# HSIE: History Stage 2 learning sequence – Community and Remembrance

**Learning sequence description**

This topic provides a study of the Aboriginal identity and culture in the local area. This learning sequence consists of two short inquiries – connecting to Country and Aboriginal Dreaming stories.

In the first, students investigate the importance of Country and Place to the local Aboriginal people. They identify Aboriginal languages spoken and learn about the special relationship Aboriginal people have with Country. In the second, students explore Dreaming stories. They explore how Dreaming stories explain local connection to Country and respond to Dreaming stories that are presented to them using a variety of sources.

## Syllabus outcomes and content

**HT2-2** – describes and explains how significant individuals, groups and events contributed to changes in the local community over time

**HT2-5** – applies skills of historical inquiry and communication

[History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © 2012 NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales.

## Lesson 1 – connecting to Country

Students are learning to:

* investigate the importance of Country and Place to Aboriginal people
* identify Aboriginal languages spoken and learn about the special relationship Aboriginal people have with Country.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | Students investigate the importance of Country and Place to the local Aboriginal people. They identify Aboriginal languages spoken and learn about the special relationship Aboriginal people have with Country.  The inquiry questions below should be localised to represent your local Aboriginal community.  The [NSW Aboriginal Education Consultative Group (AECG)](https://www.aecg.nsw.edu.au/) website provides contact details for your local Aboriginal representative who will be able to assist you with further information.  Note – if Aboriginal students are present, inform them that throughout the lessons, images of Aboriginal people who may now be deceased may be shown. |  | Source1:  The [NSW Aboriginal Education Consultative Group (AECG)](https://www.aecg.nsw.edu.au/) website |
| 1.2 | Ask students: When you think of the word Country what do you think of? Students write responses in their workbook.  Show students Source 2 – [Aboriginal languages in NSW map](https://indigenous-services-slnsw.tumblr.com/image/141124712404) from NSW Reconciliation Council which shows the different Aboriginal languages and countries in NSW.  Discussion: the word Country is special to Aboriginal people as it is the place that they are connected to through family. It also represents their connection to nature and land, ancestors and the Dreaming and language, culture, customs and responsibilities. Each Aboriginal Country has its own language, traditions, stories and special places.  Questions:  After exploring the map, and guided by the syllabus dot points, generate a set of inquiry questions, for example:  • What do we know about connection to Country?  • Why is connection to Country special for Aboriginal people?  • How do we know about connection to Country? |  | Source 2:  [Aboriginal languages in NSW map](https://indigenous-services-slnsw.tumblr.com/image/141124712404) |
| 1.3 | Using an Aboriginal language map locate your local area and identify the local language group/s. An example of the resources you may be able to use include the campfire in the [WilderQuest](https://wilderquest.nsw.gov.au/) website or the map on the [First languages](https://gambay.com.au/map/) website. Each resource has teaching notes and ideas on how to use the languages map as a stimulus to explore the link between Aboriginal people and their connection to Country. |  | Source 3:  [First languages](https://gambay.com.au/map/)  Source 4:  [WilderQuest](https://wilderquest.nsw.gov.au/) |
| 1.4 | View the video [Who we are: Country/Place](https://www.narragunnawali.org.au/curriculum-resource/125/who-we-are-countryplace-primary) (6:29min) from Reconciliation Australia. After viewing the video ask students to write words or sentences that describe what they think Country means to Aboriginal people. Why is it so important to them?  Ask students to think of a place that is special to them. Allow each student to tell a personal story about a connection to a special place. Students create an artwork of their special place and share with other students online.  As a class reflect on the special relationship that Aboriginal people have with the land which is similar to the connection they have with their special place. This is part of their connection to Country. |  | Source 5: video from Reconciliation Australia  Who we are: Country/Place |
| 1.5 | **Opportunity for monitoring student learning**  Creating a text to support connection to Country  Students to think about the following question:  Why is connection to Country important to Aboriginal people? Students create a short information text, video or animation to share their responses.  **What to look for**  Identification of criteria that supports Connection to Country e.g. family, language, nature, and land, Dreamtime, ancestors and the Dreaming, culture, customs and responsibilities, unique belief systems, spiritual connection to land, sea and sky  Each Aboriginal Country has its own language, traditions, stories and special places.  Complexity of the relationship and responsibility they have with the land, sea, sky and waterways. |  |  |

## Lesson 2 – Aboriginal Dreaming stories

Students are learning to:

* explore Dreaming stories and how Dreaming stories explain local connection to Country and respond to Dreaming stories that are presented to them using a variety of sources.

