



**Support Material
for
Aboriginal Studies**

Stage 6 Syllabus

2011

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1 Structure and content of the Aboriginal Studies syllabus

A revised *Aboriginal Studies Stage 6 Syllabus (2010)* replaces *Aboriginal Studies Stage 6 Syllabus (1999)*. It is to be implemented for Year 11 in 2011 and will be first examined in the HSC in 2012.

Improvements to the revised syllabus include:

- reorganisation and streamlining of content in both the Preliminary and HSC courses
- significant rewording and reduction of course outcomes from 14 to 11 in both the Preliminary and HSC courses
- enhanced content in both courses to provide a deeper understanding of the issues related to collaborative researching with Aboriginal people
- updating of course content in both courses so they more accurately reflect the significant social, economic and policy changes that have occurred over the last 10 years
- reduction of the mandatory requirement to situate the teaching of HSC topics within local Aboriginal communities
- reduction from three to two Indigenous communities in Part 1 Comparative Study in the HSC course.

What is Similar?

The content for the revised *Aboriginal Studies Stage 6 Syllabus* has been drawn from the current syllabus. As in the current syllabus, the *Learn about* statements describe the scope and depth of course content and outcomes.

The Preliminary topics *Aboriginality and the land* and *Heritage and identity* remain substantially unchanged in focus. Some content in these two topics has been strengthened to bring it into line with changes to the current *Colonialism, racism and prejudice* topic. Course content for *Research and inquiry methods* is largely unchanged in the revised syllabus

Parts I, II and III of the HSC course have remained substantially unchanged. Students will continue to study the core focus area of *Social justice and human rights*, with its focus in *Global perspective* and the *Comparative study*. Current programs and most existing resources can be easily modified to meet the requirements of the new HSC course.

What is Different?

Course Structure

The Preliminary course has had the more significant change to its structure.

Changes include:

- content from the current syllabus Part III – *Colonialism, racism and prejudice* has been largely collapsed into Parts I and II
- new Part III *International Indigenous community: Comparative study* has been added to the syllabus. This will introduce students to the historical experiences of a comparative international community prior to the 1960s, enabling them to make informed comparisons with an Australian Aboriginal community
- Part IV – *Research and inquiry methods – Local community case study*, has been strengthened so it must now be undertaken as a local community case study. This is the only mandated local community case study in either course
- a change in the content and structure of the Preliminary course has required a change to topic indicative hours.

In the HSC course, the requirement in Part I *Comparative study* in the current syllabus for a three-way comparison between the local, national and international communities has been reduced to: an Australian and an international community case study.

Outcomes

The outcomes have been:

- reduced in number
- made more accessible for teachers and students.

Content

Content is written in clear and simple language, and presented in a logical sequence across each topic. Significant content has been added to both courses to strengthen students' understanding of the importance of Indigenous knowledge, Indigenous research methodologies and ethical research practices.

Content in the HSC Part I – *Comparative Study* has been developed to help students make clearer connections to the overarching course theme of *Social Justice and Human Rights*.

Internal assessment

This section should be read in conjunction with advice on internal assessment in the Board's [Assessment Certification and Examination \(ACE\) Manual](#).

Both the Preliminary and HSC courses require students to undertake an internally assessed case study. Advice is provided within the Syllabus on pages 21, 35, and 38-40.

Preliminary course

The suggested components and weightings are designed to give guidance for the school's assessment of student achievement in the Preliminary course. They may be varied to suit school needs.

HSC course

The Board requires schools to submit an assessment mark for each HSC candidate in Aboriginal Studies. The internal assessment mark submitted by the school provides a summation of each student's achievements measured at several points throughout the course. The marks submitted for each course group at a school should reflect the rank order of students, and must be on a scale sufficiently wide to reflect adequately the relative differences in student performances.

Internal assessment provides a measure of a student's achievement based on a wider range of syllabus content and outcomes than may be covered by the external examination alone. The assessment components and weightings to be applied ensure a common focus for internal assessment in the course across schools, while allowing for flexibility in the design of tasks.

A variety of types of task should be used to give students the opportunity to demonstrate outcomes in different ways and to improve the validity and reliability of the assessment.

The standards-referenced approach to assessment for the HSC involved schools ensuring that:

- Assessment tasks reflect the weightings and components specified in this document
- Tasks are designed to focus on objectives and outcomes
- The types of assessment task are appropriate for the outcomes being assessed
- Students are given the opportunity to demonstrate their level of achievement of the outcomes in a range of different task types
- The assessment criteria for each task are such that higher marks are gained by demonstration of better achievement in relation to the syllabus outcomes

- Students know the assessment criteria before they begin a task
- Marks earned on individual tasks are expressed on a scale sufficiently wide to reflect the relative differences in student performances.

Students should receive meaningful feedback about what they are able to do, and what they need to do in order to improve their level of performance.

Students should not undertake more than three to five internal assessment tasks over the HSC course

The HSC examination

The external HSC examination provides a measure of student achievement in a range of syllabus outcomes that can be reliably measured in an examination setting. The external examination and its marking relate to syllabus standards by:

- Providing clear links to syllabus outcomes
- Enabling students to demonstrate the levels of achievement outlined in the course performance scale
- Applying marking guidelines based on criteria that relate to the quality of the response
- Aligning performance in the examination each year to the standards established for the course.

Board requirements for the HSC internal assessment mark

The Board requires that the assessment tasks used to determine the HSC internal assessment mark must comply with the components and weightings specified. The collection of information for the HSC internal assessment mark must not begin before the completion of the Preliminary course.

Schools are required to develop an HSC internal assessment program that:

- Specifies the various assessment tasks and the weightings allocated to each task
- Provides a schedule of the tasks designed for the whole course.

Note that school-based assessment marks submitted to the Board must NOT include:

- Measures of objectives and outcomes that address values and attitudes. (However, as these objectives are important elements of any course, schools may decide to report on them separately to students and parents, perhaps using some form of descriptive statements.)
- Measures that reflect student conduct.

See the Board's ACE Manual for further information:

http://www.boardofstudies.nsw.edu.au/manuals/pdf_doc/ace_manual.pdf

Assessment components and weightings

Preliminary course

The suggested components and weightings for the Preliminary course are set out below.

Component	Weighting
Knowledge and understanding of course content	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	15
Research and inquiry methods, including aspects of the local community case study	20
Communication of information, ideas and issues in appropriate forms	25
	100

HSC course

The mandatory components and weightings for the HSC course are set out below. The internal assessment mark submitted to the Board of Studies is to be based on the HSC course only.

Component	Weighting
Knowledge and understanding of course content	40
Investigating, analysis, synthesis and evaluation of information from a variety of sources and perspectives	25
Research and inquiry methods, including aspects of the Major Project	20
Communication of information, ideas and issues in appropriate forms	15
	100

Teachers may use their discretion in determining the manner in which they allocate tasks within the course content. The Board considers that three to five tasks are sufficient.

Please note:

The Major Project constitutes 40% of internal assessment, inclusive of the allocation of 15% for the student log. Assessment tasks related to the project may include a number of assessment components.

What Support will be available?

Many current resources may still be used with the revised syllabus. School systems and the Aboriginal Studies Association will provide ongoing support for the implementation of the syllabus.

A sample of students' Major Projects are available on the State Library of NSW website: www.sl.nsw.gov.au/discover_collections/history_nation/indigenous/hsc_projects/index.html

Features of the Content pages

Part I – Aboriginality and the land

Indicative course time: 20%

The focus emphasises the key aspects of the topic. It describes the inter-related content that will assist in achieving course outcomes.

The focus of *Aboriginality and the land* is Aboriginal peoples' relationship to Country and the impact of dispossession and colonisation on this relationship, with reference to an Australian Aboriginal community.

Key experiences of an international Indigenous community in relation to *Aboriginality and the land* may be integrated as part of the Comparative Study – or the Comparative Study may be completed as a separate topic later in the course.

Students learn about:

Learn about statements detail the subject matter to be studied. All content in this section is to be taught.

Aboriginal peoples' relationship to Country.

- Key concepts including: Country, Dreaming, customary lore, and traditional law.
- Relationship of Country to peoples, cultures, spirituality, health and lifestyles.

Dispossession and dislocation of Aboriginal peoples from Country.

- Key concepts including: colonisation, invasion, resistance, settlement, genocide, shared histories, social justice, human rights, sovereignty, terra nullius, and native title.
- Aboriginal and non-Aboriginal land-management practices and their impact on the environment.
- Impact of British colonisation on Aboriginal peoples' relationship to Country.

Students learn to:

Learn to statements describe what students learn to do as a result of engaging with the subject matter.

- gather, select and organise information in relation to Aboriginal peoples' relationship to Country, including the Dreaming
- make deductions and draw conclusions about the impact of dispossession and dislocation on Aboriginal peoples in terms of social justice and human rights
- construct coherent oral and/or written texts to explain the impact of key government legislation and policies in relation to Aboriginal peoples' land and water rights.

Structure of the Preliminary course

Pre-contact to 1960s (120 indicative hours)

Part I – Aboriginality and the land

(20% of indicative course time)

- Aboriginal peoples' relationship to Country.
- Dispossession and dislocation of Aboriginal peoples from Country.
- Impact of British colonisation on Country.

Part II – Heritage and identity

(30% of indicative course time)

- The Dreaming and cultural ownership.
- Diversity of Aboriginal cultural and social life.
- Impact of colonisation on Aboriginal cultures and families.
- Impact of racism and stereotyping.

Part III – International Indigenous community: Comparative study

(25% of indicative course time)

- Location, environment and features of an international Indigenous community.
- Comparison of the key experiences of the international Indigenous and an Australian Aboriginal community in relation to:
 - Aboriginality and the land
 - Heritage and identity.

Part IV – Research and inquiry methods: Local community case study

An aspect of the local community from pre-contact to the present (see Section 8.4 of the syllabus)

(25% of indicative course time)

Methods and skills relating to:

- community consultation
- planning research
- acquiring information
- processing information
- communicating information.

Structure of the HSC course

1960s onwards (120 indicative hours)

Part I – Social justice and human rights issues

A – Global perspective

(20% of indicative course time)

Global understanding of human rights and social justice.

AND

B – Comparative study

(30% of indicative course time)

Students are required to include a comparative study between an Australian Indigenous community and an international indigenous community, in relation to TWO of the following topics:

1. Health
2. Education
3. Housing
4. Employment
5. Criminal justice
6. Economic independence.

Different communities may be studied for each topic (see Section 9.1).

Part II

(20% of indicative course time)

A case study of an Aboriginal community for each topic.

A. Aboriginality and the land

- The Land Rights movement and the recognition of native title
- Government policies and legislation
- Non-Aboriginal responses

OR

B. Heritage and identity

- Contemporary aspects of Aboriginal heritage and identity
- Government policies and legislation
- Non-Aboriginal responses

Part III – Research and inquiry methods – Major project

(30% of indicative course time)

A student's Major Research project on an aspect of the HSC course (see Section 9.3 of the syllabus). Students are required to answer the questions using at least one Australian Aboriginal community.

Methods and skills relating to:

- community consultation
- planning research
- acquiring information
- processing information.

2 Programming

The programming model

The sample material in this document is provided to illustrate an approach to programming using syllabus outcomes.

The outcomes in the *Aboriginal Studies Stage 6 Syllabus* are designed to:

- provide clear expectations of what students know and can do by the end of each of the Preliminary and HSC courses
- identify the progress expected of students from the Preliminary to the HSC course
- assist in the development of teaching and learning programs.

In programming the course, planning units of work and developing an assessment program, it is important that teachers ensure that the outcomes are addressed. The following pages provide an example of an approach that teachers may find useful when developing teaching and learning, and assessment programs that address the outcomes.

Teachers could consider the following advice in developing a Scope and Sequence for this course.

Step 1: Determine syllabus requirements, topics and time allocation

Step 2: Identify targeted outcomes for each topic

It is important to note that outcomes for Aboriginal Studies relate to the whole course and are not linked to particular topics. In designing teaching and learning programs, teachers should be clear about where and when the outcomes are explicitly taught during the course. This is not to suggest that other outcomes are not being addressed through the topic. However, it is the targeted outcomes that provide the focus for the teaching and learning activities, and assessment.

It should be noted that the selection of targeted outcomes for each topic is provided as an example only. Teachers will devise programs to meet the needs of their students.

Step 3: Link the targeted outcomes and the assessment program

Placing assessment tasks within the Scope and Sequence enables clear links to be made to the related topics and indicates timing throughout the year.

Teachers should note the following features of an assessment program:

- Assessment of learning outcomes is an integral part of the teaching and learning process.
- Assessment of targeted outcomes occurs after they are addressed through teaching and learning strategies.
- Outcomes do not need to be assessed every time they are targeted for teaching and learning.
- Well-designed assessment tasks can effectively assess more than one outcome.
- All outcomes (excluding those explicitly addressing values and attitudes) need to be assessed as part of the assessment program.
- Assessment tasks need to be appropriate for the learning outcomes to which they are related (for example, an examination or test item may not be a valid instrument for assessing outcomes related to historical investigation).

Research and inquiry: Aboriginal research methodologies

Context

A number of significant changes have been made to the syllabus content in both the Preliminary and HSC courses in regard to the teaching of Research and Inquiry Methods.

The following four teaching sequences will help prepare students for their research projects by investigating the key concepts of:

- traditional knowledge
- ethical research
- indigenous research methodology.

Unit description

The following sequence of activities consists of suggested themes, issues, activities and resources related to Aboriginal research methods and methodology.

This sequence of activities is a sample of materials and issues that might be addressed across the two years of study. It discusses examples of content, perspectives, specific knowledge or diverse representations that exist within Aboriginal research methods and communities.

This material here is generic and can be applied to any discussion or consultation with, or related to, the local community study.

Teachers will need to explicitly address these issues with students. While emphasis is given to student research of these key concepts, teachers must provide specific examples in order to develop student learning.

Four discrete sequences of learning:

Teaching sequence

1. The nature of traditional knowledge.
2. Issues associated with Aboriginal knowledges, research methodologies and perspectives, with specific examples.
3. Ethics associated within Aboriginal knowledges and research methodologies.
4. Recognition and integration of Aboriginal traditional knowledges in wider Australian society.

Key concepts

- community
- community based research
- cultural heritage
- cultural reclamation and maintenance
- elders
- ethical research
- Indigenous knowledge/s
- Indigenous research methodology
- local Aboriginal community
- moral rights
- shared history
- traditional knowledge
- copyright

Sample activities

- Student focused research. Resources are listed in each of the four areas.
- Teacher presentations.
- Discussion of content and issues – some questions have been suggested in each of the four areas.
- A student log for this sequence of lessons. This would act as a practice experience for the Preliminary local community study and for HSC Project. Students can reflect on their learning experience, their acquisition of knowledge and their understanding of the research process. It provides an opportunity for them to develop the research questions they will want to address in their research projects.
- Application of these research ideas and issues to local community case study.

It is important that these concepts are explicitly addressed by students during the development of their research/major projects. Teachers should consider explicitly assessing student engagement with these outcomes and content in their log and final Research Project.

Preliminary and HSC Aboriginal Studies <i>Research and inquiry methods</i>	
<p>Syllabus Outcomes – Preliminary</p> <p>P2.2 explains the importance of Country and the interrelationship between Country, culture, economic life and social systems for Aboriginal and other Indigenous peoples</p> <p>P3.2 explains the impact of key government policies, legislation and legal decisions in relation to land and water rights, and heritage and identity</p> <p>P4.1 plans, investigates, organises and communicates relevant information from a variety of sources incorporating Aboriginal and other Indigenous perspectives</p> <p>P4.2 undertakes community consultation and fieldwork and applies ethical research practices</p>	<p>Syllabus Outcomes – HSC</p> <p>H2.1 examines contemporary expressions of Aboriginal and other Indigenous peoples’ culture, heritage and identity</p> <p>H2.2 analyses the importance of Country as a contemporary issue impacting on Aboriginal and other Indigenous peoples’ cultural, political, social and economic life</p> <p>H4.1 plans, investigates, analyses, synthesises and communicates relevant information, incorporating Aboriginal and other Indigenous peoples’ perspectives</p> <p>H4.2 undertakes community consultation and fieldwork and applies ethical research practices</p>
<p>General Background</p> <p>Part IV of the Preliminary course and Part III of the HSC course have a dual purpose: to provide students with a broad understanding of the histories and/or nature of Aboriginal communities and to enable students to develop the research and analytical skills they will require when undertaking their project in the HSC course.</p> <p>Students will be expected to develop their understanding of these communities using a variety of research methods. Contact with Aboriginal people is essential to achieve an understanding of their histories, and to authenticate students’ learning. It is essential that schools and students are aware of the need to use appropriate protocols in the establishment and maintenance of respectful and mutual relationships with local Aboriginal people and Aboriginal community organisations.</p>	
<p>Syllabus Content</p> <p>This content is drawn from Part IV of the Preliminary course and Part III of the HSC course. It addresses the specific focus of this teaching and learning material.</p>	
<p>Preliminary</p> <ul style="list-style-type: none"> community consultation – protocols and fieldwork methods acquiring information – ethical research practices processing information – analyse data from a variety of sources communicating information – reflecting Aboriginal viewpoints. <p><i>Students learn about:</i></p> <ul style="list-style-type: none"> protocols and methods for effective and genuine community consultation and fieldwork including the importance of 	<p>HSC</p> <p><i>Community consultation</i></p> <ul style="list-style-type: none"> protocols and methods for effective and genuine community consultation and fieldwork including the importance of ongoing community consultation applying ethical research practices, including the recognition of Indigenous knowledges <p><i>Planning research</i></p> <ul style="list-style-type: none"> identifying different research methods, including Indigenous research methodology maintaining a log, including the recording

<p>ongoing community consultation</p> <ul style="list-style-type: none"> • recognition of cultural differences and sensitivities • applying ethical research practices, including the recognition of Indigenous knowledges. • identifying different research methodologies, including Indigenous research methodologies • maintaining a log, including the recording of all fieldwork and community consultation, correspondence and reading, and matters related to research methods and ethical issues encountered through the project • applying ethical research practices including issues of copyright, Aboriginal perspectives on ethics and cultural ownership • reflecting Aboriginal viewpoints in submitted work 	<p>of all fieldwork and community consultation, correspondence and reading, and matters related to research methods and ethical issues encountered through the project</p> <p><i>Communicating information</i></p> <ul style="list-style-type: none"> • reflecting Aboriginal viewpoints in submitted work
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Note: There are other 'Learn about' criteria that will apply when the student undertakes their specific research.

Syllabus Content – students learn to:

<p>Preliminary</p> <ul style="list-style-type: none"> • develop appropriate data collection methods for gathering useful information • synthesise information • acknowledge ownership and copyright 	<p>HSC</p> <ul style="list-style-type: none"> • identify and develop a range of research tools and methodologies, including indigenous research methodologies, appropriate to working with Aboriginal peoples • consult with members of an Aboriginal community in a culturally appropriate and ethical manner and demonstrating an empathy with Aboriginal peoples' views and experiences • apply ethical research practices including acknowledging moral rights, Aboriginal perspectives on ethics, and use and acknowledgement of Aboriginal knowledges • recognise cultural differences which may exist and accept that some community members may not be willing to share particular information with non-Aboriginal people
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Note: There are other 'Learn to' criteria that will apply when the student undertakes their specific research.

Teaching sequence 1: The nature of traditional knowledge

Students will develop skills and understanding related to:

- planning, investigating, synthesising, organising and communicating information from a range of resources
- an understanding of the complex nature of ‘traditional knowledge’ [epistemology] and its connections to place, country, life cycles, Dreaming

Introductory discussion

Where do students ‘collect’ knowledge when they research? How do they know what’s ‘right’? Is there in fact just one ‘right’ set of facts?

The following points are sequenced to develop an understanding of the nature of traditional knowledge:

- ‘formal definitions’ of traditional knowledge, Indigenous and Aboriginal knowledges
- a range of characteristics related to traditional knowledge
- the complex nature of traditional/Aboriginal knowledges
- how these knowledges are established, transferred, maintained and protected
- the importance of traditional knowledges
- who ‘owns’ and/or who controls traditional knowledge
- how traditional knowledge is protected by organisations and groups – global, legal, local, community mechanisms.

Suggested resources

- *Seeing Like a State*, Scott, J.C., Yale University Press, London, 1998
<http://ccr.uws.edu.au/2011/03/25/indigenous-knowledge-and-%E2%80%99hidden-discourse%E2%80%99-in-the-public-domain/>
- HREOC Social Justice report 2008 chapter 7 ‘The Protection of Indigenous Knowledges’
http://www.hreoc.gov.au/social_justice/nt_report/ntreport08/pdf/chap7.pdf
- UNESCO: Best Practices on Indigenous Knowledge, ‘Definition of Indigenous Knowledge’,
<http://www.unesco.org/most/bpindi.htm#definition>
- The National Indigenous Knowledge Centre Project – an Issues Paper
<http://nikc.org.au>
- UN Declaration on Rights of Indigenous Peoples
<http://www.un.org/esa/socdev/unpfii/en/drip.html>
- Extract YouTube trailer clip from Traditional Knowledge Revival Pathways
<http://www.tkrp.com.au> or
http://www.youtube.com/watch?v=vvEcjmTwH_0&feature=player_embedded
- Castellano, MB. Ethics of Aboriginal Research, *Journal of Aboriginal Health* Jan 2004
<http://www.indigenous.ca/docs/ethics%20of%20aboriginal%20research.pdf>
- Yiwarra kuju: The Canning Stock Route, National Museum of Australia 2010 exhibition publication. Various extracts and quotes p3, 6, 7, 8, 9. National Museum of Australia Press, Canberra, 2010
http://www.nma.gov.au/exhibitions/yiwarra_kuju/catalogue/
or the Education Kit
http://nma.gov.au/av/education/Yiwarra_Kuju_kit.pdf

Discussion points

The teacher can introduce the following issues as discrete discussion points. Students can come back to these during the Preliminary and HCS Courses.

- What is meant by the concepts of 'traditional', 'Indigenous', 'Aboriginal', 'knowledges'? Explore the concepts of multiple ways of knowing, multiple layers of knowledge, multiple ways of recording and transmitting knowledge. Examine similarities and differences between knowledge bases.
- Personal narratives related to their experiences that reflect staged access to knowledge and responsibilities. What triggered these transitions and what gives them these rights and responsibilities?
- Explore James Scott's concept of metis, the kind of local knowledge of which a ship's pilot may have to enable him/her to bring large ships into port, in contrast to a more general knowledge of navigation. Ask how this is similar and how it is different to Aboriginal forms of knowledge?.
- What is intellectual property and how does it relate to Aboriginal knowledge?
- How does traditional knowledge reflect rights, responsibilities, gender, status and age of the individual?

