Assessment tasks are included, along with specific linkage to NSW Board of Studies syllabus outcomes for Stage 5 English, Stage 5 History and the Stage 5 elective unit, Aboriginal Studies. The first unit eases students in to the study through prescriptive and engaging worksheets. Toward the latter part of the program of study, a less structured approach is taken. Worksheets are replaced with oral tasks, creative work, ICT tasks, independent research and group-based activities.

## Syllabus linkage

The notes have been designed to guide students through a study of the book *Aboriginal Sydney* as an informative text that is useful in the Stage 5 English, History and Aboriginal Studies syllabuses. Specific links have been made to each of these New South Wales Board of Studies syllabus, but each unit can easily be adapted to suit the syllabus requirements for the equivalent year levels in the other Australian states. Alternatively, the units may be used as integrated studies across the key learning areas – in subjects and at levels including:

- Stage 4 History (NSW) for advanced students
- Stages 5 & 6 English (NSW) and their equivalents in the other states and territories
- Stage 5 Human Society and Its Environment (HSIE) or other History and Geography equivalents
- Stages 5 & 6 Aboriginal Studies (in all states and territories)
- Social Education (in the NT and SA)
- Stage 5 Visual Arts (in all states and territories)

In the NSW Stage 6 English syllabus, *Aboriginal Sydney* can be used for Preliminary HSC studies as a non-fiction text, and as a related text in the Area of Study common to the Standard, Advanced and ESL courses. As well as meeting the specific outcomes listed in the Stage 5 syllabuses mentioned above, the program is also useful for teachers implementing the new Australian Curriculum, which focuses on the teaching and learning of Aboriginal Australians' perspectives throughout various courses. These 'cross-curriculum dimensions' are compulsory requirements that can be facilitated through the use of these units, whether as discrete course elements or a full program of study.

## Addressing syllabus learning outcomes

The introductory pages for each unit include information tables that summarise the learning activities and the specific syllabus outcomes to which they are linked in three syllabus areas – Stage 5 History, Aboriginal Studies and English. These tables present the full syllabus outcomes statements in a simple, lesson-by-lesson format.

## A multi-faceted program of study

The sites in *Aboriginal Sydney* are organised according to their geographical region. Students will find they are familiar with numerous sites that have significance to all Australians. In the book they are explored from a perspective that foregrounds Aboriginal history, an approach that is usually reversed in Australian historical resources. This is an excellent resource useful for making cross-cultural links among the histories that have shaped our society, the cultural trends that define the present, and their continuing influence into the future. It also provides a fascinating insight into Sydney and its surrounds, the natural beauty of the region and the flora and fauna that is unique to the Australian continent.

An interesting aspect of *Aboriginal Sydney* is its inclusion of a number of art works that demonstrate the ongoing cultural practice of linking storytelling with other art forms, including painting. In one assignment, students are challenged to create a work that capitalises on the interconnectedness of storytelling and pictorial artwork in developing their own designs.

Teachers will also find potential in these units for incorporating information and communication technology (ICT) work in their program of study. In recent times, onscreen professionals have enabled Aboriginal writers to share their stories by incorporating audio-based storytelling in onscreen publications. Students are encouraged to make use of the internet, online resources and software programs to present their views. It is ironic that high-tech communications gives people better opportunities to retain the oral storytelling tradition so important to Indigenous Australians.

### **Provisions for extension work**

In each program suggestions are provided for extension tasks that will challenge the more adept students and ensure that they are sufficiently engaged. Another useful strategy in employing these activities to extend students is to convert group-assigned activities to solo ones. Additional opportunities exist for further reading of more challenging texts, use of web-based material and the completion of more complex ICT tasks.

### **Provisions for students with learning difficulties**

The structured worksheet-based lessons are ideal for teaching students with learning difficulties, as they are provided with concrete guidance through the tasks. Students with special learning needs may be assigned more reading and responding time. They may elect to work in partnerships with peers or a learning support teacher. The more challenging lessons can be broken down into simpler steps, and can be refocused on the development of understanding and empathy rather than eliciting formal written responses to enable each student to get the most out of the program.

### **Respect for Indigenous cultures**

It is important that teachers deal authentically with topics relying on the life experiences of Indigenous Australians. The intensely personal and emotive topics that dominate Aboriginal literature call for sensitivity and cross-cultural empathy. Subconscious deference to stereotypes and misconceptions can be avoided through proper listening to and contextualising of Aboriginal and Torres Strait Islander writing, storytelling, artwork and historical accounts.

### **Language**

Indigenous Australians use various words to refer to themselves, but most prefer to be identified by a language label. For example, using the expression *Jawoyn man* or *Yorta Yorta woman* makes it clear to which specific language group a person belongs. Specific terms may also refer to the geographic region of a person's birth, such as *Murri* (from Queensland) and *Koori* (New South Wales and Victoria). Spellings

may vary among some of these names. The terms *Aboriginal people* and *Indigenous people* have passed into accepted usage despite their originally generic meanings. To distinguish these terms as proper nouns naming cultural groups, it is important that they are capitalised when they appear in written language. It is appropriate to seek to properly define distinct and individual nations and peoples when making reference to Indigenous Australians, and this includes the people of the Torres Strait Islands, who prefer to identify themselves by the specific names of their islands.

### **Using supporting texts and resources**

When consulting other resource material, it's important to keep in mind the fact that variance between spoken and written Aboriginal languages (and variance within the written forms of some languages) throws up further difficulties that can be streamlined with the help of Aboriginal language specialists. Teachers are encouraged, wherever practicable, to engage the assistance of such people.

### **Enlisting support from community groups and individuals**

Teachers are encouraged to make arrangements to consult with local Land Councils to identify the specific language groups represented in their region. They may choose to invite elders to talk to students and lend their expertise, knowledge and support to school initiatives. Schools may already have organisations such as Aboriginal and/or Torres Strait Islander parent groups, or may employ an Aboriginal educator to take a key role in planning and implementation of lessons and activities. Teachers are urged to utilise existing school programs and innovations, such as a RAP (Reconciliation in Action Plan) to meet the educational objectives detailed in this program.

## **Focus 1: Original Sydney - Traditional ways of life**

### **Introduction**

In this unit we aim to introduce students to the idea that our historical knowledge about early traditions among Australia's Indigenous nations relies in part on primary source material derived from the sites such as those presented in *Aboriginal Sydney*. Students will have the opportunity to study a range of these sites, and will be encouraged to draw conclusions using the information presented in the book.

The content of this unit has been designed to fit into ten standard lessons in English, HSIE or Aboriginal Studies. The lessons are appropriate for students in Stage 5 or 6, but could also be simplified for use in Stage 4 among more advanced students. In this unit, four worksheets and two assignment sheets are included. They are fully photocopiable and the tasks they detail can be completed individually or in pairs or groups. Teachers are advised to photocopy the worksheet material for use in lessons.

### **Content**

Site 9 The Gadyan Track, Berry Island (pp 32-33)



Site 11 Occupation sites, Balls Head (p 35)

Site 15 Rock shelter, Balmoral Beach (pp 48-49)

Site 18 Engravings, The Basin Track (pp 59-63)

Site 31 Bush tucker Walk, Yarra Bay (pp 108-110)

### **Character studies**

Arabanoo

Bennelong

### **Preparation**

Sufficient copies of the book, *Aboriginal Sydney* to share one between two students will be required.

Alternatively, the introductory pages (pp iii-ix) may be photocopied for the introductory reading task.

Teachers should also photocopy the required worksheets from the teacher's notes document before the lesson.

### **Assessment plan**

There are two assignments in this unit – one oral presentation and one written task. The individual worksheet activities may also be used for assessment purposes.

### **Extension work**

Teachers may choose to assign the following task using an edited photocopy of this page, or by writing the instructions on the whiteboard for students to copy down.

1 Conduct some library research to find out more about one of the following traditional practices

- harvesting fish and shellfish
- building traditional cooking fires
- gathering and preparing other forms of bush tucker found in the Sydney region

Write an A4 page in which you describe how you would teach a younger person that yourself how to carry out this practice.

2 Write a children's story that focuses on the importance of caring for natural resources and the environment to the future of Australia. Then develop an illustration idea that would be suitable for children aged 5 – 8 years. Aim to use the illustration to engage the interest of young readers. You may use artworks that you have generated yourself, such as drawings and paintings, or other creative media such as photos, collage or mixed media.

**Unit summary table**

Lessons	Topics	Page refs	Activities	Documents
Lesson 1	<b>Introduction to the book - <i>Aboriginal Sydney</i></b>	pp iii-ix	Read the introductory material in the book and discuss key concepts.	none
Lesson 2	<b>Using artefacts to teach others about the past</b>  Site 9 The Gadyan Track, Berry Island	pp 32-3	Read about the site and write a descriptive, informative text using physical evidence that tells us about the past.	Worksheet 1
Lesson 3	<b>Drawing conclusions from primary sources</b>  Site 11 Occupation sites, Balls Head & Site 15 Rock shelter, Balmoral Beach	pp 35, 48-9	Refer to the information in the text to complete worksheet language-rich comprehension activities.	Worksheet 2
Lessons 4-5	<b>Assignment 1 Group research and oral presentation</b>  <b>Traditional practices of Aboriginal people</b>  Sites 9, 10, 12, 13, 14, 15, 27, 28, 29, 31, 38 & 45	pp 32-4, 37-8, 41, 43-4, 48-9, 96-100, 108-10, 127-8, 149-50	Complete text-based research as a group; use primary source material and other references; and collaborate to develop a group oral presentation.	Assignment 1 guide sheet
Lesson 6	<b>Engravings</b>  Site 18 Engravings, The Basin Track	pp 59-63	Read about the site and images; complete a group collaboration task; evaluate your ways of expressing the information in comparison with others.	Worksheet 3
Lessons 7-8	<b>Character studies: Arabadoo and Bennelong</b>	Arabadoo: pp 11, 37-9, 45. Bennelong: pp 28, 39-40 (relevant sections only), 49-52.	Listen to readings from the text; participate in a discussion, demonstrating understanding of the variance between world views that led to the perpetration of injustices.	Worksheets 4A and 4B (one per group)
Lessons 9-10	<b>Assignment 2 Creating an advertising brochure</b>  Site 31 Bush Tucker Walk, Yarra Bay	pp 108-10	Create an advertising brochure, using creative skills and persuasive language techniques.	Assignment 2 guide sheet

This table provides an overview of the ten lessons in this unit. Subject-specific learning outcomes appear on the next pages, followed by detailed teaching notes for each lesson summarised here.