Note – if Aboriginal students are present, inform them that throughout the lessons, images of Aboriginal people who may now be deceased may be shown.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Examine the Aboriginal artwork in source 6.  What do you see in the artwork?  What does it make you think of?  What do you wonder about?  Brainstorm what the word Dreaming means.  Dreaming stories are told by Aboriginal people to teach a lesson or to explain something about how things were created. |  | Source 6:  [Wikimedia Commons](https://tinyurl.com/y4jjubqo). [CC BY-SA 3.0](https://creativecommons.org/licenses/by-sa/3.0/deed.en)  Aboriginal Art centrepiece Sydney 2000 Paralympic Games opening ceremony |
| 2.2 | Explore Dreaming stories  Students think about Dreaming stories they have heard, choose one and explain what it taught them and then share their answers with the class.  Read or view a variety of Dreaming stories that are told about Country or that explain the creation of a living thing, landform or environmental feature. If possible find stories that explain something about the local area. Identify and acknowledge the sources of the stories – both the tellers and the Country. Some examples of stories specific to different parts of NSW include:  Source 7 – [Biladurang – a Wiradjuri creation story](https://youtu.be/4IVp3m4hTHw), Free Range Multimedia, YouTube (4:53min) (central NSW)  Source 8 – [Burning Mountain – a Wonnarua Tribe story](https://vimeo.com/223222020), Armchair Productions, Vimeo (0:48min) (Burning Mountain is the common name for Mount Wingen in NSW and smoke rises from it from a smouldering seam of coal deep underground.) |  | Source 7:  [Biladurang – a Wiradjuri creation story](https://youtu.be/4IVp3m4hTHw), Free Range Multimedia, YouTube (4:53min) (central NSW)  Source 8:  [Burning Mountain – a Wonnarua Tribe story](https://vimeo.com/223222020), Armchair Productions, Vimeo (0:48min) |
| 2.3 | **Opportunity for monitoring student learning**  Create story map of main events in a Dreaming story  After viewing each story ask students what are the stories about, what do they explain and why Aboriginal people share Dreaming stories.  Students choose one of the Dreaming stories they have read or heard in a book, online or retold by a local Aboriginal person. Ask students to create a story map of the main events that happened in the story. Students use the story map to create a painting, digital animation, dance or role play to express the key messages in the story. Students present their artworks to the class explaining the meaning of the story they chose.  As a class recall the purpose of Dreaming stories, how they explain Aboriginal and Torres Strait Islander Peoples’ connection to Country and Place and why Aboriginal people tell Dreaming stories.  **What to look for**   * sequence of events in correct order * key messages and ideas articulated * explanation of the purpose of Dreaming stories * significance of Dreaming stories |  |  |

Resources

**Videos**

[Who we are: Country/Place](https://www.narragunnawali.org.au/curriculum-resource/125/who-we-are-countryplace-primary), Reconciliation Australia (6:29min)

[Mungo National Park](https://www.youtube.com/watch?v=7WC8tZS4EmM.), Australia, The Travel Bug, YouTube (7:10min)

[Biladurang – a Wiradjuri creation story](https://youtu.be/4IVp3m4hTHw), Free Range Multimedia, YouTube (4:53min)

[Burning Mountain – a Wonnarua Tribe story](https://vimeo.com/223222020), Armchair Productions, Vimeo (0:48min)

[The giants of Moungibi country](http://education.abc.net.au/home#!/media/3337028/the-giants-of-moungibi-country), ABC Education video (2:47min)

[Birian Balunah: the birthing of the rivers](http://education.abc.net.au/home#!/media/3382912/birian-balunah-the-birthing-of-the-rivers), ABC Education video (4:30min)

**Websites**

[NSW Aboriginal Education Consultative Group (AECG)](https://www.aecg.nsw.edu.au/)

[First languages map](https://gambay.com.au/map/), First Languages Australia

[Bruce Pascoe: Aboriginal agriculture, technology and ingenuity](http://education.abc.net.au/home#!/digibook/3122184/bruce-pascoe-aboriginal-agriculture-technology-and-ingenuity), ABC Splash

[WilderQuest](https://wilderquest.nsw.gov.au/), National Parks and Wildlife Service NSW

[NSW National Parks and Wildlife Service](https://www.nationalparks.nsw.gov.au/), Aboriginal Cultural Tours

[Aboriginal and Torres Strait Islander history and cultures](http://education.abc.net.au/home#!/topic/494038/aboriginal-and-torres-strait-islander-histories-and-cultures), ABC Education

[Aboriginal and Torres Strait Islander collection timeline](https://australianmuseum.net.au/learn/cultures/atsi-collection/timeline/), Australian Museum

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?