Teaching sequence 2: Issues related to Aboriginal knowledge, research methodologies and perspectives including specific examples

Students will develop skills and understanding related to:

- comparing knowledge bases (traditional ways of knowing and Western ways of knowing)
- laws, protocol, who tells and how it is told, how to listen
- inter-connectedness – to knowledge, in knowledge relationships
- historic Western cultural assumptions about traditional knowledge
- how has Aboriginal knowledge responded to challenges to transmission – the digital debate, intellectual property rights

Suggested resources

- Lewis, M. Conversations with the Mob, UWA Publishing, 2008
<http://shop.abc.net.au/browse/product.asp?productid=536805>
- Yunkaporta, T. Indigenous Knowledge Systems: Comparing Aboriginal and Western Ways of Knowing
<http://www.myspace.com/mechadepcc/blog/512836612>
- Moreton-Robinson, A and Walter, M. Indigenous Methodologies in Social Research ch22. Oxford University Press, Australia, 2009.
http://www.oup.com.au/__data/assets/pdf_file/0005/198284/Chapter_22.pdf
- Castellano, M.B. Ethics of Aboriginal Research. Journal of Aboriginal Health Jan 2004 p3
<http://www.indigenous.ca/docs/ethics%20of%20aboriginal%20research.pdf>
- Aboriginal Knowledge, Western Knowledge and Intellectual Property Rights Briefing Paper No 5
<http://www.desertknowledgecrc.com.au>
- McGloin, C and Marshall, A. Leading the Way: Indigenous Knowledge and Collaboration at the Woolyungah Centre p6-8
[http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1119&context=jutlp&sei-redir=1#search="leading+the+way:+indigenous+knowledge+and+collaboration+at+the+woolyungah+centre"](http://ro.uow.edu.au/cgi/viewcontent.cgi?article=1119&context=jutlp&sei-redir=1#search=)
- Christie, M. Aboriginal Knowledge on the Internet
<http://www.cdu.edu.au/centres/ik/pdf/AbKnowInternet.pdf>

- Pumpa, M. Performing Traditional Knowledge using a game engine: Communicating and Sharing Australian Aboriginal Knowledge Practices
<http://eprints.qut.edu.au/8072/>
- Yolngu digital recording project (Mulka) various web links
<http://www.yirrkala.com/mulka/index.html>
- Hindmarsh Island Case and women's business (clash of knowledge bases)
<http://www.australianhumanitiesreview.org/archive/Issue-June-1997/gelder.html>
- Yiwarra kuju: The Canning Stock Route National Museum of Australia 2010 exhibition publication various extracts and quotes p13,14. National Museum of Australia Press, Canberra, 2010
http://www.nma.gov.au/exhibitions/yiwarra_kuju/catalogue/
or the Education Kit
http://nma.gov.au/av/education/Yiwarra_Kuju_kit.pdf
- Yorta Yorta native title case – resources such as ANTAR, FindLaw website (Western perceptions and onus of proof mentality).
<http://www.findlaw.com.au/articles/1293/yorta-yorta-native-title-case.aspx>
- Rivers and Resilience extract
<https://www.unswpress.com.au/isbn/9781921410741.htm>
- Hetty Perkins ABC TV
<http://www.abc.net.au/arts/artandsoul/about/hetti.htm>
- Clifford Possum Painting
<http://www.artgallery.nsw.gov.au/work/321.1981/>
or
The Art of Clifford Possum Tjapaltjarri, Vivien Johnson, Craftsman House, NSW, Australia, 1996

Discussion points

The teacher can introduce the following issues as discrete discussion points. Students can come back to these during the Preliminary and HCS courses.

- What knowledge students share and don't share with others and why.
- Difference between Aboriginal and Western knowledge structures and why these differences exist in all knowledge systems.
- Connection between concept of knowledge [epistemology] and ways of knowing [ontology].
- Ethnocentrism – (past and present) and its impact on colonisers' understanding of Aboriginal people.
- Indigenous people's rank and right to knowledge.
- Do the researchers respect traditional knowledges? How can this be achieved?
- What intellectual property is, how it relates to Aboriginal knowledge, how Aboriginal knowledge relates to Intellectual Property Rights. (IPR.)
- Social and economic change and its impact on access and transmission of traditional knowledge.
- Impact of dislocation of Aboriginal peoples from their Country and the potential disruption of knowledge as a result.
- Historical and contemporary impacts on proof and maintenance of traditional knowledge. (Possibly look at cases such as the Yorta Yorta Land Claim, Ngarrindjeri Land Claim, or similar.)
- Nature of research relationships between Aboriginal and non-Aboriginal researchers – purposes, who gains, what outcomes exist for Indigenous peoples? Who 'owns' the research? Why?
- Implications and burden of proof from a power perspective
- What are the effects of these issues in conducting local research?

Teaching sequence 3: Ethics associated with Aboriginal knowledge and research methodologies

Students will develop skills and understanding related to:

- who generates and guides the research? Is this research beneficial to those being studied?
- protocols and perspectives appropriate for research – role of consultation.
- principles to guide ethical research – what researchers are doing and why.

Suggested resources

- HREOC Social Justice report 2008 chapter 7 ‘The Protection of Indigenous Knowledges’
http://www.hreoc.gov.au/social_justice/nt_report/ntreport08/pdf/chap7.pdf
- Desert Knowledge Cooperative Research Centre Protocols
<http://www.desertknowledgecrc.com.au>
- Koori Cohort of Researchers RMIT
www.rmit.com.au
- The National Indigenous Knowledge Centre Project – an Issues Paper <http://nikc.org.au>
- Castellano, MB. Ethics of Aboriginal Research. Journal of Aboriginal Health Jan 2004
<http://www.indigenous.ca/docs/ethics%20of%20aboriginal%20research.pdf>
- Desert Knowledge Cooperative Research Centre Aboriginal Knowledge and intellectual Property Protocols Community Guide
http://www.griffith.edu.au/_data/assets/pdf_file/0007/282850/DKCRC-Aboriginal-Knowledge-and-IP-Protocol-Community-Guide.pdf
- Guidelines for Ethical research in Indigenous Studies
<http://www.aiatsis.gov.au/research/docs/ethics.pdf>
- Yiwarra kuju: The Canning Stock Route, National Museum of Australia 2010 exhibition publication p17-21. National Museum of Australia Press, Canberra, 2010
http://www.nma.gov.au/exhibitions/yiwarra_kuju/catalogue/
or the Education Kit
http://nma.gov.au/av/education/Yiwarra_Kuju_kit.pdf
- Articles from newspapers on the loss of Aboriginal languages and whether there is a role for researchers – the speakers’ perspectives versus the researchers’ perspective.
- Resources related to health, art including
<http://ab-ed.boardofstudies.nsw.edu.au/go/aboriginal-art/protecting-australian-indigenous-art>
<http://www.aboriginalartonline.com/resources/debate.php>
Perkins, C. ‘Ethics code on Aboriginal Art to deter fraud’ Australian August 09, 2008
<http://www.theaustralian.com.au/news/nation/ethics-code-on-indigenous-art/story-e6frg6nf-1111117147557>

Discussion points

The teacher can introduce the following issues as discrete discussion points. Students can come back to these during the Preliminary and HSC courses.

- What are appropriate consultation practices and why are they appropriate?
- Who do the protocols apply to? Why?
- How and why are these practices and protocols different from those for non-indigenous research practices?
- Who decides what should be researched and why – institution and research team or community?
- What factors influence the direction? Who are the ‘experts?’ The difference between ‘one way’ and ‘two way’ research (ie are there benefits for both parties in the research exchange?).

- Do non-indigenous researchers have a role in maintenance of traditional knowledge? What is their role? Who has the ownership over what they record? Is it possible to have joint ownership?
- How has computerisation impacted traditional knowledges and what issues should be considered – eg how does modern technology (internet) affect traditional knowledge bases and maintenance? What are the new issues of ownership?
- What processes are appropriate for determining accuracy of content, ownership of content, and access to content of any research? Are there factors that might make this different in different circumstances?
- What is the ‘commodification’ of traditional knowledges? Where are you likely to see it? What are the impacts of this on traditional knowledges?
- What are the implications for local community study?
- What procedures should any researcher adopt? What should the researcher adopt in your research – the dos and don’ts of researching with a) an Aboriginal person or group, b) an Aboriginal community.
- Are there particular issues that Aboriginal researchers in particular need to be mindful of? (Insider, Outsider research)

Teaching sequence 4: Recognition and integration of Aboriginal traditional knowledges in wider Australian society

Students will develop skills and understanding related to:

- recent developments, shared experiences and shared histories, partnerships between groups using traditional knowledges in a contemporary environment
- assessing and integrating examples of Aboriginal traditional knowledges
- applying information and understanding to establishing community consultation and respectful relationships in their research practice

Suggested resources

- Porsanger J. An Essay About Indigenous Methodology
<http://uit.no/getfile.php?PageId=977&FileId=188>
- Smith LT. *Decolonizing Methodologies: Research and indigenous Peoples* Dunedin 1999
http://www.msd.govt.nz/documents/about-msd-and-our-work/publications-resources/journals-and-magazines/social-policy-journal/spj17/17_pages214_217.pdf
- HREOC Social Justice report 2008 chapter 7 ‘The Protection of Indigenous Knowledges’ p11 PDF version
http://www.hreoc.gov.au/social_justice/nt_report/ntreport08/pdf/chap7.pdf
- UN Convention On Biodiversity (CBD)
<http://www.cbd.int/tk/about.shtml>
- Traditional Knowledge Revival Pathways project:
TKRPMovies – Kalpower TKRP film- traditional sites and stories
http://tkrp.com.au/index.php?option=com_content&task=blogcategory&id=0&Itemid=148
TKRP movies – Media Meet interview with TKRP
http://tkrp.com.au/index.php?option=com_content&task=blogcategory&id=0&Itemid=148
TKRP movies – Short Film
http://tkrp.com.au/index.php?option=com_content&task=blogcategory&id=0&Itemid=148
TKRP movies – water we know (Daintree)
http://tkrp.com.au/index.php?option=com_content&task=blogcategory&id=0&Itemid=148
- National Indigenous Knowledge project 2010
<http://nikc.org.au>
- Fred Hollows projects with Aboriginal communities eg Kukumbat Gudwan daga (Really Cooking Good Food) project
www.hollows.org or <http://www.hollows.org.au/Page.aspx?ID=2130>

- Ngurambang-gu Bangamalanha – Aboriginal Knowledge and Practice Centre, Dubbo (including opening film clip on Youtube)
<https://www.det.nsw.edu.au/about-us/news-at-det/news/aboriginal-knowledge-and-practice-centre>
and <http://www.youtube.com/watch?v=PxVShvP-u3Q>
- Aboriginal bush medicine knowledge
http://www.indigenous.gov.au/index.php/stories/75_bush_medicine_knowledge/
- Land management – the Wik & Wik Way and Kugu Ethno biology Project
<http://www.terralingua.org/bcdconservation/?p=148>
- Customary Medical Knowledge – research on Utopia community
http://www.utopianaboriginalart.com.au/utopia_project/utopia_project.php
- Aboriginal Management and Planning for Country AIATSIS website – note several programs – check contents page
<http://www.aiatsis.gov.au/research/projects.html>
- CSIRO website – see media releases related to management of burning, ethnobiology,
http://www.csiro.au/org/CSIRO-Indigenous-Engagement--ci_pageNo-3.html#1
- Through our eyes – Native foods near Lightning Ridge with Brenda McBride
<http://www.youtube.com/watch?v=RkY0vdkIoOw>
- Wetland Burning, Kakadu
<http://www.youtube.com/watch?v=e1uYBgaqeT0>
- NSW Office of Environment and Heritage projects on their website and research with Deborah Bird Rose, eg Nourishing Terrains, Sharing Kinship.
<http://www.environment.nsw.gov.au/resources/cultureheritage/SharingKinship.pdf>

Numerous other relevant research projects can be found online.

Suggested activities

The teacher can introduce the following issues as discrete discussion points. Students can come back to these during the Preliminary and HCS courses.

- Students use a range of examples, as case studies, of research practice between Indigenous and non-Indigenous stakeholders, investigating issues studied in sections 1-3 above. Students use these examples to assess what they believe constitutes ‘best practice’ between the various stakeholders, to identify issues of power and assess its impact on the development of the relationships between stakeholders.
- Students access Aboriginal Studies Stage 6 Major Projects in State Library online collection (http://www.sl.nsw.gov.au/discover_collections/history_nation/indigenous/hsc_projects/index.html) and consider the process undertaken for research and consultation, the ethical practices of the researcher and the learning experience by the student in the research process.

Discussion point

- Recognition of the nature and significance of Aboriginal traditional knowledge in contemporary Australia.

3 Sample Preliminary course program

3.1 Aboriginality and the land

Aboriginality and the land – Preliminary course	
<p>Unit description</p> <p>The focus of this topic is on Aboriginal peoples’ relationship to Country and the impact of dispossession and colonisation on this relationship, with reference to the NSW Darkinjung community.</p> <p><i>This topic emphasises that Aboriginal people continue to have a traditional relationship with Country and that experiences of colonisation have had long-lasting effects. In response, Aboriginal people have developed initiatives to counteract the impact of dispossession and colonisation in terms of social justice and human rights. Ensure students develop an understanding of the basic principles of social justice and human rights.</i></p> <p>Six-week lesson cycle Teaching sequence</p> <p>Week 1 and 2 Establish students’ prior knowledge. Students use contemporary sources (eg artworks, songs, poetry) to identify importance of relationship to Country.</p> <p>Week 2 Students use Dreaming stories, language maps and scientific theories to examine Aboriginal and non-Aboriginal understanding about Aboriginal people and their relation to their Country.</p> <p>Week 3 With the assistance of a local community member(s), teacher provides brief overview of selected community, key features and contemporary local issues.</p> <p>Weeks 4 and 5 Establish students’ prior knowledge of dispossession and colonisation to mid-1900s, including Aboriginal responses and initiatives. Revisit selected community to trace these experiences and initiatives.</p> <p>Week 6 Students review the mission and reserve period to the 1960s and explain how these different experiences affected relationships of Aboriginal communities to Country.</p>	<p>Key concepts</p> <ul style="list-style-type: none"> • Country • Dreaming • customary lore • traditional law • spirituality • cultures <ul style="list-style-type: none"> • colonisation • invasion • resistance • settlement • genocide • dispossession • dislocation <ul style="list-style-type: none"> • sovereignty • terra nullius • native title <ul style="list-style-type: none"> • social justice • human rights • shared history • health and lifestyles • land management practices <p>Sample ‘Evidence of Learning Activities’</p> <ul style="list-style-type: none"> • Students begin to independently use key terminology specific to the study of Aboriginal Studies. • Students identify key features of their selected community. <p>Topic assessment task</p> <p>Task requires students to provide different perspectives (personal and media representations) on the local experience of colonisation.</p>

Aboriginality and the land – Preliminary course	
	<p>Suggested resource Working with Aboriginal Communities: A Guide to Community Consultation and Protocols <u>http://ab- ed.boardofstudies.nsw.edu.au/go/partnerships</u></p>

Teacher planning starts here

Big ideas

- * experiences of colonisation still impact on Indigenous peoples
- * Indigenous peoples develop initiatives to better access social justice and human rights
- * a traditional relationship exists between Aboriginal peoples and Country
- * established consultation and research protocols must be used when working with Aboriginal communities

Why does learning matter?

- * develop an understanding of the ongoing impact of colonisation to understanding contemporary Indigenous social, political, economic and legal issues
- * develop an understanding of the importance of Country, and how Country and traditional lore impact on culture
- * acknowledge and understand the role of Indigenous peoples in improving contemporary cultural, political, social and economic life for their communities
- * use appropriate research methods and protocols when working with Aboriginal communities

Major assessment task: Compile a personal experiences and media file. Collect and analyse 10 sources that demonstrate different perspectives relating to the 3 topics listed below. These should be from a variety of places (interviews, newspapers and websites) within the last 12 months. They should reflect a range of perspectives, including those of Aboriginal people:

- Aboriginal archaeological sites of significance, eg discovery, analysis, interpretation, protection or management
- Aboriginal peoples' relationship to Country, eg significance of sacred sites, conflict with development activities
- impact of land loss/degradation, eg land development, mining, pastoral leases, drought/flood and water management.

Evidence of Learning Activity 6
Students explain the 'big picture' impact of reserves and missions on Aboriginal peoples' relationship to Country.

Evidence of Learning Activity 5
Students construct coherent written and oral texts to explain the impacts of colonisation on the Darkinjung peoples.

Evidence of Learning Activity 3
Students begin to independently use key terminology specific to Aboriginal Studies.

Evidence of Learning Activity 4
Students complete a 'brief of evidence' on effects of colonisation on the Aboriginal peoples' relationship to Country.

Evidence of Learning Activity 2
Students, with assistance from community, complete a case study of issues impacting on the contemporary Darkinjung community's access to Country.

Evidence of Learning Activity 1
Students complete and regularly update a chart on pre-contact Aboriginal communities and culture, identifying key aspects of their relationship to Country.

Student learning starts here

Students learn about/ <i>Students learn to:</i>	Teaching and learning activities	Evidence of learning						
<p>Learn about: Aboriginal peoples' relationship to Country</p> <p>Learn to: <i>gather, select and organise information regarding this relationship</i></p> <p>Outcomes: P2.1, P2.2</p>	<p>Aboriginal peoples' relationship to Country Class completes chart on pre-contact Aboriginal communities and culture. This chart should be maintained and referred to throughout the unit.</p> <table border="1" data-bbox="395 510 1177 672"> <tr> <td data-bbox="395 510 560 591">What I know</td> <td data-bbox="560 510 818 591">What I want to know</td> <td data-bbox="818 510 1177 591">What I learnt</td> </tr> <tr> <td data-bbox="395 591 560 672"></td> <td data-bbox="560 591 818 672"></td> <td data-bbox="818 591 1177 672">(to be completed as unit progresses)</td> </tr> </table> <p>Workstations: Teacher prepares five workstations, each with different sources about the importance of Country to Aboriginal people, for example Dreaming story, poem, artwork, song/lyrics, video clip of dance performance. Students move around workstations, completing source analysis worksheets. Class discussion of what these sources show about the importance of Country. Students create their own individual brainstorm summaries.</p> <p>Some suggested resources Bourke, C, Johnson, C and White, I 1980, <i>Before the Invasion: Aboriginal Life to 1788</i>, Oxford University Press, Melbourne. Flood, J 2006, <i>The original Australians: Story of the Aboriginal people</i>, Allen and Unwin, Crows Nest NSW. Johnson, V 2004, <i>The Art of Clifford Possum Tjapaltjarri</i>, Art Gallery of South Australia, Adelaide. Lawler, R 1991, <i>Voices of the first day: Awakening in the Aboriginal Dreamtime</i>, Inner Traditions International Ltd, Rochester, VT. Moore, I 1995, <i>Voices of Aboriginal Australia: Past, present, future</i>, Butterfly Books, Springwood NSW. <i>From ochres to eel traps: A resource guide for teachers on Aboriginal science and technology</i> (rev edit) 1999, Science Educators Association ACT, ACT Indigenous Consultative Body, Canberra.</p>	What I know	What I want to know	What I learnt			(to be completed as unit progresses)	<p>Students update chart and submit completed chart at end of unit.</p> <p>Students are able to complete source analysis worksheet that informs and contributes to class discussion and/or individual brainstorm summary.</p>
What I know	What I want to know	What I learnt						
		(to be completed as unit progresses)						
<p>Learn about: Aboriginal peoples' relationship to Country</p>	<p>Different perspectives on origins Students review and discuss Dreaming stories, language maps and scientific theories to identify the different Aboriginal and non-Aboriginal perspectives on their connection to Country. Class discussion on why the views are so different, eg different values, different cultures, different world views.</p>	<p>Students complete notes comparing perspectives on connection to Country.</p>						

Students learn about/ <i>Students learn to:</i>	Teaching and learning activities	Evidence of learning
<p>Learn to: <i>gather, select and organise information regarding this relationship</i></p> <p>Outcomes: P1.1, P2.1</p>	<p>Some suggested resources</p> <p>Aboriginal Australia map: www.aiatsis.gov.au/asp/map.html</p> <p>McConnochie, K, Hollinsworth, D & Pettman, J 1988, <i>Race and Racism in Australia</i>, Social Science Press.</p> <p>Parbury, N 2005, <i>Survival: A History of Aboriginal Life in New South Wales</i> (rev. edit). Department of Aboriginal Affairs, Canberra.</p>	<p>Students participate in discussion.</p>
<p>Learn about: Aboriginal and non-Aboriginal land management practices and their impact on the environment</p> <p>Learn to: <i>gather, select and organise information in relation to these land management practices</i></p> <p>Outcomes: P2.1, P2.2, P3.2, P4.2</p>	<p>Key features and contemporary issues facing the local community</p> <p>With the assistance of a local community member(s), teacher gives students a brief overview of the selected community to be studied. Students locate the community on a map and identify its key environmental, industrial, economic and other features.</p> <p>Discussion of contemporary community issues: are the Aboriginal people who live in the local community all part of that community? Are they descended from the traditional landowners? Invite a member from the local Aboriginal Land Council to talk to students about Country, land ownership, who can be part of the Land Council, why Aboriginal people from many communities are living in this community.</p> <p>Construct a community study table including:</p> <ul style="list-style-type: none"> • local Dreaming stories • overview of the environment • land-management practices with local community • make contact database with a variety of local Aboriginal community organisations that identify their involvement in a range of community activities, including cultural, landsite management • students conduct surveys and/or interviews with community organisations <p>A suggested resource</p> <p><i>Working with Aboriginal communities: A guide to community consultation and protocols</i> (2nd edit) 2008, Aboriginal Curriculum Unit, Board of Studies NSW, Sydney.</p>	<p>Map work and written notes.</p> <p>Students complete a community study table which outlines their findings about the local community/communities. The table could be compiled as a whole class activity.</p> <p>Notes for Local community case study.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> • impact of British colonisation on Aboriginal peoples' relationship 	<p>Dispossession and colonisation to the mid-19th century</p> <p>Students review Stage 4 prior knowledge about dispossession and colonisation. The focus here is on the 'big picture' impact of colonisation on Aboriginal people and their relationship to the land.</p> <p>Silent card shuffle. Locate significant words in this unit in the Glossary, match words with definitions and join with partner to check and assist. Teacher will discuss the meaning of each term</p>	

Students learn about/ <i>Students learn to:</i>	Teaching and learning activities	Evidence of learning
<p>to Country</p> <ul style="list-style-type: none"> • impact and consequences of dispossession and dislocation of Aboriginal peoples in terms of social justice and human rights <p>Learn to:</p> <ul style="list-style-type: none"> • <i>make deductions and draw conclusions about the impact of dispossession and dislocation of Aboriginal peoples in terms of social justice and human rights</i> <p>Outcomes: P1.2, P3.2</p>	<p>in context of Aboriginal Studies.</p> <p>Class discussion on differences between notions of terra nullius, invasion, colonisation – identify key issues from variety of primary and secondary sources. Make notes.</p> <p>Students read the evidence of Joseph Banks to the British Parliament in 1785 (see: Butler et al 1995 <i>Invasion and Resistance: the Myth of Terra Nullius</i>, pp 38–39)</p> <p>Class discussion on Banks’s text, looking for reasons behind this evidence:</p> <ul style="list-style-type: none"> • previous experiences of colonisation • justification for denial of rights to Aboriginal nations • rivalry with other European nations (France and Spain) for new colonies • Britain’s loss of American colonies • contemporary European views on Indigenous peoples. <p>Using Banks’s evidence as a guide, students work in groups to develop a ‘brief of evidence’ to British Parliamentary Enquiry in 1840 on the effects of colonisation on:</p> <ul style="list-style-type: none"> • technological and economic practices • cultural heritage including sites of significance • cultural and spiritual maintenance. <p>Some suggested resources</p> <p>Anderson, M, Low, A, Conroy, J and Keese, I 2005, <i>Retroactive</i> (2nd edit) (book and CD-ROM). John Wiley & Sons (Jacaranda), Brisbane.</p> <p><i>Invasion and resistance: Untold stories: Aboriginal voices in Australian history</i> (teaching kit) 1995, Aboriginal Curriculum Unit, Board of Studies NSW, Sydney.</p> <p>Burgess, C and Myers, J 2002, <i>Invasion</i>, McGraw-Hill.</p> <p>Elder, B 2003, <i>Blood on the wattle: Massacres and maltreatment of Aboriginal Australians since 1788</i> (3rd edit), New Holland, Frenchs Forest NSW.</p> <p>Websites:</p> <p>Joseph Banks’ Endeavour Journal: http://www.sl.nsw.gov.au/discover_collections/history_nation/voyages/discovery/voya_journal.html</p> <p>Project Gutenberg of Australia: The Endeavour Journal of Sir Joseph Banks: http://gutenberg.net.au/ebooks05/0501141h.html</p>	<p>Students complete card game on key terms.</p> <p>Students make notes based on class discussion, complete brief of evidence and engage in class discussion on evidence for colonisation.</p>