### Learning outcomes table Stage 5 History

Lesson	Learning outcomes (NSW Board of Studies Stage 5 History syllabus)
Lesson 1	5.5 identifies, comprehends and evaluates historical sources 5.9 uses historical terms and concepts in appropriate contexts
Lesson 2	5.5 identifies, comprehends and evaluates historical sources 5.9 uses historical terms and concepts in appropriate contexts
Lesson 3	5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life 5.6 uses sources appropriately in an historical inquiry 5.7 explains different contexts, perspectives and interpretations of the past
Lessons 4-5	5.2 assesses the impact of international events and relationships on Australia's history 5.4 sequences major historical events to show an understanding of continuity, change and causation 5.5 identifies, comprehends and evaluates historical sources 5.6 uses sources appropriately in an historical inquiry 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences
Lesson 6	5.5 identifies, comprehends and evaluates historical sources 5.6 uses sources appropriately in an historical inquiry 5.7 explains different contexts, perspectives and interpretations of the past
Lessons 7-8	5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia 5.7 explains different contexts, perspectives and interpretations of the past 5.9 uses historical terms and concepts in appropriate contexts
Lessons 9-10	5.6 uses sources appropriately in an historical inquiry 5.9 uses historical terms and concepts in appropriate contexts 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences

**Learning outcomes table**

**Stage 5 Aboriginal Studies**

Lesson	Learning outcomes (NSW Board of Studies Stage 5 (Elective) Aboriginal Studies syllabus)	
Lesson 1	5.1 5.9	describes the factors that contribute to an Aboriginal person's identity analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
Lesson 2	5.3 5.4	describes the dynamic nature of Aboriginal cultures explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
Lesson 3	5.3 5.4	describes the dynamic nature of Aboriginal cultures explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
Lessons 4-5	5.1 5.2 5.3 5.4	describes the factors that contribute to an Aboriginal person's identity explains ways in which Aboriginal Peoples maintain their identity describes the dynamic nature of Aboriginal cultures explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
Lesson 6	5.2 5.7	explains ways in which Aboriginal Peoples maintain their identity assesses the significance of contributions of Aboriginal Peoples to Australian society
Lessons 7-8	5.6 5.7 5.8	explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally assesses the significance of contributions of Aboriginal Peoples to Australian society analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
Lessons 9-10	5.3 5.4	describes the dynamic nature of Aboriginal cultures explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location

**Learning outcomes table                      Stage 5 English**

Lesson	Learning outcomes (NSW Board of Studies Stage 5 English syllabus)
Lesson 1	6.2 respond imaginatively and interpretively to an increasingly demanding range of literary and non-literary texts  9.2 relate the content and ideas in texts to the world beyond the texts
Lesson 2	2.9 processes of representation including use of symbols, images, icons, stereotypes, connotations, inference, and particular visual and aural techniques including those of camera, design and sound, to create cohesive texts 4.1 identify, describe and explain the purpose of texts in personal, historical, cultural, social, technological and workplace contexts 10.8 the effects of personal, social, historical and technological perspectives on language and communication
Lesson 3	2.2 use writing and representing as an aid to research, planning, classifying information and learning 2.7 identify and articulate their own processes of responding and composing. 10.4 engage with details of texts to respond and compose from a range of social and critical perspectives
Lessons 4-5	8.4 track and explain the treatment of a common theme or idea in a range of texts in different modes and media 8.7 the ways content, form and ideas of texts can be related 10.6 compose texts that reflect cultural attitudes other than their own 10.7 the language used to express contemporary cultural issues 11.5 use individual and group processes to generate, investigate, document, clarify, refine, critically evaluate and present ideas and information drawn from books, the internet and other sources of information 11.6 establish and adopt roles and responsibilities, negotiate and implement strategies and meet deadlines
Lesson 6	10.1 identify cultural elements expressed in the language, structure and content of texts drawn from popular culture, youth cultures, cultural heritages and the workplace 1.2 respond to and compose more sustained texts in a range of contexts 2.9 processes of representation including use of symbols, images, icons, stereotypes, connotations, inference, and particular visual and aural techniques including those of camera, design and sound, to create cohesive texts
Lessons 7-8	7.1 ask perceptive and relevant questions, make logical predictions, draw analogies and challenge ideas and information in texts 7.2 trace ideas and images through extended texts 7.7 explore and develop arguments in a range of modes and media and in imaginative, interpretive and critical compositions
Lessons 9-10	7.12 the ways the language of argument and persuasion can be adapted for different contexts 8.6 compose texts by complying with, adapting or subverting the conventions of form, genre and ideology 10.5 respond to and compose texts to demonstrate their view of the world by drawing on the texts of other cultures (for ESL students, this might include drawing on texts in their first language)

## Lesson outline Original Sydney – Traditional ways of life

### Lesson 1 Introduction to the book - *Aboriginal Sydney*

This is a single lesson activity. Distribute copies of the book or photocopies of the reading material.

Ask the students to read the introductory material in *Aboriginal Sydney*. Write the section titles and page references on the whiteboard.

- *About the authors (p iii)*
- *About this book (pp iv-v)*
- *Foreword to first edition (pp vii-ix)*

Discuss with students the value of such a reference book in presenting an alternative perspective on the various historical sites that many Australians may overlook because of a lack of knowledge about the history of the continent's Indigenous people.

Resources: *Aboriginal Sydney*, pp iii-ix.

### Lesson 2 Using artefacts to teach others about the past (site 9)

This is a single lesson activity. Distribute copies of the book (or photocopies of the reading material) and Worksheet 1. Ask students to read the information about the site. Students should complete the narrative writing task on the worksheet individually. Emphasise the need for emotive and descriptive language to help engage the audience.

Resources: *Aboriginal Sydney*, Site 9 - The Gadyan Track, Berry Island (pp 32-3).

### Lesson 3 Drawing conclusions from primary sources (sites 11 & 15)

This is a single lesson activity. Distribute copies of the book (or photocopies of the reading material) and Worksheet 2 (two pages). Read the information on page 35 aloud, then discuss one or more of the following questions:

1 *What questions might the Koori people living in the Balls Head area at the time of colonisation have wrestled with when they first encountered the new arrivals?*

2 *How did the lifestyles of the Cammeraigal people differ from those of the European people?*

3 *Which pieces of evidence best demonstrate these differences?*

Ask students to continue their reading about these sites and complete Worksheet 2, which asks them to develop point form notes that summarise the information historians have gathered from artefacts at sites around Sydney.

Resources: *Aboriginal Sydney*, Sites 11 & 15 – Occupation sites, Balls Head (p 35) and Rock shelter, Balmoral Beach (pp 48-49, excluding the sections entitled Whales and The spearing of Phillip), Worksheet 2 (two pages).

## Lessons 4-5 Assignment 1: Group research and oral presentation

### ***Traditional practices of Aboriginal people*** (sites 9, 10, 12, 13, 14, 15, 27, 28, 29, 31, 38 & 45)

This is a two lesson activity. One lesson will be allocated for students to undertake their group-based research, and a second lesson will be required for the hearing of the oral presentations. Distribute the Assignment 1 guide sheet (Group research and oral presentation) and guide the class through the instructions. The group activity will require about 30 minutes of conferring time. Ask students to use this time to prepare point form notes for one member to present orally in the next lesson. In the following lesson, have a spokesperson from each group orally present the information about their assigned sites to the class. These presentations may be followed by a question and answer session if time permits.

Resources: Assignment 1 guide sheet; *Aboriginal Sydney*, pp 32-34, 37-8, 41, 43-4, 48-9, 96-100, 108-10, 127-8, 149-50.

## Lesson 6 Engravings (site 18)

This is a single lesson activity. Ask students to read the information on pages 59-63 of the text. Then allocate 20 minutes for them to answer the questions on Worksheet 3. After the time has expired, write each of the following questions at the top of a separate A3 sheet of paper and Blu-tack them onto the classroom wall.

- 1 *When were most of the rock engravings around Sydney made?*
- 2 *Where are they found?*
- 3 *How were they made?*
- 4 *What do they mean?*
- 5 *How can they best be seen?*

Ask students to transfer their single line answers on the worksheet to the A3 sheets. After they complete their first response, they should move to the next sheet to enter their response and so on, until each student has answered all five questions. Emphasise that their A3 sheet responses should match their

worksheet responses – this will ensure that a broad spread of individual responses is collected. Then, compare the responses for similarities and differences.

Resources: *Aboriginal Sydney*, Site 18 - Engravings, The Basin Track (pp 59-63), Worksheet 3, five A3 sheets and Blu-tack.

### **Lessons 7-8 Character studies: Arabanoo and Bennelong**

This is a two lesson activity. The stories of Arabanoo and Bennelong are best conveyed orally, as a group activity. Ask students to form two circles of chairs (in the same room or two different locations, if desired). Nominate a 'reader' for each group and assign one of the two characters to each. Then assign the following pages for the readings.

For the Arabanoo group: pp 11, 37-9, 45.

For the Bennelong group: pp 28, 39-40 (relevant sections only), 49-52.

Have the readers present the material on these pages to their groups, then appoint a 'scribe' to record the group's answers to the discussion questions on Worksheets 4A or 4B. Photocopy one Worksheet 4A for the Arabanoo group and one Worksheet 4B for the Bennelong group. This activity should be completed by the end of the lesson.

In the following lesson, join the two groups together. Guide a discussion on the experiences of Arabanoo and Bennelong, asking students to compare the experiences of the two men. Emphasise the unjust loss of autonomy of these men and the immorality of forced assimilation and exploitation.

Resources: *Aboriginal Sydney*, pp 11, 28, 37-40, 45, 49-52, Worksheets 4A and 4B.

### **Lessons 9-10 Assignment 2: Creating an advertising brochure**

#### ***The Bush Tucker Walk, Yarra Bay***

This is a two lesson activity. Students will develop a persuasive advertisement featuring Site 31 – Bush Tucker Walk, Yarra Bay. Demonstrate to students how they can create A4 sized brochures of different styles - one folded in half vertically or horizontally, and a tri-panel brochure concertina-folded or flap-folded into thirds. Students are to use a combination of text and graphics to present the information outlined in the Assignment guide sheet in their brochure.



Emphasise the need for persuasive techniques to be included:

- emotive language
- repetition
- descriptive language
- high modality verbs
- contrast
- the four-fold advertising techniques of
  - capturing attention
  - sustaining the reader's interest
  - creating a desire in the reader
  - calling the reader to take action to fulfil that desire.

The point of this task is to generate interest in the site using persuasive techniques that demonstrate students' mastery of this form and their ability to use the information they have recently learned.

