# Aboriginal Studies Years 7-10: Option 5

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## Option 5: Aboriginal Peoples and oral and written expression

The focus of this option is the exploration of oral and written forms of communication used by Aboriginal Peoples before and after invasion. Students focus on different forms of oral and written expression to develop an understanding of the diversity of styles and viewpoints. A key element of this option is the important contribution of these works to Aboriginal and non-Aboriginal cultures, histories and identities. A case study on the local Aboriginal community’s interpretation and use of oral or written expression can form the basis through which Option 5 is studied, or it can be undertaken separately at any point throughout the option.

## Outcomes

A student:

* **AST5-2** explains ways in which Aboriginal Peoples maintain identity
* **AST5-4** explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* **AST5-5** explains the importance of families and communities to Aboriginal Peoples
* **AST5-7** assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
* **AST5-8** analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
* **AST5-10** identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

**Related Stage 4 outcomes**: AST4-2, AST4-4, AST4-5, AST4-7, AST4-8, AST4-10, AST4-11

Outcomes referred to in this document are from [Aboriginal Studies Years 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies-7-10-2020) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020

## Learning sequence 1: Oral Expression

Students:

* identify pre-invasion and post-invasion examples of Aboriginal Peoples’ oral expressions, for example:
	+ storytelling
	+ song
	+ poetry
* explain the importance of oral expression in the maintenance of Aboriginal cultures and heritages, including:
	+ the role of storytelling in teaching, eg customary law, ceremony, histories, protocols
	+ laws and social structures, eg kinship, totemic systems

spiritualities and connection to Country, eg Songlines, sacred sites

cultural knowledges and caring for Country, eg responsibilities, management of lands and waters

### Pre and post-invasion examples of oral expression

* Access [Oral Traditions](http://www.indigenousaustralia.info/languages/oral-traditions.html). Brainstorm how oral traditions were communicated in traditional ways and how they are communicated now.
* Read the article [Why an Acknowledgement of Country is important](https://www.abc.net.au/life/why-acknowledgement-of-country-is-important-and-how-to-give-one/11881902). Brainstorm - what is the importance of the oral tradition of Welcome to Country?
* Complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X22UPR8_q4Q.link) discussing the differences and similarities between an [Acknowledgment and Welcome to Country.](https://www.indigenous.gov.au/contact-us/welcome_acknowledgement-country)
* Listen to (or read) a range ofAcknowledgement of Country and Welcome to Country from different parts of Australia, including the following:
	+ NSW Department of Education – [Acknowledgement of and Welcome to Country](https://education.nsw.gov.au/about-us/strategies-and-reports/our-reconciliation-action-plan/acknowledgement-of-country) webpage
	+ [Queensland Department of Education - Acknowledgement of Country](https://www.youtube.com/watch?v=zwB19PARVRc) (duration 1:05)
	+ [Acknowledgement of Country - Auslan and SA Version](https://www.youtube.com/watch?v=WTpZrnv6rNA) (duration 1:55)
	+ [National Museum of Australia - Acknowledgment of Country](https://www.youtube.com/watch?v=H84oj42lzco) (duration 2:05)
	+ [Acknowledgment of Country animated](https://www.youtube.com/watch?v=jCxe1M5SYjE) (duration 1:01)
	+ [Port Adelaide Football Club - Welcome to Country](https://www.youtube.com/watch?v=-H3Psu8PHas) (duration 0:53)
* Describe key elements of both the Acknowledgment and Welcome to Country.
* Research the protocols around Welcome to Country or Acknowledgment of Country on the website [Acknowledgement of Country: Your Go-To Guide](https://www.fya.org.au/2019/10/15/acknowledgement-of-country-your-go-to-guide/?gclid=CjwKCAjw1K75BRAEEiwAd41h1NSHKzUFq5v5eHN4uRY4bG_07i2UQKWgIE-7L2ExDCH9HjkYnF9fYhoCqYYQAvD_BwE) and create a poster for people in your school who will deliver an Acknowledgement or Welcome to country explaining the key elements and what they will need to do to deliver it appropriately.
* Examine [Kamay-Botany Bay](https://www.nma.gov.au/exhibitions/endeavour-voyage/kamay-botany-bay) page, specifically the ‘reflecting on the past’ and the [Tall ship tales](https://theconversation.com/tall-ship-tales-oral-accounts-illuminate-past-encounters-and-objects-but-we-need-to-get-our-story-straight-129978) article. These stories of the arrival of Europeans have been passed down through oral expressions. Create a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=7a0af) expressing the content of these oral expressions.