Students learn about/ <i>Students learn to:</i>	Teaching and learning activities	Evidence of learning
<p>Learn to: <i>make informed judgements about the effectiveness of Aboriginal peoples' initiatives to counteract the impact of dispossession from Country</i></p> <p>Outcomes: P1.2, P3.2, P3.3</p>	<p>Aboriginal responses and initiatives – the local experience Revision of Stage 4 History of colonial expansion in NSW and beyond. Note wool industry and Macarthur family.</p> <p>Develop a timeline/table (including maps) of key events, dates, purpose and impact of expansion on the local community.</p> <p>Some suggested resources: Anderson, M, Low, A, Conroy, J & Keese, I 2005, <i>Retroactive</i> (2nd edit) (book and CD-ROM). John Wiley & Sons (Jacaranda), Brisbane. Readings of early Dutch traders, accounts of local historians from your community/communities, glossary of terms. Websites: John Macarthur www.adb.online.anu.edu.au/biogs/A020133b.htm http://dl.nfsa.gov.au/module/1623/ Resources: Incidents between Aboriginal people in NSW and the British colonisers: http://k6.boardofstudies.nsw.edu.au/go/hsie/background-sheets/british-colonisers-1770-1792/ http://k6.boardofstudies.nsw.edu.au/go/hsie/background-sheets/british-colonisers-1792-1809 http://k6.boardofstudies.nsw.edu.au/go/hsie/background-sheets/british-colonisers-1810-1822</p>	<p>Students finalise timeline table on local community's responses and initiatives to colonial expansion.</p> <p>Students complete notes for Local community case study.</p>
<p>Learn about: Aboriginal initiatives to counteract the impact of dispossession and dislocation</p> <p>Learn to: <i>make informed judgments about the effectiveness Aboriginal peoples' initiatives to counteract the</i></p>	<p>Dispossession, dislocation and life on reserves and missions to the 1960s Students review Stage 4/5 knowledge about the Aboriginal reserve system, reasons for the creation of reserves and systems of operation. (Emphasis is on the <i>impact</i> of the reserve system for Aboriginal relationship with Country.)</p> <p>a) Students examine a range of sources that provide 'snapshots' of the diversity of life on different reserves and missions. Include at least one example of a successful reserve or mission, eg Coranderrk, Erambie (see Goodall for others)</p>	<p>Students demonstrate understanding of effectiveness of initiatives to counter dispossession.</p>

Students learn about/Students learn to:	Teaching and learning activities	Evidence of learning								
<p><i>impact of dispossession from Country</i></p> <p>Outcomes: P1.2, P3.3</p>	<p>b) After discussing these sources, students complete an overview table:</p> <table border="1" data-bbox="395 353 1090 651"> <thead> <tr> <th data-bbox="395 353 571 465">Location and community</th> <th data-bbox="571 353 778 465">Management</th> <th data-bbox="778 353 914 465">Land use</th> <th data-bbox="914 353 1090 465">Lifestyle</th> </tr> </thead> <tbody> <tr> <td data-bbox="395 465 571 651">For example Cowra, Erambie Mission</td> <td data-bbox="571 465 778 651"></td> <td data-bbox="778 465 914 651"></td> <td data-bbox="914 465 1090 651"></td> </tr> </tbody> </table> <p>c) Students explain how these different experiences of reserve/mission life affected the relationship of Aboriginal communities to Country.</p> <p>Teacher provides overview of where and how Aboriginal people were living in the early 1960s: on their own Country, segregated on missions and reserves, in institutions, on the fringes of country towns, in suburbs and cities. Some communities had been able to remain together; others had been relocated or dispersed. Teacher uses maps, statistics and other data to provide an overview of reserves and missions in NSW by the 1960s.</p> <p>Class discusses the impact of the reserve system on social justice and human rights for Aboriginal people.</p> <p>Some suggested resources Goodall, H 1996, <i>Invasion to Embassy</i>, Allen and Unwin, (Chs 7–11) Long, JPM 1970, <i>Aboriginal Settlements: A Survey of Institutional Communities in Eastern Australia</i>, Australian National University Press (Ch 3).</p>	Location and community	Management	Land use	Lifestyle	For example Cowra, Erambie Mission				<p>Students complete text on ‘Impact of reserves and missions on Aboriginal peoples’ relationship to Country’.</p>
Location and community	Management	Land use	Lifestyle							
For example Cowra, Erambie Mission										

3.2 Heritage and identity

Heritage and identity	
<p>Unit description</p> <p><i>The focus of this topic is the diversity of Aboriginal social and cultural life.</i></p> <p><i>The topic examines the impact of colonisation and the effects of racism and stereotyping by colonisers and lawmakers on Aboriginal social and cultural life up to the early 1960s. The impact is analysed in terms of human rights and social justice.</i></p> <p><i>This topic also examines Aboriginal peoples' initiative and resilience in responding to government policies and laws.</i></p> <p><i>It concludes by surveying the diversity of Aboriginal social and cultural life after more than 170 years of shared history and how this was reflected in Aboriginal heritage and identity by the 1960s.</i></p> <p>Eight-week lesson cycle</p> <p>Teaching sequence</p> <p>Week 1 Establish students' prior knowledge by discussing contemporary expressions of Aboriginal heritage and identity. Introduce definitions of heritage and identity to establish the complex interrelationship of Country, culture, economic, and social life.</p> <p>Week 2 Students examine the diversity of Aboriginal economic, social and cultural life at the time of colonisation, with reference to selected community.</p> <p>Week 3 Students analyse written and pictorial sources to understand different views of Indigenous peoples held by colonisers, identifying origin of racism and stereotyping. Compare Aboriginal and colonisers' attitudes to land. Make reference to selected community.</p> <p>Weeks 4 and 5 Drawing on students' prior knowledge of reserve system and the removal of children, identify racism and discrimination underpinning these policies and examine their effect on Aboriginal social and cultural life. Include experiences of selected community.</p> <p>Week 6 Students analyse impact of government policies and laws in terms of human rights and social justice, with a focus on Albert Namatjira.</p> <p>Week 7 Students investigate the initiative and</p>	<p>Key concepts</p> <ul style="list-style-type: none"> • Dreaming • Country • kinship • heritage • identity • family • culture • language • community • social system • ceremonial life • oral history • Aboriginal systems • ownership of culture <ul style="list-style-type: none"> • colonisation • racism • ethnocentrism • prejudice • bias • stereotyping • Social Darwinism • discrimination <ul style="list-style-type: none"> • assimilation • protection • reserves • missions • integration

Heritage and identity

resourcefulness of Aboriginal communities in responding to government policies and laws, and in seeking human rights and social justice.

Week 8 Students conclude by surveying breadth of Aboriginal experience and the diversity of social and cultural life by the early 1960s, including the local/selected community.

Sample assessment for learning activities

Students complete an ‘impact table’ showing the effect of government policies and laws on the human rights of Aboriginal peoples to the early 1960s.

Government policy or law	Impact on Aboriginal human rights	Example

Topic assessment task

Albert Namatjira and the Aboriginal struggle for social justice

This task requires students to research and reflect on the life of Albert Namatjira and the Aboriginal struggle for social justice. The background reading, viewing and research provide the foundation knowledge for the task. A class forum encourages students to understand and make informed comments about social justice issues.

The task that is assessed is written in class. There are two questions, one requiring an ‘outline’ response, the other requiring students to relate Albert Namatjira’s experiences to the broader context of Aboriginal peoples’ experiences in terms of social justice.

Suggested resource

- Working with Aboriginal Communities: A Guide to Community Consultation and Protocols

<http://ab-ed.boardofstudies.nsw.edu.au/go/partnerships>

Teacher planning starts here

Big ideas

- * Aboriginal heritage and identity come from the complex interrelationship of Dreaming, Country and kinship.
- * Aboriginal heritage and identity can be expressed in many ways.
- * Invasion and colonisation had great impact on social justice and human rights of Aboriginal peoples and their heritage and identity.

Why does the learning matter?

- * Students need to appreciate the nature and diversity of Aboriginal culture and economic and social systems in order to understand the impact of invasion and colonisation.
- * Students need to understand colonisers' views of Indigenous peoples in order to understand the impact of racism, bias and stereotyping on social justice and human rights of Aboriginal peoples, including expressions of heritage and identity.
- * Students need to be aware of the resilience of Aboriginal society and culture and the diversity of heritage and identity (up to early 1960s).

Major assessment task: Albert Namatjira and the Aboriginal struggle for social justice

Students research and reflect on the life of Albert Namatjira and the Aboriginal struggle for social justice. Background reading, viewing and research provide the foundation knowledge for the task. A class forum encourages students to understand and make informed comments about social justice issues.

The task that is assessed is written in class. There are two questions, one requiring an 'outline' response, the other requiring students to relate Albert Namatjira's experiences to the broader context of Aboriginal peoples' experiences in terms of social justice.

Assessment for learning activity 6

Students analyse key examples of Aboriginal initiative and activism to identify people, contexts and rights/justice demanded – and the extent to which outcomes were achieved.

Assessment for learning activity 5

Students analyse UN Declaration of Human Rights and complete an 'impact table' showing the effect of government policies and laws on the human rights of Aboriginal people.

Assessment for learning activity 3

Students analyse sources to identify the racism and discrimination underpinning the policies and laws that created and maintained the reserve system and the removal of children.

Assessment for learning activity 4

Students investigate life stories of Aboriginal people to highlight the impact of government policies (eg reserves, removal of children, assimilation and exemption) on Aboriginal social and cultural systems.

Assessment for learning activity 2

Students analyse sources to understand and contextualise different views of Indigenous peoples held by colonisers and views of the colonisers held by Aboriginal people.

Assessment for learning activity 1

Students create a mind map (poster/ prezi/wordal) using words and images to represent their understanding of contemporary Aboriginal heritage and identity.

Student learning starts here

Students learn about/ <i>Students learn to:</i>	Teaching and learning activities	Evidence of learning
<p>Learn about:</p> <ul style="list-style-type: none"> relationship of the Dreaming to culture, family, heritage and identity diversity of Aboriginal cultures kinship and Aboriginal systems – social, economic and spiritual <p>Learn to: <i>gather, select and organise information on the main cultural and spiritual aspects that combine to form Aboriginal peoples' relationship to the Dreaming</i></p> <p>Outcomes: P2.1, P2.2</p>	<p>What are heritage and identity and how are they expressed?</p> <ul style="list-style-type: none"> Working in pairs or small groups, students create a mind map, poster or wordal using words and images to represent their understanding of contemporary Aboriginal heritage and identity. Class reviews mind maps/posters/wordals, and identifies similarities and differences. Students read and discuss a range of descriptions/definitions of Aboriginal heritage and identity, then rank them from the simplest to the most complex. Teacher emphasises the complexity of the interrelationship between Dreaming, Country and kinship. Students select a definition (or develop their own definition) of heritage and identity to reflect this complexity – and learn it. Teacher poses two questions for reflection and discussion about the forms of expression of Aboriginal heritage and identity shown in class mind maps/posters/wordals: <ul style="list-style-type: none"> – Would they be the same across Australia? Why/why not? – Would they have been possible at the time of colonisation? Why/why not? <p>Diversity of Aboriginal economic, social and cultural life at time of colonisation</p> <ul style="list-style-type: none"> Review Dreaming and Aboriginal connection to Country from Unit 1 <i>Aboriginality and the land</i>. From primary sources (text and artworks), students identify different ways Aboriginal people expressed their connection to Country at the time of colonisation, eg engravings, paintings, ceremonies, rock arrangements, tree carvings, language. Teacher explains how location affected economic, social and cultural life, providing examples from different geographical locations eg coastal, desert, riverine – need resources here. With assistance of community member(s), class examines ways Aboriginal people of the local/selected community expressed their connection to Country at time of colonisation. This could involve an excursion to local Aboriginal sites if appropriate. 	<p>Students complete mind maps/posters.</p> <p>Discussion and ranking of views about Dreaming and culture.</p> <p>Students select a key definition and discuss its importance.</p> <p>Students complete summary of relevant information retrieved from primary sources.</p>

Students learn about/ Students learn to:	Teaching and learning activities	Evidence of learning
	<p>Some suggested resources</p> <p>Stanbury, P & Clegg, J 1996, <i>A Field Guide to Aboriginal Rock Engravings</i>, Oxford University Press.</p> <p>Isaacs, J 1998, <i>Australia's Living Heritage: Arts of the Dreaming</i>, Lansdowne.</p> <p>Kleinert, S & Neale, M (eds) 2000, <i>The Oxford Companion to Aboriginal Art and Culture</i>, Oxford University Press,</p> <p><i>Aboriginal Australia</i> 1981, Australian Gallery Directors Council.</p>	
<p>Learn about:</p> <ul style="list-style-type: none"> • construction and origin of racism and its contribution to stereotyping and discrimination of Aboriginal people and their cultures • comparison of Aboriginal and non-Aboriginal social systems <p>Learn to: <i>analyse the reliability of sources in relation to bias and stereotyping of Aboriginal peoples and cultures</i></p> <p>Outcome: P1.3</p>	<p>Colonisers' views of Aboriginal peoples – and Aboriginal views of colonisers</p> <ul style="list-style-type: none"> • Teacher introduces and explains widely held 19th century views about Indigenous peoples, eg Great Chain of Being, Social Darwinism, ethnocentrism, racial purity etc and explains how such ideas provided the foundation of racism and stereotyping of Aboriginal people and cultures. • Glossary activity: Great Chain of Being, Social Darwinism, racism, prejudice, bias, stereotyping, ethnocentrism. Students match term to meaning. • Teacher uses contrasting colonial depictions of Aboriginal people to explain that despite the prominence of views about race, there was a range of responses to Aboriginal people. • In pairs or small groups students analyse colonial sources (written and pictorial) to identify views of Aboriginal people and cultures, share analysis with class. • Teacher provides written and pictorial sources that show Aboriginal responses to colonisers. Students analyse sources to identify Aboriginal views of colonisers. • Students complete table comparing Aboriginal and colonisers' social systems, views about land and ways of demonstrating relationship to the land. <p>Some suggested resources</p> <p>Collection of 19th century views of Indigenous peoples.</p> <p>Allen, H (ed) 2010, <i>Australia: William Blandowski's Illustrated Encyclopaedia of Aboriginal Australia</i>, Aboriginal Studies Press.</p> <p>Perkins, R & Langton, M (eds) 2010, <i>First Australians</i>, The Miegunyah Press – chapter 1.</p> <p>Hoorn, J (commentary) 1990, <i>The Lycett Album</i>, National Library of Australia.</p> <p>Sayers, A 1994, <i>Aboriginal Artists of the Nineteenth</i></p>	<p>Students are able to link terms and meanings correctly.</p> <p>Students present an oral report on group analysis of sources.</p> <p>Students complete comparative table.</p>

Students learn about/ <i>Students learn to:</i>	Teaching and learning activities	Evidence of learning
	<p><i>Century</i>, Oxford University Press Australia.</p> <p>Aboriginal Art Online: http://www.aboriginalartonline.com</p> <p>Collection of colonial art depicting Aboriginal people: http://k6.boardofstudies.nsw.edu.au/linkages/IntegratedUnits/aboriginal/invasion_learn01.html#Q3</p> <p>‘Picturing the Past’ in <i>The Myth of Terra Nullius</i> 1995, BOS NSW.</p>	
<p>Learn about:</p> <ul style="list-style-type: none"> effect of Christianity and other religions on Aboriginal social systems impact of government policies, eg protection, assimilation and integration, with particular reference to the separation of family, kin and culture <p>Learn to: <i>make deductions and draw conclusions about the impact of colonisation on kinship and Aboriginal social systems</i></p> <p>Outcomes: P3.1, P3.2, P3.3</p>	<ul style="list-style-type: none"> Racism and discrimination: impact of the reserve system and removal of children. Drawing on knowledge of the operation of reserves from the unit <i>Aboriginality and the land</i>, students consider the impact of the reserve system and the removal of children on Aboriginal social and cultural systems and heritage and identity. Students analyse sources to identify racism and discrimination underpinning the policies and laws that created and maintained the reserve system and the removal of children. Teacher models type of analysis required using a key document: highlight words and phrases indicating racism and/or discrimination, provide brief annotations in margin. Students use this technique with a range of relevant documents, perhaps distributed according to students’ reading ability. Students each research the life of an individual affected by the reserve system or removal of children. Each student makes a short presentation to the class, explaining the impact of the reserve system and/or removal on that person’s life, with particular attention to the effects on kinship, social systems and cultural ownership. Teacher uses maps, statistics and other data to provide overview of extent of reserve system and removal of children in NSW. Students discuss likely impact on social and cultural systems. With assistance of community member(s), class examines impact of reserve system and/or removal of children on social system and cultural ownership of local/selected community. <p>Some suggested resources</p> <p>Excellent series presenting life stories from different regions of NSW produced by Dept of Environment and Conservation, 2004–2007: <i>Aboriginal Women’s Heritage</i> (Ballina & Cabbage Tree Island, Brungle & Tumut, Nambucca, Port Stephens, Wagga Wagga) and <i>Aboriginal Men’s Heritage</i>: Walgett & Collarenebri.</p> <p>Goodall, H 1996, <i>Invasion to Embassy</i>, Allen & Unwin in association with Black Books.</p>	<p>Students demonstrate understanding by completing highlighted words and phrases with explanatory annotations.</p> <p>Students present to class on impact of reserve system/removal on selected individual.</p> <p>Complete notes for Local community case study.</p>

Students learn about/ <i>Students learn to:</i>	Teaching and learning activities	Evidence of learning
	<p><i>Bringing them home</i> 1996, Human Rights and Equal Opportunity Commission.</p> <p><i>In the best interest of the child?</i> 1997, Link-Up (NSW) Aboriginal Corporation & Tikka Jan Wilson.</p> <p>Young, C 1995, <i>'I give you this story': Life stories and the telling of Aboriginal history</i>, NSW BOS.</p> <p><i>To remove and protect: collection of key legal/policy documents arranged by state</i>, access online: http://www1.aiatsis.gov.au/exhibitions/removeprotect</p> <ul style="list-style-type: none"> • Using mainly pictorial material (maps and photographs), teacher provides examples of Aboriginal communities which were able to keep community together and maintain some of their social and cultural systems, both on reserves and outside reserves, eg the Kulin people of Coranderrk, Victoria, the La Perouse community NSW etc. • Teacher emphasises the important contribution of Aboriginal workers to the development of Australia's pastoral and maritime industries. Students make list of occupations/industries with brief notes on each. Make reference to local/selected community. <p>Some suggested resources</p> <p>Goodall, H & Cadzow, A 2009, <i>Rivers and Resilience: Aboriginal People on Sydney's Georges River</i>, UNSW Press.</p> <p>Goodall, H 1996, <i>Invasion to Embassy</i>, Allen & Unwin in association with Black Books.</p> <p><i>First Australians</i> DVD, Episode 3 'Freedom for our Lifetime'.</p> <p>Reynolds, H 2000, <i>Black Pioneers</i>, Penguin.</p> <p>McGrath, A & Saunders, K (eds) 1995, <i>Aboriginal Workers</i>, 'Australian Society for the Study of Labour History'.</p> <p><i>Talking Lapa: A Local Aboriginal Community History of La Perouse</i> 1995, Board of Studies, NSW.</p> <p>She sells sea shells, (Shell craft of Esmay Timbery, La Perouse) Broadcast on <i>Message Stick</i> ABC TV 16/2/2009. Transcript available: www.abc.net.au/tv/messagestick/stories/s2495615.htm</p> <p>Jackomos, A & Fowell, D 1991, <i>Living Aboriginal History of Victoria</i>, Cambridge University Press.</p>	<p>Students complete list of occupations and industries where Aboriginal people made significant contributions.</p>

Students learn about/ <i>Students learn to:</i>	Teaching and learning activities	Evidence of learning						
<p>Learn about:</p> <ul style="list-style-type: none"> effect of colonisation on Aboriginal social systems and languages impact of enforced cultural changes on Aboriginal peoples' heritage and identity <p>Learn to: <i>present balanced oral and/or written arguments about the effects of government policies including the separation of Aboriginal families, with particular reference to the Stolen Generations</i></p> <p>Outcomes: P1.2, P3.3</p>	<p>Consequences for human rights and social justice.</p> <p>Review students' knowledge and understanding of the concepts social justice and human rights [perhaps encountered in Stage 5 Geography or Preliminary Legal Studies]</p> <p>Using the UN Universal Declaration of Human Rights, students identify which human rights of Aboriginal people were denied or infringed by colonisation, particularly the operation of the reserve system, the removal of children and the policy of assimilation (including exemption).</p> <p>Students complete an 'impact table' showing the effect of government policies and laws on the human rights of Aboriginal peoples.</p> <table border="1" data-bbox="483 779 1222 920"> <thead> <tr> <th data-bbox="483 779 719 920">Government policy or law</th> <th data-bbox="719 779 1007 920">Effect on Aboriginal human rights</th> <th data-bbox="1007 779 1222 920">Example</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table> <p>Some suggested resources</p> <p>Universal Declaration of Human Rights: www.un.org/en/documents/udhr</p> <p>The struggle for social justice: source study</p> <p>Students analyse key examples of Aboriginal-initiated demands for social justice.</p> <p>Pairs or small groups take a document each, and report to the class on the context and the demand(s) made. Class categorises types of rights/justice demanded.</p> <p>Students (or teacher) report on outcomes up to the early 1960s: Were the demands successful? What did the demands achieve?</p> <p>Some suggested resources</p> <p>Collection of social justice/human rights documents.</p> <p>Relevant events, organisations, biographies of people involved from <i>Encyclopaedia of Aboriginal Australia</i>, 1994, Aboriginal Studies Press, also available as CD.</p> <p>Atkinson, W, Ch 6 'The Schools of Human Experience' in Perkins, R & Langton, M (eds) 2008, <i>First Australians</i>, The Miegunyah Press, also available as CD.</p> <p>Maynard, J 2008, <i>Fight for Liberty and Freedom: Origins of Australian Aboriginal activism</i>, Aboriginal Studies Press.</p> <p>Goodall, H 1996, 'Fighting Back: Aboriginal Political Organisation' (Ch 12) in <i>Invasion to Embassy</i>, Allen & Unwin in association with Black Books.</p>	Government policy or law	Effect on Aboriginal human rights	Example				<p>Students complete 'impact table' of enforced change.</p> <p>Students complete oral reports on key source analysis to class.</p>
Government policy or law	Effect on Aboriginal human rights	Example						