Resources: *Aboriginal Sydney*, pp 108-10. Assignment 2 guide sheet, sheets of A4 paper, coloured pens, pencils and other art materials as desired; (optional) internet and printer access. If no access to the internet or photo resources is available, students may collect images using resources from home.

## **Worksheet 1      Using artefacts to learn about the past (site 9)**

In the introduction to the Sydney Harbour sites in *Aboriginal Sydney*, it is noted that they '*reveal much about the practices of Aboriginal people before the British arrived in 1788*', (p 31). The Gadyan Track of Berry Island and the Balls Head occupation site have yielded a number of artefacts that have helped researchers learn more about the people who occupied this region in ancient times. We can use these artefacts to determine the length of time these sites were in use among Aboriginal people and, in some cases, we can identify periods of continuous use by particular people groups.

### **Site 9      The Gadyan Track, Berry Island**

Imagine you are walking on the Gadyan Track, in the Berry Island reserve. You have read some history about the place, from *Aboriginal Sydney* (pp 32-3) and are exploring the area. You encounter a group of two Australian families who are enjoying a picnic in the grounds. They seem surprised to see you there – thinking that few people know about this place. When you explain that you are studying the area's history, they are intrigued and invite you to tell (and show) them about what you know of the area's first inhabitants.

Write an engaging informative text that provides facts and enables your listeners to gain a better sense of the site's significance. Make notes (using brackets) to indicate where you physically point out particular

features, such as the engraving of an unknown creature. Use the scaffold below to plan your work, then write your piece on one A4 page.

Fact you can 'tell' \_\_\_\_\_

\_\_\_\_\_

Evidence you can use to 'show' \_\_\_\_\_

\_\_\_\_\_

Description of the evidence \_\_\_\_\_

\_\_\_\_\_

Conclusions we can draw \_\_\_\_\_

\_\_\_\_\_

## Worksheet 2 Drawing conclusions from primary sources (sites 11 & 15)

Complete the tables to show the details that this site yields about the Aboriginal people who once lived in the area.

### Site 11 Occupation sites, Balls Head

1 Insert these missing words to complete the table.

*occupied tools shellfish stencils engravings shelter cooking*

Artefacts and other evidence	Specific practices revealed
<ul style="list-style-type: none"> <li>Sandstone rock overhang</li> </ul>	The rock overhang was used for _____.
<ul style="list-style-type: none"> <li>Compacted shell midden</li> </ul>	Aboriginal people ate _____ there.
<ul style="list-style-type: none"> <li>Smoke-staining on the ceiling</li> </ul>	_____ fires were built regularly at the site.
<ul style="list-style-type: none"> <li>Faint hand stencils on the rocks</li> </ul>	Aboriginal people created rock art _____ at the site.
<ul style="list-style-type: none"> <li>Stone artefacts</li> </ul>	Aboriginal groups _____ the cave for many years.
<ul style="list-style-type: none"> <li>Engravings</li> </ul>	Aboriginal people made _____ that depicted their activities.
<ul style="list-style-type: none"> <li>Axe-grinding grooves</li> </ul>	Aboriginal people sharpened hunting _____ in the cave.

2 What evidence can be put together to build a picture of how these people gathered food?

---

**(Worksheet 2 continued)**

**Site 15      Rock shelter, Balmoral Beach**

3 Complete the table by writing some conclusions that we can draw from the various pieces of evidence. The first one has been done for you. The information in the book will assist you in drawing conclusions.

<b>Artefacts and other evidence</b>	<b>Specific historical conclusions drawn from evidence</b>
<ul style="list-style-type: none"> <li>• Shell midden deposit nearly 2 metres deep</li>   <li>• Silcrete and chert stone artefacts</li>   <li>• Fish bones</li>   <li>• Wallaby, kangaroo and wombat bones</li>   <li>• The remains of cooking fires (over a continuous period of 500 years)</li>   <li>• Charcoal staining on the ceiling</li> </ul>	<p><i>Aboriginal people may have been using this shelter over 3600 years ago, judging by the depth and extent of the midden.</i></p>

## Worksheet 3

## Engravings

### Site 18 Engravings, The Basin Track

To learn more about Aboriginal engravings, read the information on pages 59-63 of *Aboriginal Sydney*. You will be assigned 20 minutes to answer the following five questions. Try to restrict yourself to single line answers to demonstrate your ability to synthesise the information.

1 When were most of the rock engravings around Sydney made?

---

2 Where are they found?

---

3 How were they made?

---

4 What do they mean?

---

5 How can they best be seen?

---

When the 20 minutes of answer time ends, you will be asked to transfer these single line answers onto five A3 sheets that have been posted around the room. Write your answer to Question 1 on A3 Sheet 1, and so on. After you complete your first response, move to the next sheet until you have answered all five questions. Your A3 sheet responses should match your worksheet responses. Before the end of the lesson, have a look at the completed A3 sheets and compare the responses for similarities and differences.

## Worksheet 4A Character studies: Arabanoo

The stories of Arabanoo and Bennelong are very emotive – that is, strong feelings are evoked when we hear about the experiences of these men. Arabanoo was a Cadigal man from the area we know as Sydney Cove, the southern side of Port Jackson. Bennelong was a Wangal man, from a region slightly to the south-west of the cove. Both men were captured by force and were compelled to provide their expertise in bushcraft to assist the new arrivals.

1 What was the intention of the British in capturing Arabanoo?

---

---

2 What struggles were the new arrivals facing that were life threatening?

---

---

3 What method did the British use to try to capture Aboriginal people?

---

---

4 For how many months was Arabanoo kept manacled (chained) at the Governor's house? \_\_\_\_\_

5 How did Arabanoo die?

---

6 It is likely that Arabanoo would not have died so young had he not been captured and held prisoner. Discuss this statement and write down a summary of the group's conclusions about it.

---

## Worksheet 4B Character studies: Bennelong

The stories of Arabanoo and Bennelong are very emotive – that is, strong feelings are evoked when we hear about the experiences of these men. Arabanoo was a Cadigal man from the area we know as Sydney Cove, the southern side of Port Jackson. Bennelong was a Wangal man, from a region slightly to the south-west of the cove. Both men were captured by force and were compelled to provide their expertise in bushcraft to assist the new arrivals.

1 Write a point form summary of the capture of Bennelong, described on pages 39-40.

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

2 What did Bennelong's capture demonstrate about the Governor and his men's attitude toward Aborigines?

---

---

3 What was Bennelong's ultimate fate? (see p 28)

---

---

4 Where is Bennelong believed to have been buried? (see pp 50-1)

---



5 Some people have suggested that Bennelong betrayed his people by cooperating with his captors. Read the information about his wife Barangaroo (on page 29). What was her view? What does the group think? Write a single sentence to summarise your conclusions.

---

## Assignment 1 guide sheet: Group research and oral presentation

### **Traditional practices of Aboriginal people**

Your group will be assigned the task of learning about one group of historical sites, as shown below.

**Group 1:** Site 9 The Gadyan Track, Berry Island (pp 32-3)  
Site 10 Whale engraving site, Balls Head reserve (p 34)  
Site 12 Lookouts, Dobroyd Head (pp 37-8)

**Group 2:** Site 13 Midden, Reef Beach (p 41)  
Site 14 Engravings, Grotto Point (pp 43-4)  
Site 15 Rock shelter, Balmoral Beach (pp 48-9)

**Group 3:** Site 27 Captain Cook's landing place (pp 96-7)  
Site 28 Aboriginal living areas (pp 98-9)  
Site 29 Lookout, Cape Solander/Tabbigai (p 100)

**Group 4:** Site 31 Bush tucker walk, Yarra Bay (pp 108-110)  
Site 38 Aboriginal living areas (pp 127-8)  
Site 45 Bents Basin state recreation area, Greendale (pp 149-150)

#### **Instructions to students:**

Read about the sites you have been assigned and gather the following information, which each group member will help to present orally to the class in the next lesson. Write up the key information as point form notes. Organise your presentation in this way:

- 1 The site's name and a description of its location
- 2 Key artefacts or other primary source evidence it contains
- 3 Conclusions that we can draw from this evidence about what happened at the sites in the past
- 4 Current activities at the site or threats to its conservation
- 5 Measures that have been or must be taken to ensure the site's continued survival

Each person must orally present part of a summary of the information your group has learned about your assigned sites. The group will be allocated a total speaking time of **five minutes**. As in all oral presentations, it is important that you effectively *deliver* the presentation, rather than merely *reading* from your notes. Speak clearly, take your time and make eye contact to engage your audience.

## DEFINITIONS

### **artefact**

an item made or used by humans (usually people from the past)

### **axe-grinding grooves**

indentations made in rocks from repeated use to sharpen stones into pointed axe heads

### **midden**

a deposit of food waste (often from shellfish) that lay in a pile or in a shallow pit; also known as a *kitchen midden* or a *shell heap*

### **hand stencil**

image created by blowing a mixture of ochre and water over the hand to create a hand-shaped outline

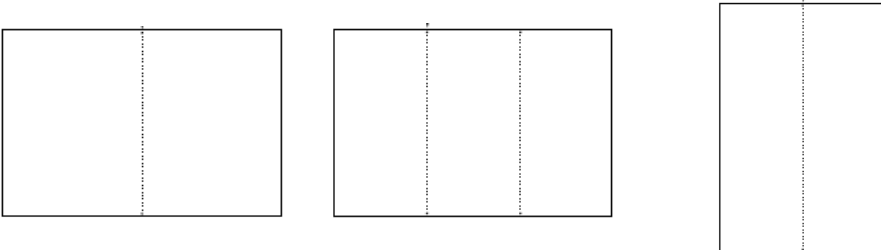
### **rock engraving**

image made by etching smooth rock surfaces with grooves and filling them with white paint to define the edges

## Assignment 2 guide sheet: Creating an advertising brochure

### Site 31 *The Bush Tucker Walk, Yarra Bay (pp 108-110)*

Your task is to develop a persuasive advertisement featuring this site. Create an A4 sized brochure folded in half or thirds. Look at the folds below for some ideas.



Use a combination of text and graphics to present the following information.

- a general description of the area
- the starting point of the walk
- the name of the walk's designer
- information about these common plants found along the walk – *golden wattle*, *banksia*, *soft tree fern* and *lilly pilly* – as well as the Aboriginal names for each of these plants
- botanical sketches of each of these four plants
- information about the wooden artworks situated along the walk and the Aboriginal names for each fauna species depicted in them

Ensure that you use the persuasive techniques that this type of writing requires.

- emotive language
- repetition
- descriptive language
- high modality verbs
- contrast
- the four-fold advertising techniques of
  - capturing attention
  - sustaining the reader's interest
  - creating a desire in the reader
  - calling the reader to take action to fulfil that desire.