### Importance of oral expression in maintaining cultures and heritages

* Watch [Dadirri](https://www.youtube.com/watch?v=tow2tR_ezL8) (duration 3:42). Complete a [think-pair-share](https://www.theteachertoolkit.com/index.php/tool/think-pair-share) discussing the following questions:
	+ What type of text is this?
	+ What is the role of this type of text?
	+ What does it make us think about the role of storytelling in teaching?
* Research and provide examples of how oral traditions are still used to maintain the following aspects of Aboriginal culture:

|  |  |  |  |
| --- | --- | --- | --- |
| Role of storytelling in Teaching | Laws and Social Structure | Spiritualities and connection to Country | Cultural knowledges and caring for Country |
| Customary lawCeremoniesHistoriesProtocols | Kinship and familyTotemic systems | SonglinesSacred sites | ResponsibilitiesManagement of lands and waters |

* The following links may be useful when starting the research task:
	+ the role of storytelling in teaching: [Aboriginal Storytelling](https://www.aboriginalstories.org.au/aboriginal-storytelling/)
	+ laws and social structures: [11 Things you should know about Aboriginal Oral Traditions](https://www.ictinc.ca/blog/11-things-you-should-know-about-aboriginal-oral-traditions)
	+ spiritualities and connection to Country: [Stars that vary in brightness shine in the oral traditions of Aboriginal Australians](https://theconversation.com/stars-that-vary-in-brightness-shine-in-the-oral-traditions-of-aboriginal-australians-85833), [Kamay: Looking up](https://sites.google.com/education.nsw.gov.au/kamay-looking-up/home)
	+ cultural knowledges and caring for Country: [Our Knowledge, Our way in caring for Country](https://apo.org.au/node/307687)
* Complete a [Quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548#.X3UliEd3DVo.link) activity explaining the importance of oral expression in the maintenance of Aboriginal cultures and heritages.

## Learning sequence 2: Impact of invasion and colonisation

Students:

* describe the impact of invasion and colonisation on Aboriginal oral expression, including:
	+ dispossession of Country and place-based oral expressions, eg Songlines, sacred sites
	+ dislocation and disconnection of families, communities and social structures
	+ restrictions on language, song and ceremony
	+ introduction of Christianity and western education
* explain why oral expressions and some Aboriginal languages have survived invasion and colonisation and are an ongoing feature of Aboriginal cultures
* describe the development and diversity of Aboriginal English

### Impact of invasion and colonisation on oral expression

**Teachers note** – Students will need to be familiar with the term dispossession. The [Family Matters: Strong communities](https://www.youtube.com/watch?v=ARGWJLIvsiQ) film clip should be viewed by teachers prior to the lesson to ensure that it is appropriate for the context of the class.

* Dispossession refers to Aboriginal Peoples being denied ownership and access to their land. The term is used in both the legal sense, for example terra nullius, and the practical sense, for example dislocation. Dispossession led to the connection with Country being broken and has had an impact on Aboriginal oral expressions. Discuss why and how this would have an impact on oral expressions.
* Watch [Family Matters](https://www.youtube.com/watch?v=ARGWJLIvsiQ) (duration 3:15). Complete a [Quick, Write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=30f1c) activity exploring how disconnection from your family, communities and social structures would impact on your oral expressions and stories?
* Read [Our Deadly Languages](https://www.deadlystory.com/page/culture/articles/our-deadly-languages) and complete the following tasks:
	+ Why is language important in Aboriginal culture?
	+ What policies impact the use of language, songs and the practising of ceremonies?
	+ What was the impact of colonisation or invasion on oral expressions in Aboriginal communities?
* Access [Voices silenced](https://www.sbs.com.au/news/voices-silenced-what-happened-to-our-indigenous-languages), [Influence of church on Aboriginal culture](https://www.youtube.com/watch?v=Lm23-225-Rc) (duration 3:00) and [Native Institution (1819-1833)](https://www.findandconnect.gov.au/ref/nsw/biogs/NE01632b.htm). Create a [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Browser?cache_id=12ad2) describing and exploring the impact of Christianity and western education on Aboriginal culture oral expression.

### Survival of oral expressions and some Aboriginal languages

* Complete a [KWLH Chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/562#.X3UmISfRyWA.link) about the survival of oral expressions and Aboriginal Languages.
* Read [The great Australian silencing](https://www.abc.net.au/religion/the-elimination-of-aboriginal-languages-and-the-legacy-of-colon/10731474). Discuss the article and what it tells the audience about Aboriginal languages and add the information in the L column as the discussion is completed.
* Use the article [Aboriginal heritage threatened through lost languages](https://www.abc.net.au/news/2008-02-01/aboriginal-heritage-threatened-through-lost/1030422) to expand on the knowledge learnt and add more information to the chart.
* Write a paragraph answering the following – explain why some Aboriginal languages and oral expressions survived colonisation.