Students learn about/ <i>Students learn to:</i>	Teaching and learning activities	Evidence of learning
	<p>Cameron, K, <i>Aboriginal people struggle for citizenship rights</i>, Discovering Democracy Discussion paper 6: www.abc.net.au/civics/democracy/struggle.htm</p> <p>Topic assessment task Activities leading to topic assessment task on Albert Namatjira and the Aboriginal struggle for social justice. Building foundation knowledge: read and view a range of sources, including the following, to learn about the life and work of Albert Namatjira. Film: <i>Namatjira the Painter</i> (1947) available online from: www.abc.net.au/aplacetothink/html/namatjira.htm Perkins, H 2010, <i>Art and soul</i>, The Miegunyah Press. First 10 mins of DVD Episode 3 <i>Bitter and Sweet</i>, or pp 180–187 deal with the art and life of Albert Namatjira. Albert Namatjira, in <i>Australian Dictionary Biography</i> available online from http://adbonline.anu.edu.au/biogs/A150530b.htm Class forum: Using their foundation knowledge, students engage in some of the following activities with the emphasis on the denial of social justice:</p> <ul style="list-style-type: none"> • discussion of key events in Namatjira’s life, leading to a class mind map • annotated timeline of Namatjira’s life • web quest or wiki based on Namatjira’s life • three questions each student would like to ask Albert Namatjira. <p>Written response to two questions, to be done in class.</p>	
<p>Learn about:</p> <ul style="list-style-type: none"> • ownership of culture, history and knowledge • impact of enforced cultural changes on Aboriginal peoples’ heritage and identity <p>Learn to: <i>assess a range of views and interpretations about the impact of key government legislation and policies on Aboriginal heritage and/or identity</i></p>	<p>Diversity of heritage and identity by 1960 Teacher reviews where and how Aboriginal people were living in the early 1960s from <i>Aboriginality and the land</i> unit and encourages students to discuss continuities and changes in the lives of Aboriginal people, and how these may have shaped heritage and identity. Students construct a ‘cause and effect diagram’ to explain the impact of experiences of colonisation, dispossession, movement of Aboriginal people and assimilation policies on heritage and identity, for example:</p> <ul style="list-style-type: none"> • separation from Country meant that people could not fulfil traditional obligations • removal of children meant that some languages and traditional knowledge was lost • influence of missions and churches meant that new forms of religion were taken. 	<p>Students complete ‘cause and effect diagram’ on effects of enforced cultural change.</p>

Students learn about/ Students learn to:	Teaching and learning activities	Evidence of learning
<p>Outcomes: P2.2, P3.2, P4.1</p>	<p>Such circumstances resulted in changes to Aboriginal connections to the Dreaming.</p> <p>The pressures of assimilation and the demands of exemption meant that some denied their Aboriginality in order to gain access to education and employment. Others sought new ways to express their Aboriginality such as new styles of painting, sculpture and craft, poetry, and popular music, eg Blues, and Country and Western.</p> <p>By the 1960s there was great diversity of Aboriginal heritage and identity, based on the diversity of experiences. Students construct class ‘gallery’ using photographs of Aboriginal people from the 1950s and 1960s who came from a variety of backgrounds, locations and life experiences.</p> <p>To conclude the unit, students explore expressions of heritage and identity in their local/selected community in the 1950s and early 1960s. Feature local people in class gallery.</p> <p>Some suggested resources</p> <p>Walker, C 2000, <i>Buried Country: The story of Aboriginal country music</i>, Pluto Press, also available as CD and video. Howitt, B, ‘Georgia Lee – An Indigenous Success Story’, <i>Teaching History</i>, March 2010.</p> <p>Langton, M c1994. <i>Valuing Cultures: Recognising Indigenous cultures as a valued part of Australian heritage</i>, Council for Aboriginal Reconciliation Key Issues Paper no. 3, Australian Government Publishing Service.</p>	

4 Sample Preliminary course assessment tasks

The sample assessment programs and tasks provided in this document have been developed using advice provided in the Board of Studies publication *HSC Assessment in a Standards-referenced Framework: a Guide to Best Practice*, published in November 2003, and *The New Higher School Certificate Assessment Support Document* which assists teachers to incorporate the key features of standards-referenced assessment into their assessment planning. Teachers are strongly advised to consult these documents in designing their assessment programs and individual tasks.

The tasks provided on the following pages have been developed from both Sample Program 1 and 2. They have been designed using the steps outlined in the assessment support document.

The tasks provide:

- a clear indication of outcomes to be assessed
- clear instructions to students
- explicit advice to the students about the criteria to be used for assessing their performance
- a marking scheme related to the criteria.

4.1 Preliminary course: Sample Assessment Task 1

4.1.1 Aboriginality and the land

Weighting: 20%

Outcomes: P1.1, P2.2, P4.1

The task

Compile and analyse a ‘perspectives file’*

Collect and analyse a range of sources that demonstrate different perspectives relating to the three topics listed below. Your sources must include at least three that relate to the local community.

There should be a variety of sources from the last 12 months. They should reflect a range of perspectives, including those of Aboriginal peoples. They should relate to each of the following topic areas:

- Aboriginal archaeological sites of significance, eg discovery, analysis, interpretation, protection and/or management.
- Aboriginal peoples’ relationship to Country, eg significance of sacred sites, conflict with development/recreational activities
- Impact of land loss/degradation, eg land development, mining, pastoral leases, drought/flood and water management.

* perspective = outlook or viewpoint

Task requirements

Collection of sources demonstrating different perspectives

- A range of sources across each of the different perspectives.
- Categorise items according to topic area (A, B or C).
- Label each source, providing origin and date.
- Clearly identify the sources relating to the local community.

Analysis of each source

- Write a brief description of the perspective shown in each source (around 50 words for each).
- Choose one source for each of the three topic areas. In 200 words for each, explain how the source illustrates Aboriginal peoples’ relationship to Country.

Variety of sources

Gather your sources from a variety of places, which may include:

- record of an interview you have conducted or guest speaker you have heard
- newspaper articles, editorials, letters to the editor, political cartoons from national and local newspapers, eg *Sydney Morning Herald*, *Illawarra Mercury*.
- articles from Aboriginal-operated newspapers, eg *Koori Mail*, *National Indigenous Times*
- Indigenous magazines eg *Deadly Vibe*
- website of *Imparja Television*
- websites of Aboriginal-operated radio programs, eg *Awaye* and *Speaking Out* (ABC Radio National) and Aboriginal-operated television programs, eg *Message Stick* ABC TV)
- ABC website www.abc.net.au/indigenous which has links to all Indigenous news items, documentaries, interviews and online projects on ABC radio and television.

Criteria for assessment

Students will be assessed on their ability to:

- locate and organise relevant sources from a variety of locations
- clearly present a range of perspectives, including Aboriginal perspectives
- explain the importance of Country to Aboriginal peoples.

Sample feedback sheet

Component	Marks	Teacher's comment
A collection of recent sources relevant to the topic areas (correctly labelled and dated). At least three must relate to the local community.	4	
Clear and concise description of the perspectives reflected in the sources. (Around 50 words for each)	4	
Comprehensive and accurate explanation of how the three chosen sources illustrate the relationship between Aboriginal peoples and Country.	12	
Overall comment and final grade or mark		

4.1.2 Heritage and identity

Weighting: 25%

Outcomes: P1.2, P1.3, P3.1, P3.2

The task

Albert Namatjira and the Aboriginal struggle for social justice

This task requires students to research and reflect on the life of Albert Namatjira and the Aboriginal struggle for social justice. Class activities, background reading, viewing and research provide the foundation knowledge for the task. The class forum encourages students to discuss and make informed comments about social justice issues. The part of the task that is assessed is written in class.

Steps leading to the task

1 Building foundation knowledge

Read and view at least the following to learn about the life and work of Albert Namatjira:

- *Namatjira the Painter* (1947) film, available from: www.abc.net.au/aplacetothink/html/namatjira.htm
- Perkins, H 2010, *art and soul*, The Miegunyah Press. First 10 mins of DVD. Episode 3 'Bitter and Sweet', or pp 180–187 deal with the art and life of Albert Namatjira
- Albert Namatjira in *Australian Dictionary Biography* available from: www.adb.online.anu.edu.au/biogs/A150530b.htm

2 Class forum

Using their foundation knowledge, class engage in some of the following activities with the emphasis on the denial of social justice:

- discussion of key events in Albert Namatjira's life leading to a mind map
- annotated timeline of Albert Namatjira's life
- web quest or wiki
- three questions each student would like to ask Albert Namatjira.

3 The written task

Students write responses to the following questions in 40 minutes under examination conditions. The response to Question 1 should be between one and two pages, the response to Question 2 should be between two and three pages.

- Q1 Outline the life of Albert Namatjira, with particular reference to his own interaction with white Australia. (10 marks)
- Q2 To what extent does Albert Namatjira's life reflect the broader experiences of Aboriginal people in the 1940s and 1950s in terms of social justice? (15 marks)

Criteria for assessment

Students will be assessed on their ability to:

- demonstrate knowledge and understanding of the life of Albert Namatjira
- show the relationship between Albert Namatjira's experience and the broader experiences of Aboriginal people in the 1940s and 1950s in terms of social justice
- communicate their understanding in appropriate written form.

Sample marking criteria

Question 1

Criteria	Mark or Grade
<ul style="list-style-type: none"> Provides detailed, relevant and accurate information about the main features of Namatjira's life, covering his life span. Presents a well-structured and clearly expressed response, using appropriate terms and concepts. 	9–10
<ul style="list-style-type: none"> Provides relevant and accurate information about some of the main features of Namatjira's life. Presents a coherent and clearly expressed response, using appropriate terms and concepts. 	7–8
<ul style="list-style-type: none"> Provides a general outline of Namatjira's life with some relevant detail. Presents a coherent response using some appropriate terms and concepts. 	5–6
<ul style="list-style-type: none"> Provides general information about Namatjira. Response is limited in expression and use of appropriate terms and concepts. 	3–4
<ul style="list-style-type: none"> Makes one or two points about Namatjira. 	1–2

Question 2

Criteria	Mark or Grade
<ul style="list-style-type: none"> Demonstrates extensive knowledge and understanding of social justice issues and their impact on Aboriginal peoples in the relevant period. Makes valid links between Namatjira and the broader experience of Aboriginal peoples, using relevant and specific examples. Presents a sustained, well-structured and clearly expressed response, using appropriate terms and concepts. 	13–15
<ul style="list-style-type: none"> Demonstrates detailed knowledge and understanding of social justice issues and their impact on Aboriginal people in the relevant period. Makes links between Namatjira and the broader experience of Aboriginal people, using relevant examples. Presents a coherent and clearly expressed response, using appropriate terms and concepts. 	10–12
<ul style="list-style-type: none"> Demonstrates sound knowledge and understanding of social justice issues and their impact on Aboriginal people. Makes some links between Namatjira and the broader experience of Aboriginal people. Presents an organised response, using some appropriate terms and concepts. 	7–9
<ul style="list-style-type: none"> Demonstrates some knowledge of social justice issues and/or their impact on Aboriginal people. Attempts to make links between Namatjira and the broader experience of Aboriginal people, may be implied. Response is limited in expression and use of appropriate terms and concepts. 	4–6
<ul style="list-style-type: none"> Presents one or two general points about social justice issues as they relate to Namatjira and/or Aboriginal people. 	1–3

5 Sample HSC course program

5.1 Social justice and human rights – Part A, Comparative study

5.1.1 Criminal justice

Social justice and human rights – Criminal justice	
<p>Unit description</p> <p>The focus of this topic is on a comparative study of the impact of the criminal justice system on the Wiradjuri community (New South Wales, Australia) and Oglala Sioux (Pine Ridge, South Dakota USA)</p> <p><i>This topic looks at the impact of colonisation on the Wiradjuri and Oglala Sioux with respect to the over-representation in the criminal justice system. It looks to develop a comparative understanding of why Indigenous people fall foul of the law, its impact on communities and strategies, especially those locally developed or administered, that have been established to address this issue.</i></p> <p>Students will develop a deeper understanding of the social justice and human rights issues of Aboriginal people through a focus study on the criminal justice system.</p> <p>Four-week lesson cycle</p> <p>Teaching sequence</p> <p>Week 1 Review students' prior knowledge of the international community study of the Oglala Sioux. Students will establish a timeline of significant events in both communities.</p> <p>Week 2 Students develop an understanding of Oglala community through an analysis of various socioeconomic indicators, and identify key areas of disadvantage. Students will identify a range of criminal justice programs, especially those established by Wiradjuri and Oglala people. Students identify key elements of these programs, evaluate their effectiveness and the similarities and differences between the two communities.</p> <p>Week 3 Students identify the changes they believe necessary to effect a change in the high rates of incarceration for Indigenous peoples of these two communities.</p> <p>Week 4 Students review key policies and strategies for effective change, and complete assessment activities.</p>	<p>Outcomes: H1.1; H1.2; H1.3; H3.1; H3.2; H3.3; H4.1; H4.3</p> <p>Key concepts</p> <ul style="list-style-type: none">• Dispossession• Criminal justice• Indigenous agency <p>Sample 'Evidence of Learning Activities'</p> <ul style="list-style-type: none">• Students identify the process of colonisation and its ongoing effects on the Oglala people of Pine Ridge and the Wiradjuri people, with reference to the criminal justice system.• Students accurately interpret and present a range of data on criminal justice issues.• Students construct a mind map to analyse the way in which existing programs address the criminal justice issues of the Oglala of Pine Ridge.• Students identify and describe the range of programs currently operating to improve criminal justice issues for the Wiradjuri.• Students demonstrate knowledge of the key social and political changes related to reducing the high levels of engagement of Oglala people and the Criminal justice system.• Students synthesise knowledge of criminal justice issues to deliver an oral presentation on changes to address these issues. <p>Suggested resource</p> <ul style="list-style-type: none">• Working with Aboriginal Communities: A Guide to Community Consultation and Protocols <p><u>http://ab-ed.boardofstudies.nsw.edu.au/go/partnerships</u></p>

Teacher planning starts here



Why does the learning matter?

This learning leads to an understanding of Aboriginal and Indigenous communities as advocates and agents for change in the areas of social justice and human rights, particularly criminal justice.

Target syllabus outcomes:

H1.1 H1.2 H1.3 H3.1 H3.2 H3.3 H4.1 H4.3

Major assessment task: [See attached assessment task]

Assessment for learning task 6

Students synthesise knowledge of criminal justice issues to deliver an oral presentation on changes to address these issues.

Assessment for learning task 5

Students demonstrate knowledge of the key social and political changes related to reducing the high levels of engagement of Oglala people and the criminal justice system.

Assessment for learning task 3

Students identify and describe the range of programs currently operating to improve criminal justice issues for the Wiradjuri.

Assessment for learning task 4

Students construct a mind map to analyse the way in which existing programs address the criminal justice issues of the Oglala of Pine Ridge.

Assessment for learning task 2

Students accurately interpret and present a range of data on criminal justice issues.

Assessment for learning task 1

Students identify the process of colonisation and its ongoing effects on the Oglala people of Pine Ridge and the Wiradjuri people, with reference to the criminal justice system.

Student learning starts here

Comparative case study communities: Wiradjuri (New South Wales, Australia) and Oglala Sioux (Pine Ridge, South Dakota USA)

Students learn about/ <i>Students learn to</i>	Teaching and learning activities	Assessment for learning
<p>Learn about:</p> <ul style="list-style-type: none"> the impact of colonialism since the 1960s on Aboriginal and other Indigenous peoples' over-representation in the criminal justice system the similarities and differences in criminal justice issues for Aboriginal and other Indigenous peoples and their communities <p>Learn to:</p> <ul style="list-style-type: none"> <i>identify similarities and differences in the criminal justice issues for Aboriginal and other Indigenous peoples and their community</i> <i>draw conclusions on the impact of colonialism since the 1960s on the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system</i> 	<ul style="list-style-type: none"> Students review work completed in the Preliminary course regarding the colonisation of the Oglala Sioux and Wiradjuri. From this, students identify the key methods of dispossession imposed upon the Oglala people and Wiradjuri, and draw conclusions about the impact of these methods upon their socioeconomic status, particularly regarding their legal systems. Students draw conclusions about how and why a negative and hostile relationship developed between both communities and government law enforcement agencies. Students are to research and present a one-page report on each of the following: <ul style="list-style-type: none"> the American Indian Movement (AIM) the Battle of Wounded Knee II (1973) Leonard Peltier. Students develop a timeline of key events relating to criminal justice, using a coding system to denote broad events in Australia and the USA, and specific events relating to the Oglala and Wiradjuri. <p>Some suggested resources</p> <p>The following website will provide a beginning point for this study of the Wiradjuri: www.atsiphj.com.au/index.php?option=com_weblinks&view=category&id=171&Itemid=103</p> <p>Students list key criminal justice issues since the 1960s using a Venn Diagram for the two communities. Discuss the issues that overlap.</p> <p>The following websites are useful sources on the Oglala: www.ncjrs.gov/App/Publications/abstract.aspx?ID=199301 and www.aimovement.org</p>	<p>Students identify the process of colonisation and its ongoing effects on the Oglala people of Pine Ridge and the Wiradjuri people, with reference to the criminal justice system.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> the status of Aboriginal and other Indigenous peoples' initiatives that address their over-representation in the criminal justice system similarities and differences in criminal justice issues for Aboriginal 	<p>Students research the internet www.nativevillage.org AND www.hometownlocator.com to identify statistics and comment on levels of socioeconomic and political disadvantage of the residents of Pine Ridge reservation that indicate very high levels of socioeconomic disadvantage as demonstrated by the evidence. Similarly, Wiradjuri people in NSW have suffered from low levels of socioeconomic engagement.</p> <p>Some suggested resources</p> <p>http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4713.0Main+Features12006</p>	<p>Students accurately interpret and present a range of data on criminal justice issues.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p>and other Indigenous peoples and their communities</p> <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the criminal justice issues for Aboriginal and other Indigenous peoples and their community</i> • <i>assess the status of Aboriginal and other Indigenous peoples within the criminal justice system through an analysis of statistical data</i> • <i>analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their over-representation in the criminal justice system</i> 	<p>Students record statistical data and supporting secondary information under the following headings:</p> <ul style="list-style-type: none"> – income – infant mortality – diabetes and tuberculosis – housing – education – life expectancy – employment – transport – communication – alcoholism – law enforcement – occupation – age distribution. <p>Students research and use the following information to identify and make a summary of information and statistics about the specific levels of disadvantage of Native Americans within the criminal justice system, paying particular attention to arrest, incarceration and sentencing rates.</p> <p>Teacher reviews with class the crime statistics on Native American reservations such as Pine Ridge: http://bjs.ojp.usdoj.gov/</p> <ul style="list-style-type: none"> • A disproportionate number of Native Americans are incarcerated in South Dakota. Native Americans make up 8% of the state’s population but 21% of the prison population. In South Dakota, 31% of the female prison population, and 31% of juvenile inmates are Native Americans. • Arrest and sentencing are also disproportionately higher: 51% for adults arrested and 40% for juveniles. A 1998 report into this staggering rate did not find racism to be a cause. <p>Class forum to discuss the following question: What changes need to be made to the current criminal justice system to accommodate, rather than entrap, Indigenous people and ensure more harmonious community relationships?</p> <p>Teacher discusses the significance of the following:</p> <ul style="list-style-type: none"> • High levels of contact with the criminal justice system. • Statistics reveal that in NSW Aboriginal people are over-represented in the dealings with all three levels of the system (police, courts and prisons), shown by the number of arrests, sentencing and incarceration. • The police are the first point of contact with Aboriginal people in the criminal justice system. Issues include: levels of policing, racism, cultural awareness. 	

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	<ul style="list-style-type: none"> • The need for courts to accommodate the cultural and social differences belonging to Aboriginal people: the continued rollout of ‘circle sentencing’, the use of customary law principles etc. • Alternatives to prison sentences (cautions, AVOs, community service orders etc) and bail provisions are less likely to be provided for Aboriginal people who come into contact with the court system. • Aboriginal people are significantly over-represented in prisons. Their penalties are heavier and relate more to street crimes and blue-collar crimes (assault etc). • High levels of Aboriginal youth in juvenile detention. Some commentators claim that this has become a ‘rite of passage’ for Aboriginal youth. • Explain to students the meaning of ‘over-representation’, the need for consistency and accuracy when using statistics (like-sample groups, reputable sources, the need for contemporary and specific data etc) and the different ways statistical information can be presented: numbers, percentages, tables, graphs etc. • Students develop ‘Aboriginal people and the criminal justice system fact file’ and develop a PowerPoint profile of Aboriginal people’s representation in the criminal justice system, with specific reference wherever possible to Wiradjuri communities. Students should present statistical information in at least three different ways (numbers, percentages, tables, graphs etc.) and explain what the statistics demonstrate. 	
<p>Learn about:</p> <ul style="list-style-type: none"> • government programs and strategies to address the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system similarities and differences in criminal justice issues for Aboriginal and other Indigenous peoples and their communities • Aboriginal and other Indigenous peoples’ 	<ul style="list-style-type: none"> • Students research using the internet, including http://bjs.ojp.usdoj.gov/ and make notes about the following criminal justice programs available to the residents of Pine Ridge. These may include both local, state and federal programs such as: <ul style="list-style-type: none"> – ‘The Weed and Seed program’ – The American Indian Movement (AIM) – The Bureau of Indian Affairs (BIA) – Federal and State strategies such as the US Department of Justice together with the US Department of Housing and Urban Development (2000) project to assist in the investigation, prosecution and prevention of violent crimes and drug offences in public and federally assisted housing. The reservation was to develop a strategic plan that would include local law enforcement and crime prevention components to develop long-range solutions. – The Oglala Sioux Tribe (OST) Porcupine 	<p>Students construct a mind map to analyse the way in which existing programs address the criminal justice issues of the Oglala of Pine Ridge.</p> <p>Students identify and describe the range of programs currently operating to improve criminal justice issues for the Wiradjuri.</p>

Students learn about/ <i>Students learn to</i>	Teaching and learning activities	Assessment for learning
<p>initiatives that address their over-representation in the criminal justice system</p> <ul style="list-style-type: none"> • similarities and differences in criminal justice issues for Aboriginal and other Indigenous peoples and their communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the criminal justice issues for Aboriginal and other Indigenous peoples and their community</i> • <i>investigate and evaluate a variety of government programs and strategies developed to address the over-representation of Aboriginal and other Indigenous peoples within the criminal justice system</i> • <i>identify similarities and differences in the criminal justice issues for Aboriginal and other Indigenous peoples and their community</i> • <i>evaluate and compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic status to reduce their over-representation in the criminal justice system</i> 	<p>Clinic, Emergency Youth Shelter, the Kiyuksa O'Tipi Reintegration Center, and Victims Assistance in Indian Country (VAIC) are a number of service providers on Pine Ridge: http://FriendsofPineRidgeReservation.org/organizations</p> <ul style="list-style-type: none"> – A women's shelter for victims of domestic violence sees up to 600 women and 900 children per year and provides services for another 800 to 1500. <ul style="list-style-type: none"> • Students and teachers construct a mind map with the word 'SOLUTIONS' at the centre of the map, to make judgements about the ways these programs could be successful in addressing Pine Ridge criminal justice issues. Class discusses the links between social, economic, educational and cultural programs. • Students identify programs that operate in Wiradjuri communities. Invite an officer from the Local Area Command and other justice agencies to speak to the class about the effectiveness of the programs operating. Students also need to identify Aboriginal involvement in each of the programs. • Explain how significant it is for Aboriginal people to be involved in the design and delivery of these programs. • Examine a range of current programs, including: <ul style="list-style-type: none"> – Aboriginal Justice Advisory Council that advises government on Aboriginal matters. – Aboriginal Police Liaison Officers who are a genuine link between Aboriginal communities and police. – Aboriginal Justice Plan to address Aboriginal criminal justice in a holistic manner. – 'Circle sentencing' and 'Conferencing' strategies which use aspects of customary law for sentencing Aboriginal people involved in the criminal justice system. – Cowra PCYC programs to assist Aboriginal youth not to become involved with the criminal justice system. – Cowra Aboriginal Community Consultative Committee: an inter-agency network that offers an element of self-determination and communication for the Cowra Wiradjuri. – Jean Draper Shield, which is a police–Aboriginal community sports challenge to improve relations between police and Wiradjuri. 	