The point of this task is to generate interest in the site using persuasive techniques that demonstrate your writing ability and your skill at using new information to persuade.

*Focus 1 Original Sydney – Traditional ways of life*

If you have access to the internet, do an image search for each of the plants mentioned and include them in your brochure. You might like to include a map and some other appropriate pictures. Think about the flow of your brochure – and the order in which the target reader will see the material as they unfold it.

## Focus 2: Different worlds; different perspectives

### Introduction

In this unit the aim is to develop in students an understanding of the different perspectives of different cultures and individual people. Teachers should have the goal of going beyond the simplistic manner in which Aboriginal and non-Aboriginal perspectives are sometimes contrasted. They should first establish a foundation of recognising *individuality* across all cultures. Australians belong to a highly differentiated society, with perspectives influenced by various religious beliefs, family traditions, lifestyle choices and personal values that go far beyond one's culture of origin. For example, the importance of extended family to Aboriginal people is an ongoing feature of lifestyles in urban Sydney (and other Australian cities and regional areas). Teachers should discuss with students the concept that each of us has a definitive world view that affects the way we see things, our beliefs, values, expectations and behaviour.

The content of this unit has been designed to fit into ten standard lessons in English, HSIE or Aboriginal Studies. The lessons are appropriate for students in Stage 5 or 6, but could also be simplified for use in Stage 4 among more advanced students. In this unit, two worksheets and two assignment sheets are included. They are fully photocopiable and the tasks they detail can be completed individually or in pairs or groups. Teachers are advised to photocopy the worksheet material for use in lessons.

### Content

Site 24 Memorial to Aboriginal burials, Camperdown Cemetery

Site 33 Congwong Bay

Site 45 Maria Lock's land grant, Liverpool

Other sites (unnumbered) Bennelong Point

### Preparation

Sufficient copies of the book, *Aboriginal Sydney* to share one between two students will be required. Photocopy the required worksheets from this document before the lesson. Students will also require coloured pencils or markers to complete an activity in Worksheet 2. Access to a computer lab will be required for the ICT task in Lessons 6,7 and 8.

### Assessment plan

There are two assignments in this unit – one oral presentation and one ICT task. The individual worksheet activities may also be used for assessment purposes.

### **Extension work**

Teachers may choose to assign the following task using an edited photocopy of this page, or by writing the instructions on the whiteboard for students to copy down.

#### 1 Art tour itinerary

Plan an art tour around the major artistic sites in Sydney. Write an itinerary detailing the travel route, timing and locations the tour will take in.

#### 2 Environmental management practices of Koori people

Do some research on TWO of these ancient practices, explaining why they were so important to the survival of Koori people as well as the flora and fauna (plants and animals) of the land.

1 moving from one area to another

2 constructing traps

3 collecting and saving water

4 tracking grazing animals

5 carrying seeds from one place to another

6 introducing young animals to old hunting grounds

7 igniting controlled grassfires

Write an A4 page to report on your findings.

**Unit summary table**

This table provides an overview of the ten lessons in this unit. Subject-specific learning outcomes appear on the next pages, followed by detailed teaching notes for each lesson summarised here.

<b>Lessons</b>	<b>Topics</b>	<b>Page refs</b>	<b>Activities</b>	<b>Documents</b>
Lesson 1	<b>Worlds apart: Bennelong Point</b>	pp 26-8, 51-2	Read about the history of Bennelong Point, discuss and then answer worksheet questions.	Worksheet 1
Lessons 2-3	<b>Assignment 1 Individual oral presentation</b>  Site 24 Memorial to Aboriginal burials, Camperdown Cemetery	pp 84-5	Refer to the text to gain an understanding of an historical issue, summarise the facts, then develop an oral presentation to deliver to the class.	Assignment 1 guide sheet
Lesson 4	<b>Changing perspective; swimming against the stream</b>  Elizabeth McKenzie Hatton	John Maynard's book, <i>The Fight for Liberty and Freedom</i> pp 40-53	Read about a historical figure who challenged prevailing views and policies; demonstrate empathy.	none
Lesson 5	<b>Perspectives on poverty</b> Site 33 Congwong Bay	pp 113-4	Listen to a reading of a quote from the text, then discuss a number of key issues raised.	none
Lessons 6-8	<b>The first land grant made to an Aboriginal woman</b>  <b>Assignment 2 Team PowerPoint presentation</b>  Site 45 Maria Lock's land grant	p 143-5	Refer to the text to complete a group information-collecting and ICT activity.	Assignment 2 guide sheet
Lessons 9-10	<b>Representing contrast between the cultures</b> Book cover analysis	book cover	Complete written and creative activities on the assignment guide sheet.	Worksheet 2 (two pages)

**Learning outcomes table                      Stage 5 History**

<b>Lesson</b>	<b>Learning outcomes (NSW Board of Studies Stage 5 History syllabus)</b>
Lesson 1	5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life  5.2 assesses the impact of international events and relationships on Australia's history 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia
Lessons 2-3	5.2 assesses the impact of international events and relationships on Australia's history 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia 5.5 identifies, comprehends and evaluates historical sources
Lesson 4	5.6 uses sources appropriately in an historical inquiry 5.7 explains different contexts, perspectives and interpretations of the past 5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
Lesson 5	5.4 sequences major historical events to show an understanding of continuity, change and causation 5.5 identifies, comprehends and evaluates historical sources 5.7 explains different contexts, perspectives and interpretations of the past
Lessons 6-8	5.4 sequences major historical events to show an understanding of continuity, change and causation 5.7 explains different contexts, perspectives and interpretations of the past 5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences
Lessons 9-10	5.7 explains different contexts, perspectives and interpretations of the past 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences



**Learning outcomes table**

**Stage 5 Aboriginal Studies**

<b>Lesson</b>	<b>Learning outcomes (NSW Board of Studies Stage 5 (Elective) Aboriginal Studies syllabus)</b>	
Lesson 1	5.7 5.9	assesses the significance of contributions of Aboriginal Peoples to Australian society analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
Lessons 2-3	5.5 5.9	explains the importance of families and communities to Aboriginal Peoples analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
Lesson 4	5.6 5.9	explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
Lesson 5	5.5 5.9	explains the importance of families and communities to Aboriginal Peoples analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
Lessons 6-8	5.6 5.11	explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings
Lessons 9-10	5.3 5.4	describes the dynamic nature of Aboriginal cultures explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location

## Learning outcomes table

## Stage 5 English

Lesson	Learning outcomes (NSW Board of Studies Stage 5 English syllabus)
Lesson 1	9.4 identify different reading positions and interpretations of particular texts and appreciate distinctions in meaning 9.5 draw conclusions about their own values in relation to the values expressed and reflected by texts, and their responses to them
Lessons 2-3	7.10 sequence and hierarchy of ideas 9.1 respond to and compose texts that reflect their expanding worlds from the personal to the public 9.2 relate the content and ideas in texts to the world beyond the texts 9.9 aspects of their own context that influence their responses and compositions
Lesson 4	9.3 describe ways in which their own responses to texts are personal and reflect their own context 9.4 identify different reading positions and interpretations of particular texts and appreciate distinctions in meaning 9.10 how alternative readings of texts reflect responders' personal and public worlds and what they value in the text.
Lesson 5	9.4 identify different reading positions and interpretations of particular texts and appreciate distinctions in meaning 10.1 identify cultural elements expressed in the language, structure and content of texts drawn from popular culture, youth cultures, cultural heritages and the workplace
Lessons 6-8	7.7 explore and develop arguments in a range of modes and media and in imaginative, interpretive and critical compositions 10.4 engage with details of texts to respond and compose from a range of social and critical perspectives 11.1 understand the learning purposes, specific requirements and targeted outcomes of tasks 11.3 identify, plan and monitor stages of tasks and topics with guidance 11.5 use individual and group processes to generate, investigate, document, clarify, refine, critically evaluate and present ideas and information drawn from books, the internet and other sources of information 11.14 ways of managing information and communication technologies for effective learning
Lessons 9-10	3.1 respond to and compose increasingly complex texts in different technologies considering the effects of the technology including layout and design on meaning 8.1 identify and describe the similarities and differences between and among more demanding texts 8.5 compose texts to experiment with patterns, representations, intertextuality and appropriations 8.6 compose texts by complying with, adapting or subverting the conventions of form, genre and ideology 8.9 similarities of approach, attitude, intent, point of view, perspective and style in texts by different composers 10.6 compose texts that reflect cultural attitudes other than their own

## Lesson outline Different worlds; different perspectives

### Lesson 1 Worlds apart: Bennelong Point

This is a single lesson activity. Direct students to look at the tourist shot of Bennelong Point on Worksheet 1. As a group, read the information on pages 26-8. Ask students to complete Worksheet 1. Then lead a discussion about the huge contrast between worldviews represented by the authorities that built the Sydney Opera House and the traditional owners of that site.

Pose the questions:

1 *'Should we link Bennelong and his memory with an arts and entertainment centre so deeply rooted in European tradition?'*

2 *What is a better means of honouring the Aboriginal man after whom the Sydney Opera House site is named?*

3 *When the authorities assigned Bennelong's name to the site, they did not consider the fact that Bennelong identified himself as the traditional owner of Goat Island, or 'Mamila'. What does this reveal about the attitude of authorities to traditional land ownership at the time?*

Resources: *Aboriginal Sydney*, pp 26-8; Worksheet 1.

### Lessons 2-3 Assignment 1 Individual oral presentation

#### ***Memorial to Aboriginal burials, Camperdown Cemetery (site 24)***

This is a two lesson activity. Distribute copies of the Assignment 1 guide sheet. Write the page reference (pp 84-5 of *Aboriginal Sydney*). Ask students to write a series of responses to these questions about the Memorial to Aboriginal Burials at Camperdown Cemetery. In the second lesson, allocate time for each student to present their personal response to ONE of the questions.

1 *In the material about Camperdown Cemetery, we hear about the desecration of the remains of many Aboriginal people. Imagine the grave of your great-grandfather was desecrated and his bones sent overseas to be kept in a museum vault. What effects do you believe these practices would have on your family?*

2 *Is there any justification for the collection and scientific use of the remains of Aboriginal people in the past?*

3 *What steps should be taken to ensure that the stolen remains are returned and treated honourably?*

Before the end of the lesson, remind students to complete their self-assessment details (on the Assignment 1 guide sheet).

Resources: *Aboriginal Sydney*, pp 84-5, Assignment 1 guide sheet.

#### **Lesson 4 Changing perspective; swimming against the stream**

As a group, have the class read the story of Elizabeth McKenzie Hatton on pp 40-53 of John Maynard's book, *The Fight for Liberty and Freedom*. Ask the class to participate as you use the whiteboard to develop a point form summary of her activities in fighting against the injustices she witnessed perpetrated on people.

Resources: *The Fight for Liberty and Freedom*, pp 40-53.

#### **Lesson 5 Perspectives on poverty (site 33)**

This is a single lesson activity. On page 113, there is a fascinating and illuminating account of the era of the Great Depression in Australia. The incredibly different perspectives of Aboriginal and Anglo-European cultural groups are sharply contrasted by a quote from Iris Williams of La Perouse. Write the following quote on the whiteboard.

*"We like to remember the Depression days, because you know, that was the best time - no money, plenty of time, plenty of fun. You didn't worry about money... the only thing you had to worry about was where your next meal was going to come from."* *Aboriginal Sydney*, p 114.

Discuss this quote, with specific reference to the following points:

1 *The 1930s is relatively recent history in terms of Indigenous Australian culture. How is it that these people - who had been living in the Anglo-European tradition for many years – seemed so unafraid of the Depression's effects, which had devastated many families throughout Australia and the English-speaking world?*

2 *The Depression camps in the dunes above Congwong Bay were known as 'Happy Valley'. How might this period have impacted upon the sense of freedom that many of the homeless Aboriginal campers experienced?*

Resources: *Aboriginal Sydney*, pp 113-4.

## **Lesson 6-8 Assignment 2: Team PowerPoint presentation**

### ***Maria Lock's land grant***

For this task, students will work in pairs or trios. They may need up to three lessons in the computer lab to complete this ICT task. At the start of the first lesson, read to the class the biographical details about Maria Lock's land grant. Then instruct the students to create a PowerPoint presentation that summarises the following key facts about this historic decision and the woman who was at its centre:

- the historical period in which Maria Lock grew up, including significant dates in her life story
- details about her marriage to Robert Lock
- information about the very first grants of land made by the British to Aboriginal people, including the names of those recipients
- a simple family tree diagram showing the relationship of these people to Maria Lock:
  - Yarramundi, Robert Lock, Colebee, the ten Lock children
- information about how the land grant was obtained, and what happened to the force the Lock family's removal from the land in later years
- when Maria died and where she and her husband are buried

Resources: *Aboriginal Sydney*, pp 143-5. Assignment 2 guide sheet. Two to three lessons with access to the computer lab.

## **Lessons 9-10 Book cover analysis**

This two lesson activity is designed to demonstrate how the designers of the book's cover have presented contrasts between the past and the present. Have students examine the cover closely, perhaps providing them with photocopies if sufficient copies of books are not available. Explain that they are required to conduct a cover analysis of the book, guided by the accompanying worksheet. In the lesson to follow, students will have the opportunity to respond creatively by developing their own design in response to the stimulus topic – graphic representation of contrast between the past and the present.

Resources: *Aboriginal Sydney*, front and back covers. Worksheet 3. Coloured pens, pencils, textas and other materials for the creative task.

**Worksheet 1            Worlds apart: Bennelong Point**

Look at this iconic image of the site known today as Bennelong Point. After reading pages 26-9 of the text, discuss the information you discover with the class, then write your answers to these questions.



Photo source: Dreamstime.com

1 What did Governor Arthur Phillip have built on this site in the early colonial period?

---

2 What aspects of this site honour Bennelong today? \_\_\_\_\_

3 What is the Aboriginal name for this place? \_\_\_\_\_

4 What ideas do you have for properly honouring the man after whom this site was named?

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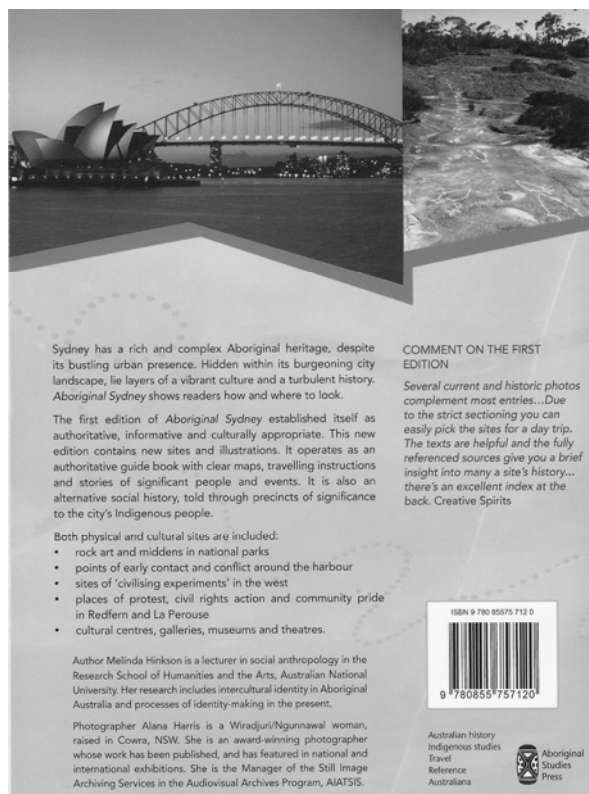
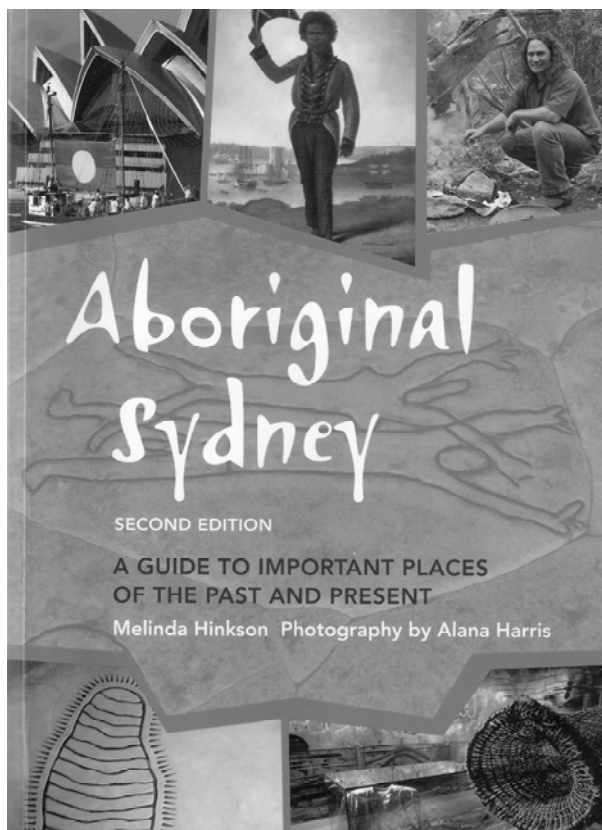
5 Explain what use Aboriginal people made of the Circular Quay area in the 1700s to 1800s.



## Worksheet 2

## Book cover analysis

Look at the front and back covers of *Aboriginal Sydney*. There are some interesting contrasts in the design. The Sydney Opera House and the world of contemporary cultural arts it represents contrast with the simple boat in the foreground and its vital function of providing food from the sea. The sails of the Opera House were designed to reflect the love that Sydneysiders have for the sea and its associated recreational activities, including boating. In contrast, the boat was designed for a practical purpose, and not simply as an aesthetically pleasing object. This message is reinforced with a detail from the *Koori Floor* art work. The painted image contrasts with a photo of a real fishing trap on display. Similarly, on the back cover, the displaying of the Sydney Opera House and the rock art together shows a contrast between the valuing of natural versus artificial resources by ancient and modern Australians. It asks us to question our unthinking assumptions about the nature and function of beauty, art and creativity.





1 Complete this exercise by writing the missing words in the correct spaces.

*Bungaree image traditional history fire  
illustrating contrasts contemporary all*

The theme of the past and present recurs through the cover design. The \_\_\_\_\_ that dominates the front cover is the portrait of \_\_\_\_\_ clothed in European-style dress. This image \_\_\_\_\_ with a photo of a \_\_\_\_\_ Australian dressed in European-style clothing making a \_\_\_\_\_ cooking \_\_\_\_\_. The cover design presents a powerful mixture of images from the past and present, \_\_\_\_\_ the point that \_\_\_\_\_ Australians are influenced by our shared \_\_\_\_\_.

## Assignment 1 guide sheet: Individual oral presentation

### Memorial to Aboriginal burials, Camperdown Cemetery

Read pages 84-5 of *Aboriginal Sydney*. Your task is to write a series of point form responses to these questions about the Memorial to Aboriginal Burials at Camperdown Cemetery. In the second lesson you will be asked to present ONE of your responses, in order that the class can hear your views about the topic. You will have two minutes in total to present your response. Remember to complete the self-assessment at the bottom of this sheet when you have presented the material.

*1 In the material about Camperdown Cemetery, we hear about the desecration of the remains of many Aboriginal people. Imagine the grave of your great-grandfather was desecrated and his bones sent overseas to be kept in a museum vault. Even worse, the remains were put on display for tourists to view during a trip to the museum. What effects do you believe these practices would have on your family?*

**Key ideas:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*2 Is there any justification for the collection, scientific use and public display of the remains of Aboriginal people in the past?*

**Key ideas:** \_\_\_\_\_  
\_\_\_\_\_

---

3 What steps should be taken to ensure that the stolen remains are treated honourably?

**Key ideas:**

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**Self-assessment:**

How do you feel your oral presentation went?      Circle VERY WELL      OKAY      POORLY  
Were you able to evoke empathy among your listeners?      Circle YES or NO  
Are you satisfied that you conveyed the key ideas clearly?      Circle YES or NO

**Assignment 2 guide sheet: Team PowerPoint presentation**

**Maria Lock's land grant**

For this task, you will work in pairs or trios. You will be assigned three lessons in the computer lab to complete this task.

In today's lesson, you learned some biographical details about Maria Lock's land grant. Your task is to create a PowerPoint presentation that summarises the following key facts about this historic decision and the woman who was at its centre:

- the historical period in which Maria Lock grew up, including significant dates in her life story
- details about her marriage to Robert Lock
- information about the very first grants of land made by the British to Aboriginal people, including the names of those recipients
- a simple family tree diagram showing the relationship of these people to Maria Lock:
  - Yarramundi, Robert Lock, Colebee, the ten Lock children
- information about how the land grant was obtained, and what happened to force the Lock family's removal from the land in later years

- when Maria died and where she and her husband are buried

Your PowerPoint should be composed of at least 10 slides. Use a combination of text and graphics to demonstrate your understanding of this issue.