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p>Learn about:</p> <ul style="list-style-type: none"> • social and political changes necessary to address the over-representation of Aboriginal and other Indigenous peoples in the criminal justice system • similarities and differences in criminal justice issues for Aboriginal and other Indigenous peoples and their communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the criminal justice issues for Aboriginal and other Indigenous peoples and their community</i> • <i>construct hypotheses about the future of Aboriginal and other Indigenous peoples' involvement in the criminal justice system and assess the implications in relation to social justice and human rights issues</i> 	<ul style="list-style-type: none"> • Class constructs a table of key issues and associated strategies that address the high levels of interaction between the Oglala people and the US criminal justice system. This should include: <ul style="list-style-type: none"> – Issues of sovereignty: According to US federal law, Native American nations are not fully sovereign, but are ‘domestic, dependent nations’ with a special kind of non-sovereignty. – Native Americans are ‘sovereign to the extent that the United States permits them to be sovereign’. – The power of Congress to govern by statute rather than treaty has been sustained, effectively denying Native Americans any real sovereignty. – Civil and criminal Federal Native American law and the scope of ‘tribal sovereignty’ are regulated by and answerable to federal law. – Federal power truncates ‘tribal sovereignty’ in myriad ways. – Tribes and tribal courts are regulated, or restricted, by the power of Congress. – Congress and State statutes have dispossessed the Indigenous Native Americans of their land, social organisations and original powers of self-determination. – Issues/strategies that address low socioeconomic position of community and welfare dependency. • Students brainstorm (identify and justify) the five most important changes necessary within law enforcement and judicial agencies that would improve attitudes towards Native American peoples. • Teacher may suggest that this could include changes to the number and role of Native American police, general cultural training for police, increased involvement of Native Americans in the development of criminal justice policies and programs, improved access for Native Americans to employment, housing, education etc. • Use student lists in a teacher-led class forum to discuss this topic. • From the discussion, students construct a briefing that will accompany a letter that could be sent to the US Ambassador in Australia outlining a range of solutions to the issues experienced by the Oglala people within the law enforcement and judicial system. • Ask students to revisit their prior learning in this unit and select and synthesise relevant information 	<p>Students demonstrate knowledge of the key social and political changes related to reducing the high levels of engagement of Oglala people and the criminal justice system.</p> <p>Students synthesise knowledge of criminal justice issues to deliver an oral presentation on changes to address these issues.</p>

Students learn about/ <i>Students learn to</i>	Teaching and learning activities	Assessment for learning
	<p>to develop an understanding of the question: What social and political changes are necessary to address the over-representation of Aboriginal peoples in the criminal justice system?</p> <ul style="list-style-type: none"> • This will include: <ul style="list-style-type: none"> – reviewing the various programs, initiatives, strategies and recommendations that have been seen during this unit and compiling a list of the social and political changes necessary to address the over-representation of Aboriginal people in the criminal justice system – realising that many of these changes have already been adopted and form the basis of current actions/programs – emphasising the need for effective land rights legislation and the revival of cultural expression – examining current social indicators of Aboriginal peoples and those programs which address disadvantage, often through increasing self-determination within Aboriginal communities. • Ask students to use the information gathered in this section to present a three-minute talk on the social and political changes necessary to address the over-representation of Aboriginal peoples in the criminal justice system. Invite community members or students from past Aboriginal Studies classes to be part of the audience for the presentations, and to participate in post-presentation discussion. 	

5.1.2 Economic independence

Social justice and human rights – Economic independence	
<p>Unit description</p> <p><i>The focus of this topic is on a comparative case study of the impact of economic independence on the Biripi (New South Wales, Australia) and Santa Ana Pueblo (New Mexico, USA)</i></p> <p><i>The unit focuses on the efforts of both communities to achieve social justice through economic independence. The unit will look at the histories of these communities, and how these communities had been left welfare-dependent by government policies.</i></p> <p><i>It will also investigate the reliance of economic independence on other broad social justice indicators.</i></p> <p>Four-week lesson cycle</p> <p>Teaching sequence</p> <p>Week 1 Students will identify the interdependence of social justice, land rights and economic independence.</p> <p>Week 2 Students use statistical instruments to model the comparative similarities of the two communities with a view to determining the level of economic engagement with the mainstream economy.</p> <p>Week 3 Students investigate a range of government and local employment initiatives in both communities. In particular, students will look at matters of sustainability and local community engagement.</p> <p>Week 4 Students consider the interaction of the social justice indicators and Aboriginal and other Indigenous communities' economic opportunities.</p> <p>Outcomes H1.1; H1.2; H1.3; H3.1; H3.2; H3.3; H4.1; H4.3</p>	<p>Key concepts</p> <ul style="list-style-type: none">• Socioeconomic status• Aboriginal agency <p>Sample 'Evidence of Learning Activities'</p> <ul style="list-style-type: none">• Students synthesise information from a range of sources to draw conclusions about the ongoing impact of colonisation on Indigenous peoples' economic independence.• Students analyse data on income and participation in the economy and use this information to draw conclusions about Aboriginal and Indigenous economic independence.• Students build a portfolio of fact sheets on government programs to support Indigenous participation in the economy.• Students identify economic initiatives in the Biripi and Santa Ana communities and analyse the impact of each initiative on the economic independence of the community.• Students draw conclusions on the long-term viability of economic initiatives in Indigenous communities.• Students hypothesise about the potential impact of gaming licences on Aboriginal communities in Australia. <p>Suggested resource</p> <ul style="list-style-type: none">• Working with Aboriginal Communities: A Guide to Community Consultation and Protocols <p>http://ab-ed.boardofstudies.nsw.edu.au/go/partnerships</p>

Teacher planning starts here



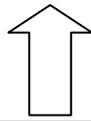
Big idea
Aboriginal people share a range of common social justice and human rights issues with other Indigenous peoples internationally, and the measures being taken to address these issues.

Why does the learning matter?

This learning leads to an understanding of Aboriginal and Indigenous communities as advocates and agents for change in the areas of social justice and human rights.

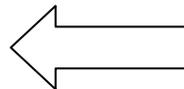
Target syllabus outcomes: H1.1 H1.2
H1.3 H3.1 H3.2 H3.3 H4.1 H4.3

Major assessment task: [See attached assessment task]



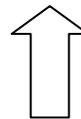
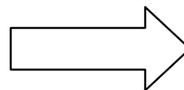
Assessment for learning task 6
Students hypothesise about the potential impact of gaming licences on Aboriginal communities in Australia.

Assessment for learning task 5
Students draw conclusions on the long-term viability of economic initiatives in Indigenous communities.



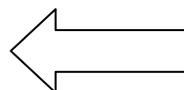
Assessment for learning task 3
Students identify economic initiatives in the Biripi and Santa Ana communities and analyse the impact of each initiative on the economic independence of the community.

Assessment for learning task 4
Students build a portfolio of fact sheets on government programs to support Indigenous participation in the economy.



Assessment for learning task 2
Students analyse data on income and participation in the economy and use this information to draw conclusions about Aboriginal and Indigenous economic independence.

Assessment for learning task 1
Students synthesise information and draw conclusions about the ongoing impact of colonisation on Indigenous peoples' economic independence.



Student learning starts here



Comparative case study communities: Biripi (New South Wales, Australia) and Santa Ana Pueblo (New Mexico, USA)

Students learn about/ <i>Students learn to</i>	Teaching and learning activities	Assessment for learning
<p>Learn about:</p> <ul style="list-style-type: none"> • impact of colonialism since the 1960s on Aboriginal and other Indigenous peoples' economic independence • similarities and differences in the economic independence for Aboriginal and other Indigenous peoples and communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the economic independence of Aboriginal and other Indigenous peoples and their communities</i> • <i>draw conclusions on the impact of colonialism since the 1960s on the economic independence on Aboriginal and other Indigenous peoples</i> 	<ul style="list-style-type: none"> • Listen to the ABC podcast: <i>It's not the money, it's the land: Aboriginal pastoral workers of Northern Australia</i>. Students make a summary of key points relating to the importance of land to Aboriginal economic independence in contemporary Australia. • Identify and interview appropriate people from the Biripi community, regarding work, employment, Aboriginal enterprise. (Ensure class is prepared regarding protocols and questions.) Teacher to organise a meeting with local employment officer with Council or Commonwealth Employment Service (or similar). <p>Some suggested resources</p> <p>http://www.abs.gov.au/AUSSTATS/abs@.nsf/Lookup/4713.0Main+Features12006</p> <ul style="list-style-type: none"> • Students locate detailed stories from local biographies, eg Ruby Langford, Charles Moran, Geoffrey Blomfield, Patricia Davis-Hurst. • Listen to Law Report podcast 'Stolen Wages' http://itunes.apple.com/au/podcast/indigenous-abc-radio-national/id306568051 – also see ABC <i>Hindsight</i> program on Stolen Wages case in Queensland available from: www.abc.net.au/rn/hindsight/features/walkoff.htm • Read Stolen Wages fact sheet: http://www.reconciliation.qut.edu.au/issues/recweek/StolenWagesFactSheet.pdf • Using the Santa Ana Pueblo website: www.santaana.org students develop an overview of business projects. How do these address issues created by colonialism? • Writing task: <ul style="list-style-type: none"> – Outline the experience of colonisation for the Santa Ana Pueblo people in relation to economic independence. How did the use of treaties and other agreements make the colonial experience different from that of the Biripi community? What are the ongoing impacts of this today? 	<p>Students synthesise information from a range of sources to draw conclusions about the ongoing impact of colonisation on Indigenous peoples' economic independence.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> • the economic status of Aboriginal and other Indigenous peoples 	<ul style="list-style-type: none"> • Access the Bureau of Statistics www.abs.gov.au to locate current statistical data on Aboriginal employment and income, in particular for the census areas including Biripi communities. 	<p>Students analyse data on income and participation in the economy and use this</p>

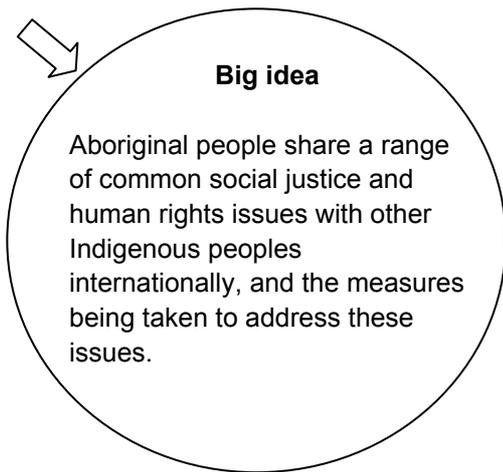
Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<ul style="list-style-type: none"> • similarities and differences in economic independence for Aboriginal and other Indigenous peoples and communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the economic independence of Aboriginal and other Indigenous peoples and their communities</i> • <i>assess the economic status of Aboriginal and other Indigenous peoples through an analysis of statistical data</i> • <i>analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their economic independence</i> 	<ul style="list-style-type: none"> • Analyse the statistics, with students developing a variety of models to present information. Students compile statistics into a database for the class to use as a reference document. • In conjunction with written sources draw conclusions about Aboriginal economic systems in terms of the mainstream community. • Students complete analysis of statistics, providing indicators of Santa Ana Pueblo people’s participation in the economy. Suggested resource for data: www.city-data.com/city/Santa-Ana-Pueblo-New-Mexico.html • Students work in groups using data to prepare graphs and commentary, compiling a data profile of the Santa Ana community. • Using information from the above activity and existing data on their local community, students work independently to write a newspaper article discussing the similarities and differences in the socioeconomic profiles of the Santa Ana Pueblo community and their Aboriginal community. • Research task – examine the social indicators of health, education, home ownership and household income in the period since the major Santa Ana Pueblo casino and resort initiatives. Is there any evidence that the indicators are improving as a result of these initiatives? Students use statistical data to develop a table with key areas of change. The report should include key graphs and descriptive text. • Jigsaw task: <ul style="list-style-type: none"> – Gaming and Native American peoples. Students form groups to complete jigsaw reading task using articles provided by teacher. Students then use their summaries from the readings to complete a Fact/Opinion chart. Class discussion of the impact of gaming licences on Indigenous communities in North America. • Research task: <ul style="list-style-type: none"> – Students use the internet to locate other articles on the use of gaming licences by Indigenous communities to improve their economic status. Students develop a summary of the key points in each article, and the main advantages and disadvantages in using gambling to support Indigenous communities. 	<p>information to draw conclusions about Aboriginal and Indigenous peoples’ economic independence.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> • government economic programs and strategies in 	<ul style="list-style-type: none"> • Students break into two groups. Each group is allocated a community (Biripi or Santa Ana) and a range of government programs supporting Indigenous participation in the economy. 	<p>Students build a portfolio of fact sheets on government</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p>relation to Aboriginal and other Indigenous peoples</p> <ul style="list-style-type: none"> • similarities and differences in economic independence for Aboriginal and other Indigenous peoples and communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the economic independence of Aboriginal and other Indigenous peoples and communities</i> • <i>investigate and evaluate a variety of government programs and strategies developed to address the economic status of Aboriginal and other Indigenous peoples</i> 	<p>Students develop a fact sheet on each program that:</p> <ul style="list-style-type: none"> – outlines the aim of the program – describes the key features of the program – outlines the involvement of the community in developing the program – describes the outcomes of the program. 	<p>programs to support Indigenous peoples' participation in the economy.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> • Aboriginal and other Indigenous peoples' initiatives that address their economic status and their impact on other connected social factors • similarities and differences in economic independence for Aboriginal and other Indigenous peoples and communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the economic</i> 	<ul style="list-style-type: none"> • Teacher-directed discussion and notes about key elements of what constitutes programs that generate economic independence. • Working in pairs, conduct a case study of an economic initiative within each of the two comparative communities: <ul style="list-style-type: none"> – identify the economic initiative – briefly describe the initiative – when was it established, how many people are employed, how the organisation operated, extent of the activity, key personnel, impact on the local community economy – develop case studies on a range of cultural programs that have economic benefits that have arisen as a result of regaining land – where possible, conduct an interview with a manager of the organisation via email, instant messaging or other ICT regarding how effective the initiative has been, and what have been the major issues in running a successful Aboriginal business. 	<p>Students identify economic initiatives in the Biripi and Santa Ana communities and analyse the impact of each initiative on the economic independence of the community.</p> <p>Students draw conclusions on the long-term viability of economic initiatives in Indigenous communities.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p><i>independence of Aboriginal and other Indigenous peoples and their communities</i></p> <ul style="list-style-type: none"> • <i>evaluate and compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic status in terms of economic independence</i> 	<ul style="list-style-type: none"> • Students read about the key economic initiatives of the Santa Ana people (see www.santaana.org) and complete a SWOT analysis of each one. Students examine a range of projects such as: the resort, casino, native plant nursery, restaurant and broadband wireless project and consider the impact of each of these initiatives. • Students analyse Santa Ana Pueblo website – in what ways are aspects of Indigenous culture and heritage used in the marketing of the economic initiatives outlined on the site? The Santa Ana Pueblo community has used gaming licences and hospitality initiatives to improve the economic independence of the community; the Biripi community have focused more on economic initiatives based on culture and heritage. Discuss the long-term viability and sustainability of the different types of initiative. 	
<p>Learn about:</p> <ul style="list-style-type: none"> • social and political changes necessary to improve Aboriginal and other Indigenous peoples' economic status • similarities and differences in economic independence for Aboriginal and other Indigenous peoples and communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the economic independence of Aboriginal and other Indigenous peoples and their communities</i> • <i>construct hypotheses about the future of Aboriginal economic independence and assess the implications in relation to social justice and human rights issues</i> 	<ul style="list-style-type: none"> • Students consider and document the interaction between the issues listed below and their relationship to the development of genuine economic independence: <ul style="list-style-type: none"> – education – medical services – housing – legal representation – political activism. • Students complete Pluses, Minuses and Interesting/Implications (PMI) chart, examining the idea of gaming licences for Aboriginal people in Australia. Class discusses ways in which governments in Australia could use legislation to grant Aboriginal communities special rights to improve their economic independence. 	<p>Students hypothesise about the potential impact of gaming licences on Aboriginal communities in Australia.</p>

5.1.3 Education

Social justice and human rights – Education	
<p>Unit description</p> <p>The focus of this topic is on a comparative study of the impact of the education of the: Anangu, Pitjantjatjara (Ernabella, Amata, Indulkana, South Australia) and Sami (Karasjok, Norway)</p> <p><i>Aboriginal people share a range of common social justice and human rights issues with other international Indigenous peoples. The unit seeks to investigate the range of measures that have been taken to address the educational needs of students in both communities. In particular, it will investigate the challenges of both communities to achieve successful educational outcomes for students while maintaining their unique cultural attributes.</i></p> <p>Four-week lesson cycle</p> <p>Teaching sequence</p> <p>Week 1 Students investigate the effects of colonisation on the educational opportunities for Aboriginal students. Students look at the connection between access to education and other broader significant human rights issues that have impacted Aboriginal people.</p> <p>Week 2 Using statistical models, students develop a deeper understanding of the level of educational disadvantage. Students use this information to develop strategic programs that they believe will address educational disadvantage.</p> <p>Week 3 Students research local, state and national educational initiatives. They develop an understanding of the range of programs and analyse the issues they are addressing and the effect they have in achieving their stated outcome.</p> <p>Week 4 Students investigate the role of community agencies to effect change to school programs.</p> <p>Outcomes H1.1; H1.2; H1.3; H3.1; H3.2; H3.3; H4.1; H4.3</p>	<p>Key concepts</p> <ul style="list-style-type: none">• Aboriginal agency• attendance• retention• educational benchmarks• educational partnerships <p>Sample ‘Evidence of Learning Activities’ topic assessment task</p> <ul style="list-style-type: none">• Through a writing task, students articulate the key challenges faced by Indigenous people in accessing and succeeding in the education system.• Students identify sources of statistical information and use data to draw conclusions about Aboriginal and Indigenous education issues.• Students list current government policies and programs developed to improve educational outcomes for Aboriginal and Indigenous communities.• Students accurately discuss a range of community-based initiatives developed to improve educational outcomes for Aboriginal and Indigenous communities. <p>Suggested resource</p> <ul style="list-style-type: none">• Working with Aboriginal Communities: A Guide to Community Consultation and Protocols <p><u>http://ab-ed.boardofstudies.nsw.edu.au/go/partnerships</u></p>



Why does the learning matter?
 This learning leads to an understanding of Aboriginal and Indigenous communities as advocates and agents for change in the areas of social justice and human rights, particularly in education.

Target syllabus outcomes: H1.1 H1.2 H1.3
 H3.1 H3.2 H3.3 H4.1 H4.3

Major assessment task: [see attached assessment task]

Assessment for learning task 6
 Using examples from the case study, students compare and contrast key initiatives for improving educational outcomes.

Assessment for learning task 5
 Students can hypothesise solutions for key barriers to improving education outcomes for Aboriginal and Indigenous peoples.

Assessment for learning task 3
 Students accurately discuss a range of community-based initiatives developed to improve educational outcomes for Aboriginal and Indigenous communities.

Assessment for learning task 4
 Students list current government policies and programs developed to improve educational outcomes for Aboriginal and Indigenous communities.

Assessment for learning task 2
 Students identify sources of statistical information and use data to draw conclusions about Aboriginal and Indigenous education issues.

Assessment for learning task 1
 Through a writing task, students articulate the key challenges faced by Indigenous people in accessing and succeeding in the education system.

Student learning starts here

Comparative case study communities: Anangu, Pitjantjatjara (Ernabella, Amata, Indulkana, South Australia) and Sami (Karasjok, Norway)

Students learn about/ <i>Students learn to</i>	Teaching and learning activities	Assessment for learning
<p>Learn about:</p> <ul style="list-style-type: none"> the impact of colonialism since the 1960s on Aboriginal and other Indigenous peoples' education similarities and differences in the education issues for Aboriginal and other Indigenous peoples and their communities <p>Learn to:</p> <ul style="list-style-type: none"> <i>identify similarities and differences in the educational issues affecting Aboriginal and other Indigenous peoples and their community</i> <i>draw conclusions on the impact of colonialism since the late 1960s on the educational outcomes of Aboriginal and other Indigenous peoples</i> 	<ul style="list-style-type: none"> 'Think-Pair-Share' brainstorming activity. Pose the question to the class: 'What ongoing impact might colonisation have had on education for Aboriginal and Indigenous people since the 1960s?' Ensure that all possible aspects of impact are explored. Summarise the ideas of each group as a class and keep a record of this as part of student notes. Introduce to the class the concept of 'institutionalisation' in regard to the education of Aboriginal and Indigenous peoples. Research activity: <ul style="list-style-type: none"> Have students construct a basic timeline of 'Key events in Aboriginal Education since 1960'. Include, in a different colour, events specifically related to the two comparative case study communities. <p>Some suggested resources</p> <ul style="list-style-type: none"> Anangu and Sami. See http://ab-ed.boardofstudies.nsw.edu.au/go/aboriginal-studies/timeline for information on NSW. Construct a comparison chart (a Venn diagram could be used) establishing the key differences and any similarities between the approaches of Indigenous communities and Western communities to educating children. Lead the discussion by focusing on key aspects such as curriculum, timetabling, the learning environment, value of home learning etc. Writing task: <ul style="list-style-type: none"> Students respond to the question: <i>Based on the key differences between Indigenous and Western approaches to education, outline the key challenges faced by Indigenous people in accessing and succeeding in the education system.</i> Examine accounts of life in institutions such as Cootamundra and Kinchela up to the closure of these institutions in the 1970s. Compare this to the experiences of Sami communities during the same time period. For an overview, see: www.utexas.edu/courses/sami/dieda/hist/suffer-edu.htm 	<p>Through a writing task, students articulate the key challenges faced by Indigenous people in accessing and succeeding in the education system.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p>Learn about:</p> <ul style="list-style-type: none"> statistics about the participation and outcomes of Aboriginal and other Indigenous peoples in education similarities and differences in the education issues for Aboriginal and other Indigenous peoples and their communities. <p>Learn to:</p> <ul style="list-style-type: none"> <i>identify similarities and differences in the educational issues affecting Aboriginal and other Indigenous peoples and their community</i> <i>assess the educational outcomes of Aboriginal and other Indigenous peoples through an analysis of statistical data</i> <i>analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their educational achievements and outcomes</i> 	<ul style="list-style-type: none"> Using the research within the <i>Review of Aboriginal Education</i>, students examine key statistics concerning Aboriginal education in Australia. Using the internet, research the www.abs.gov.au and www.det.nsw.edu.au websites (statistics and Aboriginal Education Review) and any others available, to establish an overview of the status of Aboriginal Australians in education. Using as a focus the key issues of ‘attendance’, ‘retention’, ‘benchmarks’ and ‘overall academic performance’, lead a discussion of the significance of statistics in charting progress and instigating change. Divide class into groups to prepare a summary of statistics available in the key areas outlined above. Consolidate this information into a statistical compendium for all students to use. See: www.naplan.edu.au/ Brainstorming activity: What can be done in response to the poor participation and achievement of Aboriginal students? Review statistical information on the socioeconomic status of Indigenous communities from Part 1 <i>Social justice and human rights issues</i>. Students write a brief report on how these socioeconomic factors impact on educational opportunities. Some suggested resources http://www.teachinginsa.sa.edu.au/aboriginallands/pages/lifestyle/aboriginallands access the sites of some of the Pitjantjatjara Aboriginal Lands Schools and add information to the statistical compendium developed by students. Using this link to view key statistics at www.ssb.no/samer_en/main.shtml and add some data on Sami communities and education to the statistical compendium. 	<p>Students identify sources of statistical information and use data to draw conclusions about Aboriginal and Indigenous education issues.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> government education programs and strategies to address Aboriginal and other Indigenous peoples’ education issues similarities and differences in the education issues for 	<ul style="list-style-type: none"> Research past and current education policies of both the federal and state governments. What are the key priorities of current policies? Analyse the government’s claims on Aboriginal education programs. To what extent are these claims reflected in the previously researched statistics? Create a comprehensive list of the government programs that aim to address Aboriginal educational disadvantage. (AEOs, teacher 	<p>Students list current government policies and programs developed to improve educational outcomes for Aboriginal and Indigenous communities.</p>