## **Focus 3: Towards change**

### **Introduction**

In this unit teachers should discuss with students the gradual changes in attitudes that have been achieved in regard to equality, restitution and reconciliation. Key ideas to emphasise include the notion that historical worldviews of the superiority of white-skinned people were widespread throughout the European nations, and that the effects of this idea continue to filter down through the generations, and even pervade the thinking of some people today. Emphasise the far-reaching effects of Aboriginal activism on the political and social landscapes of Australia, with a particular focus on the bravery and determination demonstrated by certain individuals to confront and challenge out-dated beliefs, values, expectations and behaviour.

The content of this unit has been designed to fit into ten standard lessons in English, HSIE or Aboriginal Studies. The lessons are appropriate for students in Stage 5 or 6, but could also be simplified for use in Stage 4 among more advanced students. In this unit, three worksheets and two assignment sheets are included. They are fully photocopiable and the tasks they detail can be completed individually or in pairs or groups. Teachers are advised to photocopy the worksheet material for use in lessons.

### **Content**

Site 6 The Australian Hall Building

Site 22 The Empress Hotel

Site 23 Aboriginal community organisations

Site 35 The Riverside Walk

Site 44 Koori Floor

### **Preparation**

Sufficient copies of the book, *Aboriginal Sydney* to share one between two students will be required.

Photocopy the required worksheets from this document before the lesson. An additional text is used as a reference for Lessons 1, 2 and 3: John Maynard's *The fight for liberty and freedom*, Aboriginal Studies Press, Canberra, 2010.

## Assessment plan

There are two assignments in this unit – one essay writing task and a creative design task. The individual worksheet activities may also be used for assessment purposes.

## Extension work

Teachers may choose to assign the following task using an edited photocopy of this page, or by writing the instructions on the whiteboard for students to copy down.

1 Conduct some independent research on TWO of these important figures in activism in Australia to find out more about their roles in the Day of Mourning protest:

- William Cooper
- William Ferguson
- Jack Patten
- Pearl Gibbs
- Margaret Tucker

Write an A4 page summary of your findings.

2 Choose ONE of the following people and read their biography. Create a PowerPoint presentation that traces their involvement in the timeline of Aboriginal and Torres Strait Islander activism in Australia since the 1920s.

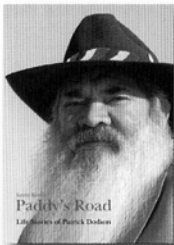


### Auntie Rita

Rita Huggins and Jackie Huggins

'Most people call me Auntie Rita, whites as well as Aboriginal people. Auntie is a term of respect of our older women folk. You don't have to be blood-related or anything. Everyone is kin. That's a beautiful thing because in this way no one is ever truly alone, they always have someone they can turn to.'

1996, pb, 210x150mm, 160pp, b/w illus, RRP \$22.95, ISBN 9780855752484  
Also available in electronic book format from [www.ebooks.com](http://www.ebooks.com).

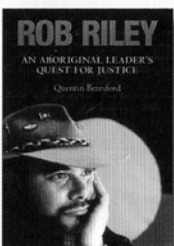


### Paddy's Road: Life Stories of Patrick Dodson

Kevin Keeffe

*Paddy's Road* shares the story of Patrick Dodson's life and extraordinary family history. From the moment of colonisation in the Kimberleys to the era of native title, from pearling to pastoralism, through missions and institutions, this Aboriginal family has survived an uncaring and intrusive state system.

2003, hb, 257x182mm, 394pp, b/w illus, RRP \$29.95, ISBN 9780855754488  
Also available in electronic book format from [www.ebooks.com](http://www.ebooks.com).



### Rob Riley: An Aboriginal leader's quest for justice

Quentin Beresford

Winner of the Human Rights & Equal Opportunity Commission, Arts Non-Fiction Award, 2006

*In this detailed and delicate biography, Quentin Beresford tells a story of triumph and of tragedy. I cannot think of a finer introduction to Aboriginal politics in the contemporary era. I urge all Australian citizens who care about reconciliation to read it.*

Professor Robert Manne

2006, pb, 234x152mm, 256pp, b/w illus, RRP \$39.95, ISBN 9780855755027

## Unit summary table

Lessons	Topics	Page refs	Activities	Documents
Lessons 1-3	<b>Assignment 1: Essay The 1938 Day of Mourning</b>  Site 6 The Australian Hall Building	pp 16-18	Read/listen to a range of complex sources of information drawn from both printed and electronic texts, including extracts from John Maynard's book, <i>The Fight for Liberty and Freedom</i> .  Refer to the text to plan and write an essay (exposition).	The Day of Mourning readings & Assignment 1 guide sheet
Lesson 4	<b>The Empress Hotel</b>  Site 22 The Empress Hotel	pp 76-7	Make personal responses to a series of questions, then participate in a class discussion.	Worksheet 1
Lessons 5-6	<b>Representing Aboriginal history through art</b> Site 44 <i>Koori Floor</i>	pp 146-8	Refer to the text to complete worksheet activities, then create sketches for your own artistic design.	Worksheet 2
Lessons 7-8	<b>Aboriginal community organisations</b>  Site 23 Aboriginal community organisations	pp 78-83	Read sources, use problem-solving skills and collaborate with group members to develop an organisational model and mind-map.	Worksheet 3
Lessons 9-10	<b>Assignment 2: Illustrating a journey through time The Riverside Walk</b>  Site 35 The Riverside Walk	pp 120-1	Study images of an installation and produce creative design for an artwork based on an allegorical work of their own making.	Assignment 2 guide sheet

This table provides an overview of the ten lessons in this unit. Subject-specific learning outcomes appear on the next pages, followed by detailed teaching notes for each lesson summarised here.

## Learning outcomes table Stage 5 History

Lesson	Learning outcomes (NSW Board of Studies Stage 5 History syllabus)
Lessons 1-3	5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia 5.4 sequences major historical events to show an understanding of continuity, change and causation 5.5 identifies, comprehends and evaluates historical sources 5.6 uses sources appropriately in an historical inquiry 5.8 locates, selects and organises relevant historical information from a number of sources, including ICT, to undertake historical inquiry
Lesson 4	5.5 identifies, comprehends and evaluates historical sources 5.6 uses sources appropriately in an historical inquiry
Lessons 5-6	5.7 explains different contexts, perspectives and interpretations of the past 5.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past for different audiences
Lessons 7-8	5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia 5.7 explains different contexts, perspectives and interpretations of the past
Lessons 9-10	5.1 explains social, political and cultural developments and events and evaluates their impact on Australian life 5.3 explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia 5.7 explains different contexts, perspectives and interpretations of the past

**Learning outcomes table**

**Stage 5 Aboriginal Studies**

Lesson	Learning outcomes (NSW Board of Studies Stage 5 (Elective) Aboriginal Studies syllabus)
Lessons 1-3	5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally 5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures 5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
Lesson 4	5.5 explains the importance of families and communities to Aboriginal Peoples 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures 5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
Lessons 5-6	5.2 explains ways in which Aboriginal Peoples maintain their identity 5.3 describes the dynamic nature of Aboriginal cultures 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures
Lessons 7-8	5.5 explains the importance of families and communities to Aboriginal Peoples 5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally 5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society 5.8 analyses the interaction of the wider Australian community with Aboriginal Peoples and cultures 5.9 analyses how personal beliefs and political, economic, media and social factors influence attitudes towards Aboriginal Peoples and their cultures
Lessons 9-10	5.1 describes the factors that contribute to an Aboriginal person's identity 5.2 explains ways in which Aboriginal Peoples maintain their identity 5.3 describes the dynamic nature of Aboriginal cultures 5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location

**Learning outcomes table**

**Stage 5 English**

Lesson	Learning outcomes (NSW Board of Studies Stage 5 English syllabus)
Lessons 1-3	1.1 respond to and compose a range of imaginative, factual and critical texts which are increasingly demanding in terms of their linguistic, structural, cognitive, emotional and moral complexity 1.5 respond to texts from different reading positions as an aspect of their developing moral and ethical stances on issues 1.7 the ideas, information, perspectives and ideologies presented in increasingly demanding imaginative, factual and critical texts and the ways they are presented 2.1 produce sustained spoken and written texts in rehearsed, unrehearsed and impromptu situations 2.3 vary their use of the processes of planning, drafting, rehearsing, editing and publishing to compose appropriately and effectively crafted and sustained texts in a range of modes and media 4.12 the significance of the relationship between purpose, audience and context 5.9 the selection, organisation and coherence of information and ideas in texts 8.9 similarities of approach, attitude, intent, point of view, perspective and style in texts by different composers
Lesson 4	1.1 respond to and compose a range of imaginative, factual and critical texts which are increasingly demanding in terms of their linguistic, structural, cognitive, emotional and moral complexity 2.12 the ways different modes, subject areas, media and cultural representation affect their personal and critical responses to texts 4.6 adapt and justify language use appropriate to spoken, written and visual texts
Lessons 5-6	1.6 respond to and compose texts that use inference and figurative language, such as symbolism and allusion, in complex and subtle ways. 2.6 evaluate their own and others' texts in terms of creativity, originality, beauty and insight 2.10 the ways composers, including authors and film-makers, use processes of representation in composing texts 3.7 the ways in which modern technologies of communication are used to shape, adapt and re-present past and present cultures, including popular culture and youth cultures, for particular audiences 9.6 the ways different and changing views of the world shape meaning 10.9 the ways in which particular texts relate to their cultural experiences and the culture of others
Lessons 7-8	4.9 appropriate language forms and features and structures of texts to use in an increasingly wide range of contexts 5.3 adapt their own or familiar texts into different forms, structures, modes and media for different purposes, audiences and contexts 5.7 predicting, speculating, hypothesising and paraphrasing as strategies for accessing texts with unfamiliar ideas or structures
Lessons 9-10	7.3 infer from and interpret texts 8.5 compose texts to experiment with patterns, representations, intertextuality and appropriations 9.8 the ways personal perspective shapes meaning 10.3 interpret texts from a range of perspectives and justify the interpretations 10.11 the beliefs and value systems underpinning texts from different cultures 10.12 how texts sustain or challenge established cultural attitudes.



## Lesson outline

## Towards change

### Lessons 1-3 Assignment 1: Essay

#### *The 1938 Day of Mourning*

This is a three lesson activity. In the first lesson, distribute copies of the Assignment 1 guide sheet and ask students to use the lesson to complete the three readings. Printouts from the website can be obtained if there is no access to a computer lab. Direct students to think about their own worldview and sense of empathy with the perspectives of others as they read.

In the second lesson, ask students review the three sources and develop notes and an essay plan for the following question.