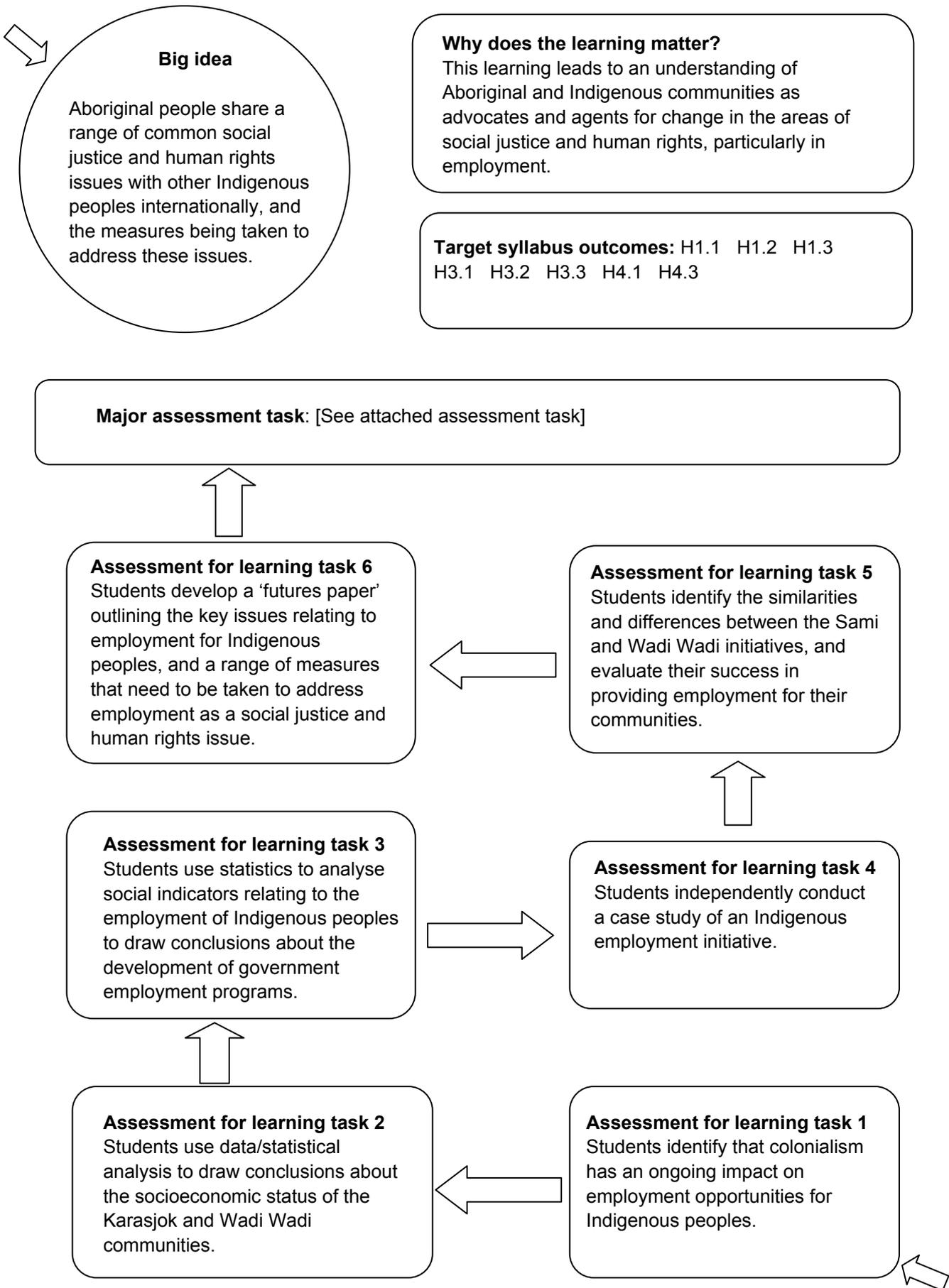
Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p>Aboriginal and other Indigenous peoples and their communities</p> <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the educational issues affecting Aboriginal and other Indigenous peoples and their community</i> • <i>investigate and evaluate a variety of government education programs and strategies</i> 	<p>education programs, National Partnerships, etc.)</p> <ul style="list-style-type: none"> • Access the University of South Australia website www.unisa.edu.au/antep and develop an overview of the Anangu Education Bachelor of Teaching program which was initiated to encourage Anangu students to work in their community as teachers. • Students compare this approach to the Norwegian Government’s plan for improving education for Sami people. See: http://www.un.org/esa/socdev/unpfii/documents/crp2norway_en.doc 	
<p>Learn about:</p> <ul style="list-style-type: none"> • Aboriginal and other Indigenous peoples’ community-based initiatives in addressing education issues • similarities and differences in the education issues for Aboriginal and other Indigenous peoples and their communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the educational issues affecting Aboriginal and other Indigenous peoples and their community</i> • <i>evaluate and compare Aboriginal and other Indigenous peoples’ responses and initiatives to improve their educational outcomes</i> 	<ul style="list-style-type: none"> • Through liaising with the Aboriginal Education Consultative Group (AECG), organise students to visit a meeting of the local AECG committee (students could also offer to host the meeting). Aim to establish the committee’s purposes, roles and functions, www.nswaecg.com.au (NSW Aboriginal Education Consultative Group). • Investigate the options open to Aboriginal communities in providing direction to the education of their children within schools. Using the following website as a basis, examine ways in which governments are attempting to give educational control to communities: www.mceetya.edu.au/verve/resources/Australian_Directions_in_Indigenous_Education_2005-2008.pdf • Read Pat O’Shane’s open letter to Kevin Rudd MP, then Leader of the Opposition (24 June 2007), written during the federal government intervention in the Northern Territory: www.antar.org.au/node/140 Discuss the importance of consultation with Aboriginal and Indigenous communities, and the critical role of community-based initiatives in making changes to education issue for communities. • Read Makinti Minutjukur’s letter available from: http://newmatilda.com/2008/08/13/open-letter-jenny-macklin Identify the key educational achievements outlined in this letter. What the common elements of these achievements? • Two of the key community-driven initiatives of the Sami are the Nordic Sami Institute and the Sami University College. Read about them at: 	<p>Students accurately discuss a range of community-based initiatives developed to improve educational outcomes for Aboriginal and Indigenous communities.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
	<p>www.samiskhs.no/index.php?c=220&kat=S%E1mi+University+College&p= and www.samiskhs.no/index.php?c=216&kat=International. In what ways are the intentions and outcomes similar to or different from the Anangu initiatives outlined above?</p>	
<p>Learn about:</p> <ul style="list-style-type: none"> • social and political changes necessary to improve Aboriginal and other Indigenous peoples' education opportunities and outcomes • similarities and differences in the education issues for Aboriginal and other Indigenous peoples and their communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the educational issues affecting Aboriginal and other Indigenous peoples and their community</i> • <i>construct hypotheses about the future of Aboriginal and other Indigenous peoples' educational needs and assess the implications in relation to social justice and human rights issues</i> 	<ul style="list-style-type: none"> • Students work in small groups to develop possible social and/or political measures required to address key education issues such as: poor attendance, low retention to Year 12, shortage of Aboriginal teachers and other workers, culturally exclusive curriculum, mistrust of schools based on experiences of past generations. • Research success stories of Aboriginal students, communities and institutions to identify key characteristics of their success. What are some of the common themes? • Invite a member of the local land council to facilitate a discussion on tangible ways that regaining land might lead to better educational outcomes. • The Amata school case study http://web.archive.org/web/20091030103104/http://www.nalp.edu.au/docs/Reflections_Amata_School.pdf provides an example of the type of changes in curriculum structure that can lead to tangible improved literacy outcomes. This program modelled a modified technique of literacy teaching to primary-age Aboriginal students. Discuss this case study in the context of changes necessary to improve educational outcomes and opportunities. • Read the article at: http://web.archive.org/web/20091018123955/http://www.sosj.org.au/justice/documents/AnanguPitjantjatjaraYankunytjatjaraLands.pdf This makes many statements about changes that governments must make in the approach to the Anangu Pitjantjatjara communities. Using this as a basis, brainstorm as a class some changes that could be made in education. • The majority of information pertaining to the need for social and political change in education is linked to implementing the inclusivity framework: www.un.org/esa/socdev/unpfii/documents/crp2norway_en.doc Does the Australian Government have a similar approach to improving educational outcomes for Aboriginal people? Consider why the approaches might be different. 	<p>Students can hypothesise solutions for key barriers to improving education outcomes for Aboriginal and Indigenous peoples.</p>

5.1.4 Employment

Social justice and human rights – Employment	
<p>Unit description</p> <p>The focus of this topic is a comparative case study of the employment opportunities of the Wadi Wadi (Dharawal Nation, Wollongong, NSW, Australia) and Sami (Karasjok, Norway)</p> <p><i>The unit focuses on a comparative study of the levels of employment of Indigenous communities. The unit investigates the impact of colonisation on employment opportunities, and the importance of achieving social justice and human rights for achieving sustainable and equal employment initiatives for Indigenous people. The unit looks at successful models for employment, especially the efforts of Indigenous people in identifying and addressing strategies that affect the employment outcomes of communities.</i></p> <p>Four-week lesson cycle</p> <p>Teaching sequence</p> <p>Week 1 Identify key aspects of the two communities, focusing on key social indicators.</p> <p>Week 2 Using statistical models, students develop a deeper understanding of the level of employment disadvantage in both communities. Students use this information to develop strategic understanding that underpins the employment of Indigenous people in these two communities.</p> <p>Week 3 Students undertake a study of key services available to the Wadi Wadi and Sami communities to improve their access to employment.</p> <p>Week 4 Students investigate the role of community agencies in effecting change to school programs.</p> <p>Outcomes H1.1; H1.2; H1.3; H3.1; H3.2; H3.3; H4.1; H4.3</p>	<p>Key concepts</p> <ul style="list-style-type: none">• colonialism• socioeconomic status• employment status <p>Sample ‘Evidence of Learning Activities’</p> <ul style="list-style-type: none">• Students identify that colonialism has an ongoing impact on employment opportunities for Indigenous peoples.• Students use data/statistical analysis to draw conclusions about the socioeconomic status of the Karasjok and Wadi Wadi communities relating to the employment of Indigenous peoples to draw conclusions about the development of government employment programs.• Students independently conduct a case study of an Indigenous employment initiative.• Students identify the similarities and differences between the Sami and Wadi Wadi initiatives, and evaluate their success in proving employment for their communities.• Students develop a ‘futures paper’ to present to the United Nations, outlining the key issues relating to employment for Indigenous peoples, and a range of measures that need to be taken to address employment as a social justice and human rights issue. <p>Suggested resource</p> <ul style="list-style-type: none">• Working with Aboriginal Communities: A Guide to Community Consultation and Protocols <p><u>http://ab-ed.boardofstudies.nsw.edu.au/go/partnerships</u></p>

Teacher planning starts here



Student learning starts here

Comparative case study community: Wadi Wadi (Dharawal Nation, Wollongong, NSW, Australia) and Sami (Karasjok, Norway)

Students learn about/ <i>Students learn to</i>	Teaching and learning activities	Assessment for learning
<p>Learn about:</p> <ul style="list-style-type: none"> the impact of colonialism since the 1960s on Aboriginal and other Indigenous peoples' work patterns similarities and differences in employment issues for Aboriginal and other Indigenous peoples and communities <p>Learn to:</p> <ul style="list-style-type: none"> <i>identify similarities and differences in the employment opportunities for Aboriginal and other Indigenous peoples and their community</i> <i>draw conclusions on the impact of colonialism since the 1960s on work patterns and employment opportunities for Aboriginal and other Indigenous peoples</i> 	<ul style="list-style-type: none"> Students undertake research to identify key dates and issues relating to employment for Sami people and note the ongoing impact of colonisation on Sami people. Students use this information to develop a timeline of key issues/events/initiatives that have impacted on employment opportunities for Sami people. Students then mark on the same timeline key issues/events/initiatives that have impacted on employment opportunities for Wadi Wadi people in the greater Wollongong area, but particularly around the Lake Illawarra suburbs. Students discuss ongoing evidence of the effects of colonialism on employment opportunities for Indigenous peoples in Australia and in Norway. 	<p>Students identify that colonialism has an ongoing impact on employment opportunities for Indigenous peoples.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> the employment status of Aboriginal and other Indigenous peoples and communities similarities and differences in employment issues for Aboriginal and other Indigenous peoples and their communities 	<p>Some suggested resources</p> <ul style="list-style-type: none"> Using the information located in figures on the Kárásjohka Karasjok Municipality, www.ssb.no/english, the Australian Bureau of Statistics, Human Rights and Equal Opportunity Commission, Community Builders NSW and other current sources, divide the class into groups and have students construct summaries on the following: <ul style="list-style-type: none"> population pattern and projection population change, structure and distribution labour/income housing conditions health and social care. 	<p>Students use data/statistical analysis to draw conclusions about the socioeconomic status of the Karasjok and Wadi Wadi communities.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the employment opportunities for Aboriginal and other Indigenous peoples and their communities</i> • <i>assess the employment status of Aboriginal and other Indigenous peoples through an analysis of statistical data</i> • <i>analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their employment outcomes</i> 	<ul style="list-style-type: none"> • Students develop a class portfolio of statistical data relating to the Sami and Wadi Wadi peoples and factors relating to employment. • Students use this data to write a report on the broad range of social impacts caused by low levels of employment, and the socioeconomic factors contributing to lack of access to employment. • Students identify the key similarities and differences between employment issues for the Sami and Wadi Wadi communities. What are the key social and political factors that underpin these issues? 	
<p>Learn about:</p> <ul style="list-style-type: none"> • government programs and strategies to address the employment needs of Aboriginal and other Indigenous peoples • similarities and differences in employment issues for Aboriginal and other Indigenous peoples and communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the employment opportunities for Aboriginal and other Indigenous peoples and their community</i> • <i>investigate and evaluate a variety of</i> 	<ul style="list-style-type: none"> • Background: Success in Karasjok for the Sami is due in part to several central-government-funded Sami institutions, such as the Sami Parliament in Karasjok. Successful outcomes are the result of processes involving the Norwegian state and the Sami organisations. Since the Norwegian Parliament decided to contribute to the construction of a broad range of Sami institutions, the inner Finnmark community of Karasjok has been able to develop a viable tourist industry with a focus on activities related to reindeer herding. <p>Some suggested resources</p> <ul style="list-style-type: none"> • Students use the article by Robert Pettersson titled ‘<i>Sami Tourism in Northern Sweden – Supply, Demand and Interaction</i>’ available from www.diva-portal.org to identify employment opportunities within the article, and undertake brief research to locate other programs, looking specifically for a range of government employment opportunities. This site contains a wide range of articles related to Sami tourism. • Students use the Warrigal Employment website www.warrigalemployment.com.au to examine a 	<p>Students use statistics to analyse social indicators relating to the employment of Indigenous peoples to draw conclusions about the development of government employment programs.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<i>government employment programs and strategies</i>	<p>range of initiatives in the Illawarra. Students should particularly focus on Project Murra, a joint project with NSW Government Emergency Services including police, ambulance and SES, that allows Aboriginal students to complete a school-based traineeship as part of their HSC.</p> <ul style="list-style-type: none"> • Class draws on understanding developed so far to draw conclusions from statistics on labour/income, housing conditions, and social and health care. Students work in groups to focus on one socioeconomic factor and report to the class on government programs that have been developed to address this issue. 	
<p>Learn about:</p> <ul style="list-style-type: none"> • Aboriginal and other Indigenous peoples’ initiatives to improve employment • similarities and differences in employment issues for Aboriginal and other Indigenous peoples and communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the employment opportunities for Aboriginal and other Indigenous peoples and their communities</i> • <i>evaluate and compare Aboriginal and other Indigenous peoples’ responses and initiatives to improve their current socioeconomic and employment status</i> 	<ul style="list-style-type: none"> • Students investigate a range of Sami initiatives, including: <ul style="list-style-type: none"> – Sami Reindeer Herders’ Association – Sami agricultural plan 1995 – Sami Parliament – The Sami Collections – The Sami Artists’ Centre – Sàpmi (Sami Theme Park). • Students use content analysis in six groups to report back to the class about the Sami initiatives they have researched that have helped improve employment. • Students take a virtual excursion through the Jumbulla Aboriginal Discovery Centre at Bulli Tops website (the centre itself has now closed) at www.jumbulla.com.au/?/shows. Students conduct a case study of Jumbulla as an employment initiative focusing on Aboriginal culture. • Students identify the similarities and differences between the Sami and Wadi Wadi initiatives, and evaluate their success in providing employment for their communities. 	<p>Students independently conduct a case study of an Indigenous employment initiative.</p> <p>Students identify the similarities and differences between the Sami and Wadi Wadi initiatives, and evaluate their success in providing employment for their communities.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> • social and political changes necessary to 	<ul style="list-style-type: none"> • Karasjok has seen a combination of local entrepreneurship, engaged political leaders and government initiatives that have created a 	<p>Students develop a ‘futures paper’ to present to the</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p>improve Aboriginal and other Indigenous peoples' employment status</p> <ul style="list-style-type: none"> • similarities and differences in employment issues for Aboriginal and other Indigenous peoples and their communities <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the employment opportunities for Aboriginal and other Indigenous peoples and their communities</i> • <i>construct hypotheses about the future of Aboriginal and other Indigenous peoples' employment and assess the implications in relation to social justice and human rights issues</i> 	<p>hopeful situation where thriving businesses and cultural revival have given a meaningful way of life, leading to community viability.</p> <ul style="list-style-type: none"> • Students compare the government programs outlined in a variety of articles from the Arctic Circle website: http://arcticcircle.uconn.edu Students complete a PMI chart outlining their findings on the range of employment program initiatives they have located. • Using all of their findings from this unit, students develop a 'futures paper' to present to the United Nations, outlining the key issues relating to employment for Indigenous peoples, and a range of measures that need to be taken to address employment as a social justice and human rights issue. 	<p>United Nations, outlining the key issues relating to employment for Indigenous peoples, and a range of measures that need to be taken to address employment as a social justice and human rights issue.</p>

5.1.5 Housing

Social justice and human rights – Housing	
<p>Unit description</p> <p>The focus of this unit is a comparative case study on the housing needs of the Wurundjeri (Melbourne, Australia) and Nunavik (Quebec, Canada)</p> <p><i>This comparative case study focuses on the impact of colonisation and the loss of access to Country, on the housing needs of the Wurundjeri and Nunavik communities. In part, the unit investigates the links between housing and social disadvantage, and the efforts made by Indigenous people to find solutions to these issues.</i></p> <p>Four-week lesson cycle</p> <p>Teaching sequence</p> <p>Week 1 Students identify the location and key features of the two communities, paying particular attention to the effects of colonisation on the enforced relations of people.</p> <p>Week 2 Using statistical models, students develop a deeper understanding of the level of housing disadvantage in both communities. They identify the housing needs of people, social arrangements that need to be considered when providing housing and the effects of poor housing standards on other social indicators of community wellbeing.</p> <p>Week 3 Students undertake a study of key Indigenous-operated services available to both communities, identifying the input that communities have on the programs.</p> <p>Week 4 Students investigate the role of a community agency/community agencies in effecting the success of housing projects in the case study communities.</p>	<p>Outcomes H1.1; H1.2; H1.3; H3.1; H3.2; H3.3; H4.1; H4.3</p> <p>Key concepts</p> <ul style="list-style-type: none">• public housing• Aboriginal housing• social housing policy <p>Sample ‘Evidence of Learning Activities’</p> <ul style="list-style-type: none">• Students describe the impact of colonisation on housing for the Wurundjeri and Nunavik Inuit people.• Students synthesise data/information to construct graphs/charts in an analysis of the socioeconomic status of Wurundjeri and Nunavik Inuit communities.• Students identify and explain a range of government initiatives developed to improve housing conditions for Wurundjeri and Nunavik communities.• Students describe the importance of Indigenous people making decisions about housing projects in their communities.• Students identify social and political changes that are required to improve housing for Indigenous peoples in Australia and Canada.• Students reflect on reasons why Indigenous communities around the world share similar issues in accessing appropriate housing. <p>Suggested resource</p> <ul style="list-style-type: none">• Working with Aboriginal Communities: A Guide to Community Consultation and Protocols <p>http://ab-ed.boardofstudies.nsw.edu.au/go/partnerships</p>



Why does the learning matter?
This learning leads to an understanding of Aboriginal and Indigenous communities as advocates and agents for change in the areas of social justice and human rights.

Target syllabus outcomes:
H1.1 H1.2 H1.3 H3.1 H3.2 H3.3 H4.1 H4.3

Major assessment task: [See attached assessment task]

Assessment for learning task 6
Students reflect on reasons why Indigenous communities around the world share similar issues in accessing appropriate housing.

Assessment for learning task 5
Students identify social and political changes that are required to improve housing for Indigenous peoples in Australia and Canada.

Assessment for learning task 3
Students describe the importance of Indigenous people making decisions about housing projects in their communities.

Assessment for learning task 4
Students identify and explain a range of government initiatives developed to improve housing conditions for Wurundjeri and Nunavik communities.

Assessment for learning task 2
Students synthesise data/information to construct graphs/charts in an analysis of the socioeconomic status of Wurundjeri and Nunavik Inuit communities.

Assessment for learning task 1
Students describe the impact of colonisation on housing for the Wurundjeri and Nunavik Inuit people.

Student learning starts here

Comparative case study community: Wurundjeri (Melbourne, Australia) and Inuit of Nunavik (Quebec, Canada)

Students learn about/ <i>Students learn to</i>	Teaching and learning activities	Assessment for learning
<p>Learn about:</p> <ul style="list-style-type: none"> • impact of colonialism since the late 1960s on Aboriginal and other Indigenous peoples' housing <p>Learn to:</p> <ul style="list-style-type: none"> • <i>draw conclusions about the long-term impact of colonialism on the housing needs of Aboriginal and other Indigenous peoples</i> 	<ul style="list-style-type: none"> • Using a range of sources, students locate and identify the Wurundjeri community and present an overview of Wurundjeri life since the 1960s, focusing on the importance of 'Country' and 'housing'. Students identify how the impact of colonisation resulted in dispersal and relocation to the area now known as Collingwood and Fitzroy, and develop an understanding of the disproportionate levels of social disadvantage. • Students use the internet to research the Inuit communities of Nunavik. List the 14 villages, and develop an overview of how these communities have been affected by colonialism, with particular reference to housing. 	<p>Students describe the impact of colonisation on housing for the Wurundjeri and Nunavik Inuit people.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> • housing status of Aboriginal and other Indigenous peoples <p>Learn to:</p> <ul style="list-style-type: none"> • <i>assess the housing status of Aboriginal and other Indigenous peoples through an analysis of statistical data</i> • <i>analyse how the socioeconomic status of Aboriginal and other Indigenous peoples influences their access to housing</i> 	<ul style="list-style-type: none"> • Students gather data from a range of sources including Australian Bureau of Statistics: www.abs.gov.au • Victorian Health: www.health.vic.gov.au • Yarra City Shire Council: www.yarracity.vic.gov.au • Statistics Canada www.statcan.gc.ca/pub/89-589-x/4152939-eng.htm • Under the heading <i>General Disadvantage of Indigenous People</i>, students use the information they have gathered to draw column graphs or a similar format to show how the relative status of Indigenous people compares to the total population for the following social indicators, and provide commentary where appropriate: <ul style="list-style-type: none"> – population (as percentage of total population, where they live, and age structure) – education (post-compulsory participation and qualification rates) – employment (unemployment rates, types of employment) – income – living arrangements/housing (number of people/household, size of income/capita, shared housing, home ownership). Make detailed comments for this social indicator – crime (prison rate and age, age and duration of incarceration, types of crime, role of violence) – health (birth weights, perinatal deaths, life 	<p>Students synthesise data/information to construct graphs/charts in an analysis of the socioeconomic status of Wurundjeri and Nunavik Inuit communities.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
	<p>expectancy, alcohol-related diseases, other diseases – eg diabetes, heart disease etc).</p> <ul style="list-style-type: none"> • Under the heading <i>Relative Disadvantages within Indigenous Housing</i>, students are to present a summary of the information. Students should develop tables and/or graphs to show this summary. The summary should include: <ul style="list-style-type: none"> – number of Indigenous households renting compared with non-Indigenous – percentage of Indigenous living in non-remote areas for urban, major urban, rural – household composition for couples with children, single-parent families, living alone, group – average number of usual residents per house – percentage needing more bedrooms – number of dwellings in need of repair – weekly housing costs – price of housing payments for buyers as a percentage of weekly income – price of housing payments for renters as a percentage of weekly income – housing history/duration of occupancy. 	
<p>Learn about:</p> <ul style="list-style-type: none"> • government housing programs and strategies to address Aboriginal and other Indigenous peoples' housing needs <p>Learn to:</p> <ul style="list-style-type: none"> • <i>investigate and compare a variety of government housing programs and strategies</i> 	<ul style="list-style-type: none"> • Students research the Aboriginal Housing Victoria (AHV) and the services it provides to the Wurundjeri people. Students should identify the role, purpose, structure and functions of the AHV. Students describe the duties of Aboriginal Housing Services Officers and the relationship between the AHV and other Aboriginal organisations. • Using the statistics in the section above relating to public housing in the City of Yarra, review public housing conditions in the City of Yarra, especially the suburbs of Fitzroy and Collingwood. Research and make a summary list of the projects and activities employed by the AHV regarding Indigenous housing. Focus on the nature, issues and success of these projects and activities, particularly those relating to the high-rise public housing estates in Fitzroy and Collingwood. Students summarise the central issues made in the Aboriginal Housing Board <i>Indigenous Homelessness Report</i> www.ahvic.org.au/reports/w1/i1001242/ In groups, students will discuss the broad meaning of Aboriginal homelessness, its specific impact upon Aboriginal people and the summary themes and issues of Indigenous culture, poverty, income and employment issues, the complexity of service issues, inadequate housing provision, empowerment and disempowerment of policies and practices, racism and discrimination. • Students develop a fact sheet on homelessness, identifying key issues and writing an explanation of the issues and 	<p>Students identify and explain a range of government initiatives developed to improve housing conditions for Wurundjeri and Nunavik communities.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
	<p>how they impact the Wurundjeri community. Students identify how the Victorian Aboriginal Rental Housing Program promotes Aboriginal home ownership, while providing a culturally sensitive service for Aboriginal people seeking housing and appropriate accommodation at an acceptable price.</p> <ul style="list-style-type: none"> • Students research a range of Canadian initiatives including; the Housing Internship Initiative for First Nations & Inuit Youth, the Canadian Government Affordable Housing Initiative, the Canadian Mortgage and Housing Corporation On-Reservation Housing Projects. Develop a summary of these government-sponsored initiatives. • Discuss the importance of the renewal of the Nunavik Renew Housing Agreement, developed between the Canadian and Quebec governments and the Inuit people. 	
<p>Learn about:</p> <ul style="list-style-type: none"> • Aboriginal and other Indigenous peoples’ initiatives to improve housing, including community-based programs <p>Learn to:</p> <ul style="list-style-type: none"> • <i>construct hypotheses about the future of Aboriginal and other Indigenous peoples’ housing and assess the implications in relation to social justice and human rights issues</i> 	<ul style="list-style-type: none"> • Students identify how Aboriginal people and organisations have worked to achieve improvements in housing for Aboriginal people in Melbourne. These include the activism of individuals such as Doug Nicholls and William Cooper; Aboriginal Housing Board of Victoria (AHBV); Aboriginal women’s and homeless refuges; Aboriginal hostels. Through lobbying, protest or developing practical solutions they have initiated and achieved a great deal. In groups, students use their notes and ideas accumulated from earlier sections of this unit to develop a comprehensive mind map of how Aboriginal initiatives try to improve housing. • Aboriginal hostels www.ahl.gov.au Identify the six Aboriginal hostels in the Melbourne district. What is the name and purpose of each? • Students research the Makivik Construction project www.makivik.org/building-nunavik/housing-development/, which is building social housing units in all 14 Nunavik Inuit communities. Students identify the range of benefits from this project, including an increase in training and employment for Inuit workers. Describe the relationship with the Kativik School Board in providing apprenticeships to Inuit youth in the areas. 	<p>Students describe the importance of Indigenous people making decisions about housing projects in their communities.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> • social and political changes necessary to improve Aboriginal and other Indigenous peoples’ housing standards • similarities and differences in housing issues for Aboriginal and other 	<p>Some suggested resources</p> <ul style="list-style-type: none"> • Students identify the purpose of the commissioning of the <i>Yarra Aboriginal Partnership Plan (2011 – 2014)</i> available: http://www.yarracity.vic.gov.au/Services/Community-Planning/aboriginal-services/Aboriginal-partnerships-plan/ and report its major policy statements and strategies. • Students read the <i>Aboriginal Housing Background Paper</i> prepared by Canada Mortgage and Housing Corporation in partnership with Indian and Northern Affairs Canada, National Secretariat on Homelessness and the Federal 	<p>Students identify social and political changes that are required to improve housing for Indigenous peoples in Australia and</p>

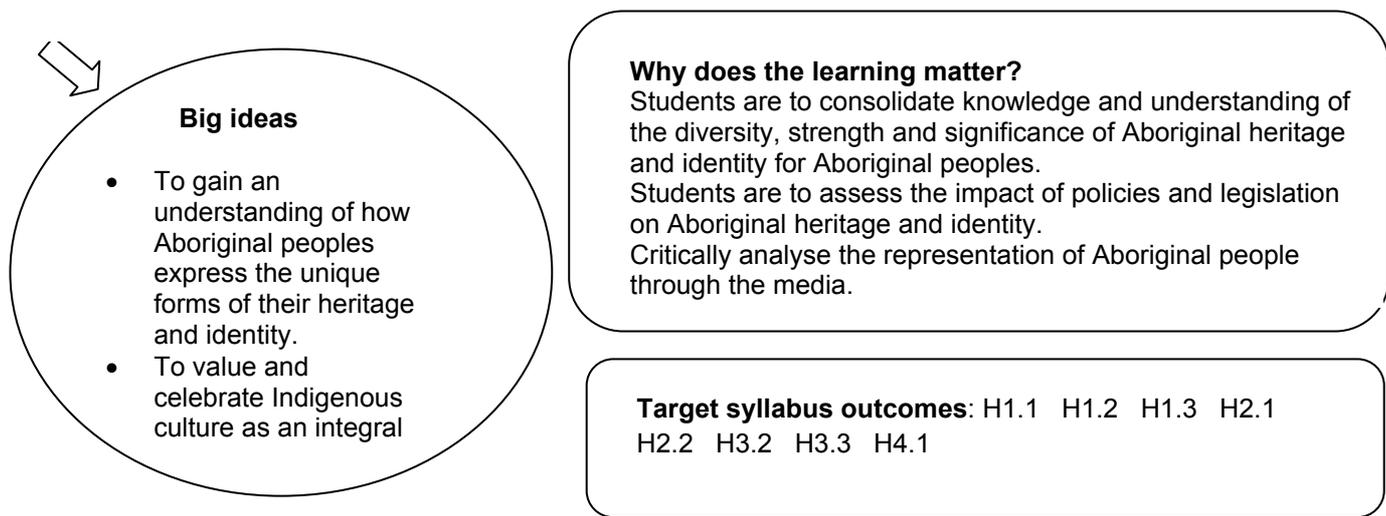
Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p>Indigenous peoples and their communities</p> <p>Learn to:</p> <ul style="list-style-type: none"> • <i>identify similarities and differences in the housing needs of Aboriginal and other Indigenous peoples and their communities</i> • <i>evaluate and compare Aboriginal and other Indigenous peoples' responses and initiatives to improve their current socioeconomic and housing status</i> 	<p>Interlocutor for Métis and non-status Indians, available from: http://liveweb.archive.org/http://www.aboriginalroundtable.ca/sect/hsng/bckpr/INAC_BgPaper_e.pdf</p> <p>Make a summary of the desired outcomes, and list the social and political changes that would be required to achieve these outcomes.</p> <ul style="list-style-type: none"> • Using the learning so far, students list points to support a response to the following question: To redress the housing issues facing Indigenous peoples, general issues of disadvantage must be addressed side by side with those of racism and land ownership. Discuss. • Students construct a comparative table identifying the key social and political issues relating to housing for both the Wurundjeri and Nunavik communities. Using a coding system, students should identify issues that are common to both communities, and hypothesise why they share these issues. 	<p>Canada.</p> <p>Students reflect on reasons why Indigenous communities around the world share similar issues in accessing appropriate housing.</p>

5.2 Part 2 – Heritage and identity

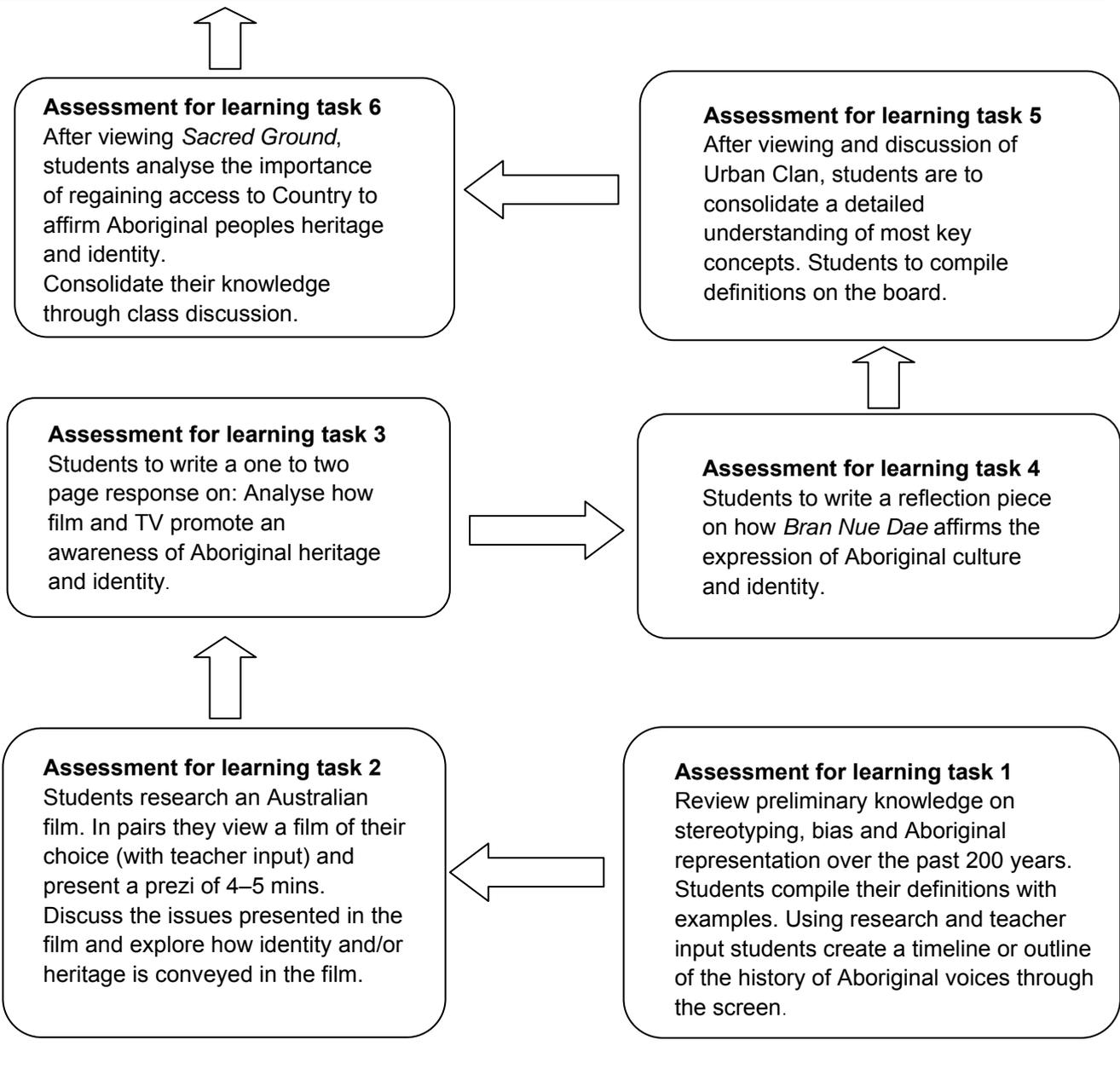
5.2.1 Heritage and identity

Heritage and identity	
<p>Unit description</p> <p>The focus of this unit is the evaluation of contemporary issues of the heritage and identity of Aboriginal people.</p> <p>This unit uses a variety of contemporary sources that includes films, short films and documentaries to provide a context and opportunity to discuss and learn about the key concepts of heritage and identity.</p> <p>This can then be used as the basis for a close study of the maintenance and strengthening of heritage and identity in your community study.</p> <p>This topic provides a close analysis of the variety of Aboriginal and non-Aboriginal perspectives.</p> <p>This gives the students an insight and knowledge of the ways Aboriginal peoples affirm expressions of their heritage and identity and its impact on culture.</p> <p>The wide variety of sources allows for a detailed evaluation of the impact of the government legislation and policies on Aboriginal people and close analysis of the importance of heritage and identity to Aboriginal peoples' socioeconomic status.</p> <p>By examining Indigenous films and documentaries, it is evident that Indigenous filmmakers are presenting a voice that challenges the entrenched cultural attitudes towards Indigenous cultures, and it is through the wide variety of Indigenous perspectives that students should be able to critically analyse media representations of Aboriginal peoples and value their contribution to Australia's identity.</p> <p>It allows them to develop an understanding of the significance of Aboriginal people telling their narrative.</p> <p>‘Film and television provide the first impressions most Australians get about Aboriginal Culture – impressions that will underpin their sense and understanding of what it means to be the Aboriginal in Australian Society.’</p>	<p>Eight-week lesson cycle</p> <p>Teaching sequence</p> <p>Week 1 <i>Indigenous Voice Through the Screen.</i> Establish students' prior knowledge. Discuss contemporary expressions of Aboriginal heritage and identity. Outline the context and purpose of using a variety of films and documentaries to examine the concepts and the significance of media representations in affirming Aboriginal heritage and identity. Examine the history of stereotyping and prejudice and assess the importance of presenting a diversity of Aboriginal perspectives.</p> <p>Weeks 2 and 3 <i>Affirmation of Heritage and Identity.</i> Note: alternative learning activities are provided here. Students establish their knowledge and understanding of the key concepts, especially the importance of Country. Students are to describe initiatives that strengthen cultural ownership. Students investigate and evaluate the diversity of Aboriginal perspectives and the impact of Aboriginal representations. Students analyse contemporary lyrics that express the Indigenous voice.</p> <p>Weeks 4 and 5 <i>Our Voice</i> Students are to assess a variety of contemporary mediums that show Aboriginal perspectives. They are to study programs that reaffirm Aboriginal cultural expression and autonomy and evaluate their importance in enhancing identity and heritage. This would develop an appreciation and understanding of the integral nature of dance, art and language in strengthening heritage and identity.</p> <p>Week 6 <i>Sacred Ground</i> Students are to gain an understanding of the struggles and the complexities involved with regaining access to their Country. They are to critically examine the impact of government policies. They are to consolidate knowledge and understanding of specific key terms through research and investigation. Guest Speakers will also broaden and clarify their knowledge.</p> <p>Weeks 7 and 8 <i>Expressions from the Heart: Art and Sport</i> Students are to identify contemporary expressions of heritage and identity, and analyse current concerns, legislation and issues that impact on cultural affirmation and ownership. They are to gain an appreciation of the</p>

Heritage and identity	
Mick Dodson – AIATSIS.	<p>programs and initiatives that are vital to the community in promoting and strengthening heritage and identity, especially the involvement of high-profile sportspeople.</p> <p>Key concepts</p> <ul style="list-style-type: none"> • Dreaming • Country • spirituality • autonomy • cultural affirmation • appropriation • language • cultural ownership • cultural reclamation and maintenance



Major assessment task: After viewing and taking notes on the film *Crocodile Dreaming*, answer the following questions.



Heritage and Identity

Students learn about/ <i>Students learn to</i>	Teaching and learning activities	Assessment for learning
<p>Learn about:</p> <ul style="list-style-type: none"> the variety of ways that Aboriginal peoples affirm expression of their heritage and identity the impact of Aboriginal and non-Aboriginal media representations of Aboriginal identity <p>Learn to:</p> <ul style="list-style-type: none"> <i>examine the variety of ways that an Aboriginal community expresses and affirms its heritage and identity and its impact on culture</i> <i>analyse the various media representations of Aboriginal heritage and identity</i> <p>Outcomes: H1.3, H2.1</p>	<p>Indigenous voice through the screen</p> <ul style="list-style-type: none"> Construct a summary from students' prior knowledge. Name films and documentaries studied or viewed in the past. Link and focus on syllabus dot points and outcomes. Students to review the concepts of Aboriginal representation, stereotyping and bias perspectives conveyed through history. Discuss the survival of Aboriginal heritage and identity throughout the 20th and 21st centuries. Issue notes on the history of Indigenous films from http://australia.gov.au/about-australia/australian-story/indigenous-film Teacher lead discussion. Refer to Mick Dodson's quote, and outline the unit and how it addresses and focuses on the syllabus outcomes. View excerpts from <i>Walkabout</i>, <i>The Fringe Dwellers</i>, <i>Babakiueria</i>, <i>Rabbit-Proof Fence</i>, and others. Note how Aboriginal heritage and identity are explored in the texts. Outline how film is to be studied as the 21st-century way of presenting Aboriginal perspective on heritage and identity. View the segment about the 2000 Olympics opening ceremony <i>The Awakening</i>. Students to construct a simple timeline noting the changes in the past 30 years. Students to take notes to address the focus questions: <ul style="list-style-type: none"> Identify the variety of ways the Indigenous Voice is expressed at this event. List the facts about Aboriginal heritage and identity revealed in the narration. Why was this ceremony so significant to the performers, the Aboriginal peoples, the nation and internationally? Explain why this is an affirmation of Aboriginal and Torres Strait Islanders' heritage and identity. <ul style="list-style-type: none"> Brainstorm and construct blackboard summary of the work of Indigenous actors or directors as Expressions of the Indigenous Voice. This could include Rachel Perkins, Ivan Sen, Deborah Mailman, Richard Franklin, Aaron Pederson, Leah Purcell etc. Discuss how they have contributed to the strengthening of Aboriginal heritage and identity. Explain how the national media representation of Aboriginal people promotes an awareness of Aboriginal heritage and identity. Discuss why it is vital that Aboriginal people tell their stories. 	<p>Students identify and describe through class discussions the variety of ways Aboriginal peoples affirm their expressions of their heritage and identity in the contemporary world.</p> <p>Students analyse the impact of Aboriginal and non-Aboriginal representations of identity in their written responses.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
	<p>Short Films: An Expression of Aboriginal Autonomy Students are to investigate websites that tell the story of the significance of this growing industry and explore how it is a powerful tool in portraying heritage and identity issues and in demonstrating autonomy.</p> <p>Students are to select 4 or 5 short films from the collection, <i>A Bit of Black Business</i>, including <i>Bloodlines</i>, <i>Back Seat</i>, <i>Custard</i>, <i>Days Like These</i>, <i>Jackie Jackie</i>, <i>Nana</i>, <i>The Turtle</i>, or other short films, including <i>Black Talk</i>, <i>Confessions of a Headhunter</i> or <i>Father</i>.</p> <p>Task View, analyse and compare how each film has represented Indigenous heritage and identity and present to class.</p> <p>Some suggested resources www.acmi.net.au http://www.abc.net.au/tv/messagestick/ www.aso.gov.au/titles/shorts</p>	<p>Analyse and compare how each film has represented Indigenous heritage and identity.</p> <p>Students demonstrate their ability to investigate and analyse Aboriginal representations of Aboriginal identity and to show their understanding of Aboriginality, identity and autonomy in their oral report.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> initiatives to reclaim and maintain Aboriginal peoples' cultures <p>Learn to:</p> <ul style="list-style-type: none"> analyse and discuss some key concepts relating to Aboriginal social and cultural lives and identity. evaluate various responses to expressions to heritage and identity. 	<p>A Celebration of Aboriginal Heritage and Identity</p> <ul style="list-style-type: none"> Introduction of <i>Bran Nue Dae</i> – a celebration of Aboriginal heritage and identity in the contemporary world. View the film with some focus questions: <ul style="list-style-type: none"> Identify the main issues raised in the story. What did you learn about the impact of Christianity on the Aboriginal community and their identity? What is conveyed about Aboriginal spirituality, kinship and traditional culture? Identify and give examples of Aboriginal culture expressed in the film. Describe the strong connection with Country conveyed Discuss the importance of strong community ownership of story. <p>View – DVD special features for <i>Bran Nue Dae</i>:</p> <ul style="list-style-type: none"> Take notes from the story of the making of the film. Compile class summary of points focusing on why it is so important for Aboriginal people to tell their stories. Note the variety of roles and complete autonomy in directing the film. Focus on the interviews with Rachel Perkins, Stephen Page, Deborah Mailman and Ernie Dingo. Students investigate and view a different film or series 	<p>Students show their understanding of the concepts in their definitions of autonomy, cultural affirmation, ownership and spirituality.</p> <p>Students to write a personal response: How is <i>Bran Nue Dae</i> a celebration of the strength of Aboriginal identity?</p>