*On the Day of Mourning in 1938, part of the resolution of the Aboriginal protesters demanded “a new policy which will raise our people to full citizen status and equality within the community.” In your opinion, has this been achieved in Australia today? Provide supporting evidence for your view.*

In the third lesson, have the students write the essay, using their notes and the source material as references.

Resources:

Site 6 The Australian Hall Building, *Aboriginal Sydney*, pp 16-18.

Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS) website  
<[http://www1.aiatsis.gov.au/exhibitions/DOM/DOM\\_intro.htm](http://www1.aiatsis.gov.au/exhibitions/DOM/DOM_intro.htm)>

John Maynard's *The Fight for Liberty and Freedom*.

### **Lesson 4 The Empress Hotel (site 22)**

This is a single lesson activity. Distribute copies of Worksheet 1. As a group or individually, read about the site's history, then ask students to write responses to the questions. Encourage the students to think about alternative means of maintaining social order that could have been employed by the authorities. Conclude the lesson by trying to reach consensus on the best solution.

Resources: Site 22 The Empress Hotel, *Aboriginal Sydney*, pp 76-7.

### **Lessons 5-6 Representing Aboriginal history through art (site 44)**

This is a two lesson activity. Ask students to look at the images of Judy Watson's installation, *Koori Floor*, exhibited at the Casula Powerhouse Arts Centre. Distribute Worksheet 2 and assign twenty minutes for students to complete it. Then lead a discussion based on the following question:

*How does Koori Floor evoke the continuing presence of Aboriginal people in south-western Sydney?*

The purpose of these two lessons is to explore how the Gandangara, Dharawal and Darug histories are represented as belonging to both the past and the present. Students can then try their hand at designing an installation concept to represent their own families or cultural groups, using the same principles as those demonstrated in *Koori Floor*.

In the second lesson, revise with students their worksheet responses that record their observations of Judy Watson's ways of representing the three Aboriginal groups. Ask them to develop their own preliminary sketches for an individual design unique to their own family, including their cultural origins. Encourage the students to use colour and to write a brief description of the installation they envisage. To make this into an extended assignment, challenge the students to create a three-dimensional model of the installation.

Resources: *Aboriginal Sydney*, pp 146-7, Worksheet 2.

### **Lessons 7-8 Aboriginal community organisations**

This is a two lesson activity. In the first lesson, distribute Worksheet 3 and have students read the text references and answer the questions about Aboriginal community organisations.

In the second lesson, ask students to work in groups of three or four. Provide an A3 sheet or broadsheet and ask them to create a mind-map that has at its centre ONE of the following groups:

- a local Aboriginal land council
- a local heritage organisation
- a tourist operation incorporating Aboriginal culture or history
- a musical, creative arts or dance group

Ask students to select one of these specific groups or another (preferably local) Indigenous enterprise or organisation of their choice.

Using what they have learned about the various approaches to community work among Aboriginal community organisations, ask students to note down the various factors that need to be considered when establishing an organisation that appropriately and effectively represents Australia's vibrant Aboriginal culture as it functions today.

## **Lessons 9-10 Assignment 2: Illustrating a journey through time**

### ***The Riverside Walk***

Show students the images of Jamie Eastwood's Riverside Walk on pages 120-1 of *Aboriginal Sydney*, depicting the journey of Aboriginal people from pre-1788 to the present day. Ask them to consider the artistic styles that most inspire them.

Explain to students that they now have the opportunity to use what they have learned about places of significance to the first Australians, sites that provide evidence of their ancient traditions and relationship with the land. They will use their knowledge about issues of injustice, dispossession and disadvantage to develop an allegorical story that captures the essence of the issues they have studied. Students should aim to write about one A4 page.

Ask students to develop an illustration idea for their allegory that would be suitable for children of different cultural backgrounds. They should present their work on quality art paper.

**Worksheet 1**

**The Empress Hotel (site 22)**

Answer the following questions, then share your responses in the group discussion.

1 Why has the Empress Hotel in Regent Street, Redfern been included as a site of significance in this book?

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2 What does Cathy Craigie say about the importance of this site?

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3 Summarise the conflicting attitudes and behaviour of the Redfern locals and the police at the Clifton Hotel that led to the eventual closure of the Empress, the Cricketer's and the Clifton hotels.

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4 What vital function was lost when the hotel eventually closed down?

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5 Suggest an alternative means by which police and local authorities could have managed the supposed threat to civil order at these meeting places.

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## Worksheet 2      Representing Aboriginal history through art

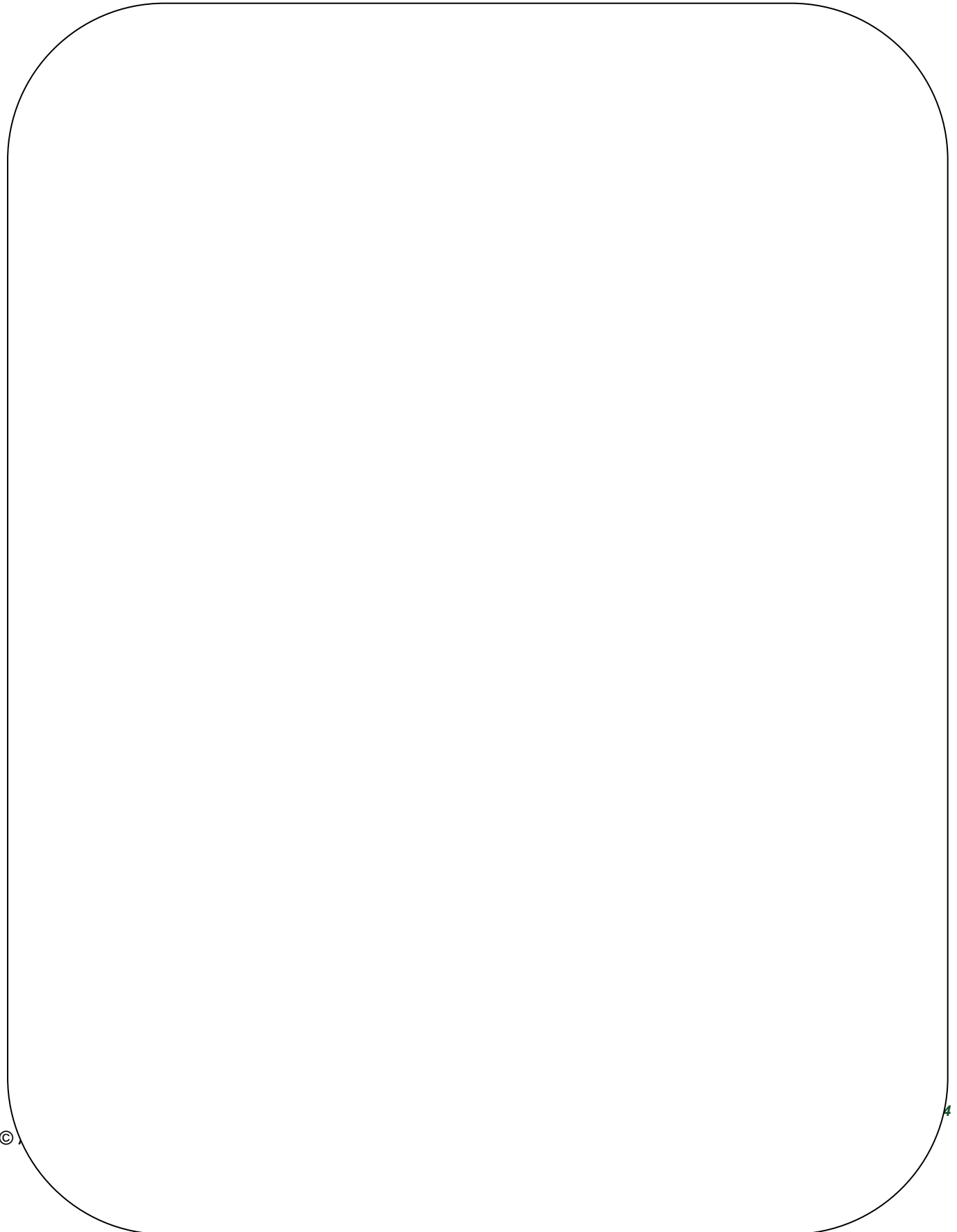
The Casula Powerhouse Arts Centre exhibits a significant art work by Judy Watson. Entitled *Koori Floor*, Watson worked on the installation with Gordon Hookey, Cheryl Robinson, Vivian Scott and Brook Andrew. The result is a piece that brings together an array of ancient symbols and modern lighting to create a unique installation that curves like a sandy strip of beach around the central hall of the gallery.

1 Read the information about Site 44 (pp 146-7) of *Aboriginal Sydney* to gather the information required to complete the table.

Element	Physical description	Meaning
the colour		
its shape	long and snaking	
quartz fragments	hard and shiny mineral crystals, clear to white in colour	Quartz is one of the main constituents of beach sand. It gradually changes size and form over long ages, and it is a continuing presence in Australia, like the Koori people.
seed pods		
kangaroo rib bones and echidna quills		

shellfish hooks, dilly bags, fishing lines, bronze fishing spear		
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2 Draw some preliminary sketches (including colour choices) of a unique installation design that represents your own family – including your cultural background – using similar techniques to those in *Koori Floor*.



**Worksheet 3            Aboriginal community organisations (Site 23)**

Site 23 in *Aboriginal Sydney* presents some ground-breaking Aboriginal community organisations that demonstrate the persistent efforts of ordinary people to represent the interests and cultures of Aboriginal Australians. Many of these groups work against pressure from government and other social forces to ensure that vital multicultural cooperation and participation is maintained. Read the information about Site 23 – Aboriginal community organisations (pp 78-83), then answer these questions.

1 What happened in 1967 that sparked the development of a number of Aboriginal community organisations?

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2 What were TWO health and safety issues that arose in relation to housing during this period?

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3 Choose ONE of the following Aboriginal community organisations and create a point form list of its key functions in the community since the 1970s.

The Aboriginal Housing Company (pp 78-9)

The Aboriginal Legal Service (pp 79-80)

The Aboriginal Medical Service (pp 80-81)

The Black Theatre (p 82)

Koori Radio and Gadigal Information Services (p 83)

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

4 Write about how the organisation you selected functions today.

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## Assignment 1 guide sheet: Essay

### The 1938 Day of Mourning

The 26<sup>th</sup> of January is known to many Australians as 'Australia Day', though quite a number would admit to not knowing exactly what it is celebrating. The event commemorated on this day each year is the landing of the First Fleet at Sydney Cove in 1788. But to Indigenous Australians, the 26<sup>th</sup> of January has a very different meaning. It has been given several names, including 'Invasion Day' and 'Survival Day'. In 1938, a group of dedicated Indigenous people organised a public protest against the 150<sup>th</sup> anniversary celebrations of Australia Day. This event became known as the 'Day of Mourning'. This significant day for all Australians will forever be associated with change. But for Aboriginal Australians whose lives and destinies were forever altered on that day, there isn't much reason to celebrate.