Students learn about/ <i>Students learn to</i>	Teaching and learning activities	Assessment for learning
	<p>that explores Aboriginal heritage and identity and present a four-minute prezi/PowerPoint/Key Note presentation and discuss the issues raised, eg:</p> <ul style="list-style-type: none"> – <i>Yolngu Boy</i> – <i>Australian Rules</i> – <i>Ten Canoes</i> – <i>Bush Mechanics</i> – <i>The Circuit</i> – <i>The Tracker</i> – <i>Heartland</i> – <i>Radiance</i> <p>Close study of final scene – <i>Power of the Lyric</i></p> <ul style="list-style-type: none"> • Issue the lyrics to ‘There’s nothing I would rather be ...’ Discuss within groups its importance in celebrating Aboriginality. • Use this opportunity to explore the power of the lyrics. Listen to some of the songs of Kev Carmody, Archie Roach, etc. • View their life stories using extracts from their documentary in <i>The Land of Little Kings</i> and <i>From Little Things Big Things Grow</i>. These give a powerful personal insight and account of the importance of their heritage and their Aboriginality. • Discuss how they convey heritage and identity through their powerful lyrics. • Students then research some contemporary bands and performers and share their findings. 	
<p>Learn about:</p> <ul style="list-style-type: none"> • the importance of Country to Aboriginal heritage and identity • the importance of heritage and identity to Aboriginal peoples, including on their socioeconomic status • the impact of Aboriginal and non-Aboriginal media and representation on identity <p>Learn to:</p> <ul style="list-style-type: none"> • <i>present a balanced</i> 	<p>Alternative Activities: An Affirmation of Heritage and Identity</p> <ul style="list-style-type: none"> • Introduce and view film <i>Beneath Clouds</i> directed by Ivan Sen, focusing on the exploration of identity and Aboriginality and its complex nature. <p>Focus Students write responses to the questions and discuss their understanding of the issues explored.</p> <ul style="list-style-type: none"> • What does the film convey about the personal struggles for young people in a contemporary world? • How does the film present an Indigenous perspective? • What did you learn about the impact of colonialism and dispossession on Aboriginal peoples? • Select two scenes that depict positive viewpoints presented in the narrative and explain what they convey. • Introduce and view film <i>River of No Return</i>, focusing on the cultural gap between the two worlds – the traditional world and the westernised world. This is an excellent 	<p>Students demonstrate their understanding of Country to Aboriginal heritage and identity in their analysis of the focus questions.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p><i>and coherent argument on the importance of belonging to Country</i></p> <ul style="list-style-type: none"> analyse the importance of heritage and identity to Aboriginal peoples' socioeconomic status analyse the various media representations of Aboriginal heritage and identity <p>Outcomes: H1.3, H2.2, H3.3</p>	<p>study guide to source knowledge and strategies. (This could be used as an alternative film for the assessment task.)</p> <p>A suggested resource Consult study guide available from: www.metromagazine.com.au</p> <p>Focus</p> <ul style="list-style-type: none"> What further insight does it convey on the impact of government policies and the conflict of cultural identity? <p>Activity</p> <ul style="list-style-type: none"> From class discussion compare how both films represent their viewpoints. Students scaffold a response to the task: <i>Analyse how contemporary media represent the impact of government legislations on Aboriginal identity.</i> 	<p>Students evaluate various media representations and examine the impact of government legislation on Aboriginal identity.</p>
<p>Learn about:</p> <ul style="list-style-type: none"> the variety of ways that Aboriginal peoples affirm expressions of their heritage and identity initiatives to reclaim and maintain Aboriginal peoples languages and cultures <p>Learn to:</p> <ul style="list-style-type: none"> examine the variety of ways in which an Aboriginal community expresses and affirms its heritage and identity and its impact on Australian culture evaluate various responses to expressions of Aboriginal heritage and identity <p>Outcomes H2.1, H3.3</p>	<p>Dance – Stepping Through Barriers</p> <ul style="list-style-type: none"> Students develop an appreciation and understanding of dance as an integral part of cultural expression in heritage and identity. Students to learn to analyse the form of a documentary and discuss how the Indigenous voice is presented in the story. Teacher delivers background to Bangarra and the Page Brothers. View documentary <i>Urban Clan</i> <ul style="list-style-type: none"> Students take notes and quotes to show why contemporary dance is vital to breaking down barriers and educating a broader community. Review their understanding of central concepts through discussion, following viewing of the documentary. Students to further investigate and research Bangarra and their dancers from websites, focusing on their views on the importance of their heritage and identity. <ul style="list-style-type: none"> What views on Aboriginal peoples' culture does the documentary present to a mainstream audience? Discuss how this form of cultural expression contributes to contemporary social and cultural life. Construct a class summary of profile of a community dance group and their importance and how they contribute to the strengthening of Aboriginal culture. Invite a local dance troupe to perform and to discuss with the students their stories through dance. 	<p>Students evaluate the significance of dance in contemporary social and cultural life by submitting a written response.</p> <p>Students to demonstrate an appreciation and knowledge of Aboriginal culture through discussion.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p>Learn about:</p> <ul style="list-style-type: none"> the variety of ways in which Aboriginal people affirm expressions of their heritage and identity. the impact of Aboriginal and non-Aboriginal media representations of Aboriginal identity <p>Learn to:</p> <ul style="list-style-type: none"> <i>analyse and discuss key contemporary issues in relation to Aboriginal social and cultural lives</i> <i>analyse the various media representations of Aboriginal heritage and identity</i> <p>Outcomes H1.3, H2.1, H3.3</p>	<p>Our Voice</p> <ul style="list-style-type: none"> Students to identify examples of regular Aboriginal representations in the media, eg NITV, <i>Message Stick</i>, <i>Koori Mail</i>, Koori Radio, <i>Living Black</i>, <i>Indigenous News</i>, etc. Teacher leads discussion as to why these media outlets are so significant to the maintenance and strengthening of Aboriginal heritage and identity. Discuss other media formats: the internet, Facebook, Twitter. Explore how the new technologies empower the Indigenous voice. Refer to accessibility, diversity, flexibility, unlimited perspectives, educating the mass audience. View <i>Message Stick</i>, Koori Radio – <i>This is our voice</i>. <p>Activity</p> <ul style="list-style-type: none"> Collect at least ten local articles, advertisements, pamphlets, or extracts from the internet that demonstrate celebrations, acknowledgements and information on how Aboriginal peoples are maintaining and strengthening their heritage. Students to take notes on why ownership of media content and production is significant for autonomy. Outline ways in which Aboriginal languages can be used to express contemporary Aboriginal identity. www.arts.gov.au Examine the importance of valuing Indigenous languages and discuss the challenges in the renewal and maintenance of Aboriginal languages. Students write a response after class discussion. Focus on how your local area fosters and develops programs and strategies that contribute to the maintenance and strengthening of heritage and identity. Students research and construct a summary of their findings. http://www.abc.net.au/indigenous/map <p>The Local Scene</p> <ul style="list-style-type: none"> Examine how local Aboriginal community viewpoints and issues are expressed in the local media Construct a summary from student input. Invite members from your community to talk about what is happening in your community to celebrate and strengthen culture. Explore what is happening in the local council government organisations, churches, pre-schools and schools to acknowledge, inform and celebrate Aboriginal heritage and identity. 	<p>Students demonstrate their ability to research, synthesise and communicate in the collation of their media sources.</p> <p>Students show their consolidation of the key concepts through discussion.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
	Write a personal reflection on what you have learnt about your local Aboriginal community's heritage, identity and cultural expressions from these sources and the talks.	
<p>Learn about:</p> <ul style="list-style-type: none"> government legislation and policies to protect and preserve Aboriginal heritage and identity the importance of regaining access to Country to Aboriginal peoples' heritage and identity <p>Learn to:</p> <ul style="list-style-type: none"> <i>assess the impact of government legislation and policies on Aboriginal heritage and identity on an Aboriginal community</i> <i>present a balanced and coherent argument on the importance of regaining access to Country to Aboriginal peoples' heritage and identity.</i> <p>Outcomes H3.2, H2.2, H4.1</p>	<p>Sacred Ground</p> <p>Focus The importance of Aboriginal people telling their story and again link back to quote.</p> <ul style="list-style-type: none"> Construct a mind map on the importance of land to heritage and identity, eg Why is land sacred? Introduce documentary <i>Sacred Ground</i>. Students to view critically and take detailed notes on: <ul style="list-style-type: none"> cultural ownership repatriation cultural reclamation and maintenance Heritage Act significance of ancestral remains ritual of a funeral cultural landscape. Give students a copy of the NSW legislation on heritage issues. Read and explain these. Students are to investigate the impact of government policies and legislation on the maintenance of cultural identity/ Students compile a summary from discussions outlining the issues raised. Students are to evaluate impact in their community study and write a report examining the effectiveness of the strategy. <p>Focus Why is it important to regain access to Country to re-affirm Aboriginal peoples' heritage and identity?</p> <ul style="list-style-type: none"> Why is consultation vital? Why is it important to have the local people telling their story? Students investigate significant local sites and explain why they are important. Refer to their Local Council webpage. Invite local Aboriginal Heritage Officer or a member from the Local Lands Council to discuss local issues Workshop essay. Evaluate the contribution of government policies in maintaining Aboriginal cultural identity. <p>A suggested resource www.environment.nsw.gov.au/licences/achregulation.htm</p>	<p>Students assess in class discussion the impact of government policies on the maintenance of cultural identity.</p> <p>Students then evaluate the impact of those policies in their community study in an essay.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p>Learn about:</p> <ul style="list-style-type: none"> • government legislation and policies to protect and preserve Aboriginal heritage and identity • the importance of heritage and identity, including its impact on Aboriginal peoples' socioeconomic status • the impact of various government legislation and policies on Aboriginal culture, heritage and identity <p>Learn to:</p> <ul style="list-style-type: none"> • <i>analyse the importance of heritage and identity to Aboriginal peoples socioeconomic status</i> <p>Outcomes H3.2, H3.3, H4.1</p>	<p>Art from the Heart</p> <ul style="list-style-type: none"> • Construct a mind map of Indigenous artists nationally and locally. • Discuss the importance of art as an expression of Indigenous heritage and identity. • View: <i>Drawing the Line – (Living Black)</i> <ul style="list-style-type: none"> – identify the issues raised and the size of the industry – Explain its importance to Aboriginal peoples. • View: <i>Art from the Heart</i> <ul style="list-style-type: none"> – identify issues raised – carpet bagging – appropriation – exploitation. • Write down examples of exploitation. • Research on internet to compile own notes on: <ul style="list-style-type: none"> – copyright – authenticity – rights and obligations – commercial code of conduct – government legislation and policies – intellectual property. • Discuss why this is happening. What do you think needs to be done to address these concerns? Group work. Summarise from discussion. • Now focus on a local area, local artists and their works. Investigative research. • Construct a summary on the role of local Cultural Centres and local Indigenous arts and craft centres. • Write a page explaining the role and contribution of local culture and community groups in the maintenance and strengthening of Aboriginal heritage and identity. <p>A suggested resource www.aboriginalartonline.com/resources/debate.php</p>	<p>Students demonstrate their knowledge of the key terms in their notes.</p> <p>Students analyse current concerns and issues and evaluate the issues through group discussion, summaries and extended response.</p>

Students learn about/ Students learn to	Teaching and learning activities	Assessment for learning
<p>Learn about:</p> <ul style="list-style-type: none"> the importance of heritage and identity to Aboriginal peoples, including its impact on their socioeconomic status the impact of Aboriginal and non-Aboriginal media representations of Aboriginal identity <p>Learn to:</p> <ul style="list-style-type: none"> analyse the importance of heritage and identity to Aboriginal peoples' socioeconomic status analyse the various media representations of Aboriginal heritage and identity <p>Outcomes H3.3, H1.3</p>	<p>The Sporting Spirit</p> <p>Focus Importance of media representation of Indigenous sportspeople.</p> <ul style="list-style-type: none"> View: <i>Cathy Freeman</i> from <i>Message Stick</i>. <ul style="list-style-type: none"> What does she say has contributed to her success? Discuss the importance to her of family connection. How have they given her a strong sense of identity? View: Documentary: <i>La Perouse Panthers</i> 2006 Directed by Michael Longbottom. <i>Message Stick</i>. Identify why is it important to view and understand the La Pa boys' story? View: <i>Up and Running</i> (7 minutes) from <i>Living Black</i>. Analyse how identity is strengthened in the program. Investigate Aboriginal sporting stars that have had a strong representation in the media. Explore their role within the mainstream community and their importance in affirming Aboriginal identity. Name some <i>local</i> sportspeople who have had a high profile in the area. Identify local sporting events that foster reconciliation and celebrate Aboriginal culture, and construct a summary. 	<p>Students identify in an extended response high-profile and local Indigenous sportspeople and evaluate their role in representing Aboriginal identity.</p>

DVDs – Indigenous directors

Title	Director	Genre	Date
<i>Babakiueria</i>	Don Featherstone		1987
<i>Beneath Clouds</i>	Ivan Sen	Drama	2002
<i>Black Chicks Talking</i>	Leah Purcell	Documentary	2002
<i>Blood Brothers Series – episode 3, Freedom Ride, ABC</i>		Documentary	1993
<i>Blood Lines</i>	Jacob Nash	Short	2007
<i>Bran Nue Dae</i>	Rachel Perkins	Musical Comedy	2010
<i>Bush Mechanics</i>	David Batty	Comedy	2001
<i>Crocodile Dreaming</i>	Darlene Johnson	Drama	2007
<i>Dead Heart</i>	Nick Parsons		1997
<i>Fire Talker</i>	Ivan Sen	Documentary	2008
<i>First Australians – episodes 6 and 7</i>	Rachel Perkins	Documentary	2008
<i>Freedom Ride</i>	Rachel Perkins & Ned R Lander	Documentary	1993
<i>Gulpilil</i>	Darlene Johnson	Documentary	2002
<i>Heartland</i>	Paul Fainteteil	Drama/series	2003
<i>Jedda</i>	Charles Chavvel	Drama	1955
<i>Kanyini</i>	Melanie Hogan	Documentary	2006
<i>La Perouse Panthers</i>	Michael Longbottom	Documentary	2006
<i>My Brother Vinnie</i>	Steven McGregor	Documentary	2006
<i>Rabbit Proof Fence</i>	Phillip Noyce	Drama	2002
<i>Radiance</i>	Rachel Perkins	Drama	1998
<i>River of No Return</i>	Darlene Johnson	Documentary	2008
<i>Sacred Ground</i>	Kim Mavomatis	Documentary	2007
<i>Spirit Stones</i>	Alan Collins	Documentary	2007
<i>Stone Bros.</i>	Richard Frankland	Comedy	2009
<i>Ten Canoes</i>	Rolf De Heer	Drama	2006

Title	Director	Genre	Date
<i>The Chant of Jimmie Blacksmith</i>	Fred Schepisi	Drama	1978
<i>The Circuit</i>	Catriona McKenzie	Drama/Romance	2007
<i>The Fringe Dwellers</i>	Bruce Beresford	Drama	1987
<i>The Tracker</i>	Rolf De Heer	Drama	2002
<i>Walkabout</i>	Nicolas Roeg	Drama	1971
<i>Yolngu boy</i>	Stephen Johnson	Drama	2001

Some suggested resources

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Parbury, N 2006, *Survival*, Ministry of Aboriginal Affairs NSW, Sydney.

Purcell, L 2004, 'Deborah Mailman pages 3–28 and Rachel Perkins' in *Black Chicks Talking*, Hodder.

Grossman, M (ed) 2003, *Blacklines: Contemporary Critical Writing by Indigenous Australians*, Melbourne University Press

Sykes, R 2008, pp53–55, and 58–66 of *The Little Red Yellow Black Book*, Aboriginal Studies Press.

'Marcia Langton pp110, 124' in *The Politics of Representation, Aboriginal Art and Film*. AIATSIS.

<http://www.screenaustralia.gov.au/showcases/8478>

www.creativespirits.info

<http://www.metromagazine.com.au>

<http://www.theeducationshop.com.au>

<http://australia.gov.au/about-australia/australian-story/austn-indigenous-cultural-heritage>

<http://www.arts.gov.au/topics/indigenous-arts/indigenous-languages-national-approach>

www.aboriginalartonline.com/resources/debate.php

www.environment.nsw.gov.au/licences/achregulation.htm

www.acmi.net.au

www.aso.gov.au/titles/shorts

<http://www.abc.net.au/tv/messagestick/>

www.sbs.com.au/livingblack

www.abc.net.au/indigenous/stories/s2311844.htm

6 Sample HSC course assessment tasks

6.1 Social justice and human rights – Part B, Comparative study

Weighting: 25%

Outcomes: H1.2, H3.1, H3.2, H3.3, H4.1

The task

The Pitch – television advertisement and media briefing kit

This task requires students to research and reflect on one social justice issue impacting on Aboriginal communities in Australia. Class activities, background reading and research, and viewing *Generation One* advertising provides the foundation knowledge for the task. The sharing of the television advertisements encourages students to discuss and make informed comments about social justice issues.

Steps leading to the task

Building foundation knowledge

View the *Generation One* advertisement that was broadcast on all Australian commercial television networks on Sunday 24 October 2010 available from: <http://generationone.org.au/media/assets>
Discuss with the class the power of both the message, and the simple and engaging form of presentation. The *Generation One* website also shows examples of materials prepared for the media to provide briefings and continued publicity.

The task

1 TV advertisement

Students select one of the social justice issues they have studied in class (health, education, housing, employment, criminal justice or economic independence) and:

- write a one-minute advertisement, which is a monologue to camera, explaining the issue, and the social and political changes necessary to effect change for Aboriginal communities. Their arguments could draw on examples from Australian or Indigenous communities they have studied
- using a digital video camera/the webcam on their school laptop, record their advertisement as a monologue to camera
- upload their advertisement to the school server, or a blog ed or wiki site established by the class teacher.

This part of the task is worth 10 marks.

2 Media briefing kit

Students prepare a media briefing kit that outlines the research on which the statements in their advertisement are based. The kit should be presented electronically as a website, in One Note, or other software application that is available on their school laptop.

The kit should include:

- at least five media articles (including online media, clips from news reports etc) related to their argument (either as links or copies of the articles)
- statistical data that supports the key arguments made in their television advertisement
- examples of Australian and international Indigenous community initiatives that support the key arguments made in their television advertisement
- a one-page summary of the research that supports the key arguments made in their television advertisement

a transcript of their one-minute television advertisement.

This part of the task is worth 15 marks.

Follow-up activities

Students should be encouraged to view each other's advertisements and provide feedback using the marking criteria through the host wiki or blog site.

Students may also wish to share their media briefing kits with the class as additional notes to support study for this topic.

Criteria for assessment

Students will be assessed on their ability to:

- research, analyse and discuss social justice issues that impact on Aboriginal and Indigenous communities
- describe a range of government and community initiatives that have been developed to address social justice issues and make judgments about their effectiveness
- communicate their understanding in written and oral forms.

Sample marking criteria

1 TV Advertisement

Criteria	Mark or Grade
<ul style="list-style-type: none">• Provides detailed, relevant and accurate information about the main arguments in the selected area of social justice• Presents a well-structured and clearly expressed monologue, using appropriate terms and concepts	9–10
<ul style="list-style-type: none">• Provides relevant and accurate information about some of the main arguments in the selected area of social justice• Presents a coherent and clearly expressed monologue, using appropriate terms and concepts	7–8
<ul style="list-style-type: none">• Provides a general outline the main arguments in the selected area of social justice with some relevant detail• Presents a coherent monologue using some appropriate terms and concepts	5–6
<ul style="list-style-type: none">• Provides general information about the selected area of social justice• Monologue is limited in use of appropriate terms and concepts	3–4
<ul style="list-style-type: none">• Makes one or two points about the selected area of social justice	1–2

2 Media briefing kit

Criteria	Mark or Grade
<ul style="list-style-type: none"> • Demonstrates extensive knowledge and understanding of social justice issues and their impact on Aboriginal people in the relevant area of social justice • Makes valid links between media articles, research and statistical data, using relevant and specific examples • Presents a sustained, well-structured and clearly expressed response, using appropriate terms and concepts 	13–15
<ul style="list-style-type: none"> • Demonstrates detailed knowledge and understanding of social justice issues and their impact on Aboriginal people in the relevant area of social justice • Makes links between media articles, research and statistical data, using relevant examples • Presents a coherent and clearly expressed response, using appropriate terms and concepts 	10–12
<ul style="list-style-type: none"> • Demonstrates sound knowledge and understanding of social justice issues and their impact on Aboriginal people in the relevant area of social justice • Makes some links between media articles, research and statistical data • Presents an organised response using some appropriate terms and concepts 	7–9
<ul style="list-style-type: none"> • Demonstrates some knowledge of social justice issues and/or their impact on Aboriginal people in the relevant area of social justice • Attempts to make links between research and statistical data, may be implied • Response is limited in expression and use of appropriate terms and concepts 	4–6
<ul style="list-style-type: none"> • Presents one or two general points about the relevant area of social justice 	1–3

6.2 Heritage and identity

Weighting: 15%

Outcomes: H2.1, H2.2, H3.3, H4.1

The task

The task is to view and analyse the short film, *Crocodile Dreaming* or *River of No Return*, and to use this and students' own knowledge to develop a detailed written response that demonstrates their ability to synthesise their understanding of the topic, heritage and identity.

Steps leading to the task

Students are to participate in class viewing, discussions and readings to consolidate a thorough understanding of the national representation of Aboriginal people and how it promotes an awareness of heritage and identity.

The task

View the film *Crocodile Dreaming* (27 minutes) or *River of No Return* (50 minutes) and issue the question below. Students are to take notes during the lesson and then start to plan and draft their response. They are to hand in the notes at the end of the lesson.

The following day, the notes are to be returned at the beginning of the lesson. They then have a 50-minute lesson to write their response using their notes.

Questions

Using the film as source and your own knowledge answer both questions.

1. Describe the key concepts and the issues connected with Aboriginal heritage and identity raised in the film (approx. 12–15 lines). (5 marks)
2. Discuss how the national media representations promote and strengthen Aboriginal Heritage and Identity. (10 marks)

Criteria for assessment

Students will be assessed on their ability to:

- demonstrate knowledge and understanding of heritage and identity and its importance for Aboriginal peoples
- demonstrate knowledge and understanding of the key concepts
- demonstrate the ability to synthesise information from a wide variety of perspectives and sources
- communicate clearly and coherently in a written response.

Sample marking criteria

Question 1

Criteria	Mark or Grade
<ul style="list-style-type: none">• Demonstrates detailed knowledge and understanding of the key concepts and issues of Aboriginal identity• Provides relevant and appropriate examples from the source• Communicates their understanding in a logical and coherent response	4–5
<ul style="list-style-type: none">• Demonstrates knowledge and understanding of the key concepts and issues of Aboriginal identity• Provides appropriate examples from the source• Communicates their understanding clearly	2–3
<ul style="list-style-type: none">• Demonstrates knowledge of some key concepts• Provides an example from the source• Communicates in the written form	1

Question 2

Criteria	Mark or Grade
<ul style="list-style-type: none">• Demonstrates extensive knowledge and understanding of the national media representations of Aboriginal identity• Critically analyses a wide variety of media representation of Aboriginal identity• Demonstrates sophisticated analyses and synthesis in a coherent and sustained response incorporating a variety of Aboriginal and non-Aboriginal perspectives	8–10
<ul style="list-style-type: none">• Demonstrates detailed knowledge and understanding of the national media representations of Aboriginal identity• Analyses a variety of media representations of Aboriginal identity• Demonstrates synthesis in a logical and clear written response including a variety of perspectives	5–7
<ul style="list-style-type: none">• Demonstrates knowledge of national media representations of Aboriginal identity• Uses some examples of media representations of Aboriginal identity• Communicates a clearly written response	2–4
<ul style="list-style-type: none">• Demonstrates a limited understanding of the national media representations• Presents some reference to the media• Communicates in a written response	1