### Reading 1

Site 6 The Australian Hall Building,  
*Aboriginal Sydney, pp 16-8.*

### Reading 2

Visit the Australian Institute for Aboriginal and Torres Strait Islander Studies (AIATSIS) website at this URL.

[http://www1.aiatsis.gov.au/exhibitions/DOM/DOM\\_intro.htm](http://www1.aiatsis.gov.au/exhibitions/DOM/DOM_intro.htm)

Read through the information about the Day of Mourning. Start from the home page and look at the three separate web pages devoted to this topic. As you read the material on the website, think about your own worldview and how it influences your ability to empathise with the perspectives of people who may not share your views.

### Reading 3

In his book, *The Fight for Liberty and Freedom*, John Maynard traces the origins of Australian Aboriginal activism. He notes that the freedom fighters that came to public attention in the 1920s and 30s, culminating in the 1938 Day of Mourning protest, had their roots in even earlier times. Read about the key players in the 1938 event and the subsequent activities of later groups in the introduction (pp 1-8).

### Write an essay in response to the following question:

*On the Day of Mourning in 1938, part of the resolution of the Aboriginal protesters demanded "a new policy which will raise our people to full citizen status and equality within the community." In your opinion, has this been achieved in Australia today? Provide supporting evidence for your view.*



## Assignment 2 guide sheet: Illustrating a journey through time

### The Riverside Walk

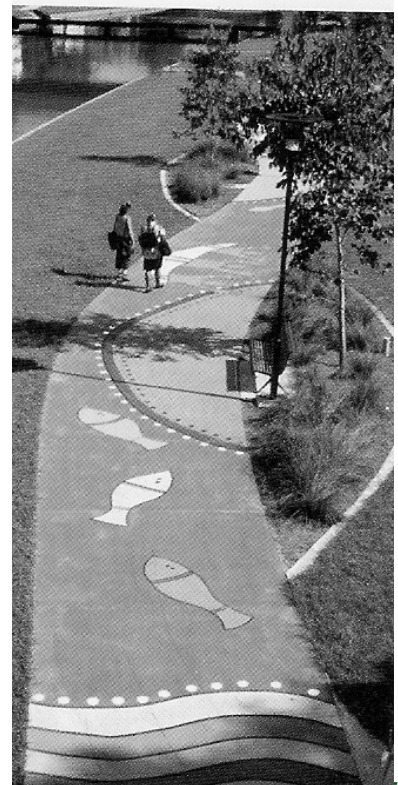
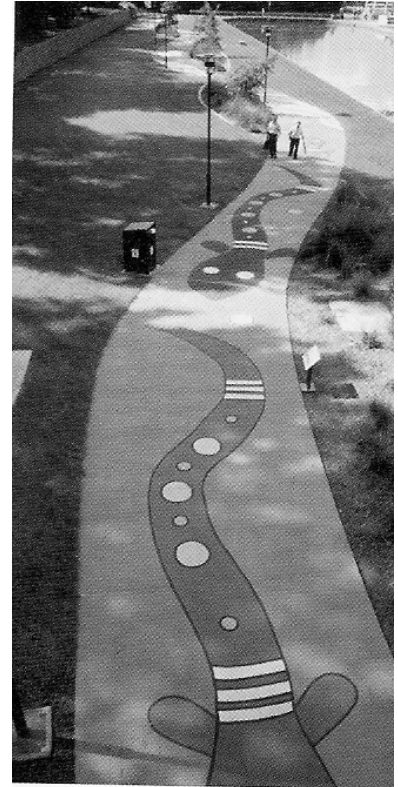
Award-winning artist, Jamie Eastwood, designed a painted pathway in Parramatta known as the Riverside Walk to depict the journey of Indigenous Australians from pre-1788 to the present day. Look at the images of the artwork on pages 120-1 of *Aboriginal Sydney*. Eastwood has drawn inspiration from traditional Aboriginal art styles. Think about what artistic styles inspire *you*.

Are you moved by black and white photography, or do you prefer painted images or charcoal sketches? Do bold, primary colours appeal to you, or do you enjoy the look of subtle pastels? Think carefully about your own unique style and preferences as you approach this task.

You have learned a great deal about places of significance to the first Australians, sites that provide evidence of their ancient traditions and relationship with the land. You've also explored some of the many issues of injustice, dispossession and disadvantage that Indigenous people have suffered at the hands of the colonisers and ongoing governments.

1 Write an allegory (a fictional story that represents real life events) that captures the essence of the issues we have studied throughout this unit. Aim to write about one A4 page.

2 Now develop an illustration idea for your allegory that would be suitable for people of all ages. Aim to use the illustration to engage the emotions of your readers. You may use artworks that you have generated yourself, such as drawings and paintings, or other creative media such as photos, collage or mixed media. Present your work on quality art paper.



## Related texts and resources

Allen, L. *Time Before Morning: Art and Myth of the Australian Aborigines*, Rigby, 1975.

Beresford, Q. *Rob Riley: An Aboriginal leader's quest for justice*, Aboriginal Studies Press, 2006.

Cruse, B., Kirby, R., Stewart, L., and Thomas, S. *Bittangabee Tribe: An Aboriginal story from Coastal New South Wales*, Aboriginal Studies Press, 2009.

Huggins, R and Huggins, J. *Auntie Rita*, Aboriginal Studies Press, 1996.

Keeffe, K. *Paddy's Road: Life Stories of Patrick Dodson*, Aboriginal Studies Press, 2003.

Koorang, M. *The Little Platypus and the Fire Spirit*, Aboriginal Studies Press, 2009.

Maynard, J. *The Fight for Freedom and Liberty*, Aboriginal Studies Press, 2010.

O'Brien, M. *The Legend of the Seven Sisters*, Aboriginal Studies Press, 2009.

O'Brien, M. *Wunambi the Water Snake*, Aboriginal Studies Press, 2009.

Swasbrook, E. *Aboriginal Legend Plays*, Prim- Ed, 1997.

Taylor, J. *Bangu the Flying Fox: A Dreamtime story of the Yuin people of Wallaga Lake*, Aboriginal Studies Press, 2009.

## Suggested responses

### FOCUS 1: ORIGINAL SYDNEY - TRADITIONAL WAYS OF LIFE

#### Worksheet 2 Drawing conclusions from primary sources (sites 11 & 15)

1 *shelter, shellfish, cooking, stencils, occupied, engravings, tools*

2 The types of animal and fish bones found show what they ate; tools found in the area and engravings show the kind of hunting and gathering methods that were used.

3 Silcrete and chert stone artefacts – that the Aboriginal people made or used sharpened rocks as tools

Fish bones – that they were able to catch and eat fish

Wallaby, kangaroo and wombat bones – that they hunted and ate these animals

The remains of cooking fires (over a continuous period of 500 years) – that the cave was probably occupied continuously for around five centuries

Charcoal staining on the ceiling – that the cave was regularly used to shelter cooking fires, and may have been a living area

#### Worksheet 3 Engravings

1 Between 200 and 5000 years ago.

2 On sandstone platforms in areas which are clear of trees. The tops of sea cliffs, tablelands, hill ridges, near caves and rock shelters.

3 Holes were drilled around the outline with a sharp tool, then they were joined with lines etched into the sandstone. Sometimes, white ochre was added to highlight the grooves.

4 They have religious significance. Some may have served as signposts, restricting the access of women to certain areas or forbidden ground because of the presence of powerful spirits in the area.

5 They should be viewed at dawn or dusk when the sunlight is parallel to the rock surface, and especially after rain.

#### Worksheet 4A Character studies: Arabanoo

1 They needed to communicate with local Aboriginal people to help them survive.

2 They were running low on supplies, didn't know where to find water or which plants and animals they could eat.

3 They tried to lure them into their boats.

4 four months

5 He contracted smallpox.

6 Smallpox was a disease that the new arrivals had brought with them. Had he not been in close contact with them, he probably would not have caught it.

#### Worksheet 4B Character studies: Bennelong

1 Answers will vary.

2 They did not recognise that the Aboriginal people had ancestrally conferred ownership rights at all.

3 He was caught between his own culture and that of the Europeans, and was rejected by his wife. He became an outcast and died a lonely alcoholic.

4 In the garden of the James Squires' Inn at Kissing Point, (Bennelong Park) Parramatta.

5 Answers will vary.

### FOCUS 2: DIFFERENT WORLDS; DIFFERENT PERSPECTIVES

#### Extension work

1 to avoid resource depletion

2 to catch fish to eat

3 to preserve resources when they were abundant

4 to find new waterholes

5 to ensure the wide dispersal of useful plant species

6 to ensure the survival of certain animal species

7 to limit bushfire hazards and promote germination

#### Worksheet 1 Worlds apart: Bennelong Point

1 a hut for Bennelong

2 none

3 Djubuguli

4 Answers will vary

5 It was a gathering place for Aboriginal people. Later, it was used as a semi-permanent camping place, a base from which they could travel up and down the coast.

#### Worksheet 2 Book cover analysis

1 image, Bungaree, contrasts, contemporary, traditional, fire, illustrating, all, history.

### **FOCUS 3: TOWARDS CHANGE**

#### **Worksheet 1 The Empress Hotel (site 22)**

1 It was an important meeting place for networks of Aboriginal people in the inner city.

2 It was a social venue and the site of political decision-making.

3 The local people believed in their right to fight in public, and the police interpreted the scene as a threat to civil order and over-reacted. They used the excuse of making arrests for disturbing the peace to assault the people. The violent clashes between police and the local people escalated. The police made the case that closures would prevent people from meeting together (implying that this was a trouble-making practice) and thereby keep the peace – so all the public meeting places were closed.

4 The local people had nowhere for people to meet anymore, and people were scattered and the implication is that many community relationships were broken.

5 Answers will vary.

#### **Worksheet 2 Representing Aboriginal history through art**

Students should make connections with the physical appearance of the item and its likely meaning. Answers will vary.

#### **Worksheet 3 Aboriginal community organisations (Site 23)**

1 An historic referendum was passed that provided for Aboriginal people to be counted in the national census for the first time.

2 Appalling living conditions, overcrowding, under-supply of affordable housing and discrimination against prospective tenants due to their Aboriginality.