### Development and diversity of Aboriginal English

* Use the [Aboriginal English](https://ab-ed.nesa.nsw.edu.au/go/aboriginal-english) page to define and identify the benefits or advantages of Aboriginal English
* Conduct research and discuss the development and diversity of Aboriginal English in Australian society.
* Describe what the government could do to support the use of Aboriginal English. For example, promoting the use of the language, allowing it to be taught in schools.

## Learning sequence 3: Adaption of oral expression to written forms

Students:

* locate and gather examples of oral expressions that have been adapted to written forms, including local examples where possible
* investigate revival, revitalisation, reclamation and maintenance of Aboriginal languages and their adaptation to written forms
* identify a diverse range of writing styles used by Aboriginal Peoples and analyse the writer’s purpose in choosing a particular style, including the use of Aboriginal English

### Adaptations of oral expressions

* Create an anthology of 5-10 Aboriginal oral expressions that have been adapted to written forms.
* Read and discuss a number of examples from [Dreaming stories](https://www.coomaditchie.org.au/dreaming-stories) and [[Aboriginal Dreamtime Stories](https://www.welcometocountry.org/aboriginal-dreamtime-stories/)](https://japingkaaboriginalart.com/aboriginal-dreamtime-stories/). Using one of these stories adapt it again into a form of your choosing. For instance [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.X3Unmy_8aXk.link) or [Toontastic](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/136#.X3Unyy4yTOQ.link).

### Investigate Aboriginal languages

**Teacher note** – some useful links for this task may include [First Nation Languages](https://www.commonground.org.au/learn/indigenous-languages-avoiding-a-silent-future), and [UN told about Australia's urgent need to save Indigenous languages](https://www.sbs.com.au/nitv/nitv-news/article/2019/04/25/un-told-about-australias-urgent-need-save-indigenous-languages).

* Undertake an investigation into the revival, revitalisation, reclamation and maintenance of Aboriginal languages. Explore how language has been adapted to written forms.
* Read the information about the [AECG Language and Culture Nests](https://www.aecg.nsw.edu.au/languages/) project and how it has been used to reinvigorate language.
* Present the investigation as a podcast using [Audacity](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/186#.X3UoZJiZU68.link) or another sound recording tool.

### Writing styles used by Aboriginal Peoples

**Teacher note** – ask students to locate 4 different pieces of writing by Aboriginal persons. This may include newspaper articles, plays, poetry, song lyrics.

* Using 4 samples of Aboriginal texts that you have located, complete the following table discussing writing styles how they are used and their purpose:

|  |  |  |
| --- | --- | --- |
| Example of Aboriginal text | Purpose and style of the text | Example of language from the text |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

* Discuss ‘How do Aboriginal authors use different writing styles’? How does Aboriginal English influence Aboriginal texts?

## Learning sequence 4: Written expression

Students:

* explore a range of texts written by Aboriginal Peoples, for example:
	+ novels and plays
	+ poetry and lyrics
	+ biographies and life stories
	+ articles and online content
* explain the significance of written works in the maintenance of Aboriginal cultures
* explain the role of written expression in the interactions between Aboriginal Peoples and non-Aboriginal people

### Texts written by Aboriginal Peoples

**Teacher note** - the links below maybe helpful to find texts that are written by Aboriginal authors. It may be useful to connect with the English faculty at your school to investigate any texts on their reading lists that might enable synergies with this section of the Aboriginal Studies course.

|  |  |  |
| --- | --- | --- |
| Novels and plays | Poetry and lyrics | Biographies and life stories |
| * [Fifteen must read books](https://www.cockburnlibraries.com.au/blog/naidoc-week-2019-fifteen-must-read-books-by-aboriginal-australians/)
* [BlakStage](https://australianplays.org/blakstage)
* [David Unaipon](https://readingaustralia.com.au/authors/david-unaipon/)
* [Magbala books](https://www.magabala.com/)
 | * [Australian First Nations poetry](https://www.readings.com.au/collection/australian-first-nations-poetry)
* [Lyrics to Youth Yindi song 'Treaty"](https://www.sbs.com.au/news/read-the-lyrics-of-yothu-yindi-song-treaty)
 | * [Archie Roach memoir](https://www.abc.net.au/doublej/music-reads/music-news/archie-roach-memoir-tell-me-why-album/11545516)
* [Jack Charles V the Crown](https://www.artscentremelbourne.com.au/community/content-hub/together-with-you/videos/jack-charles-v-the-crown?fbclid=IwAR24JNk3-pq3TDC1L8-6rKNiZd640-jq8cgxJzQvBqnC7TpWYQcCmO9EzTQ)
* [Stan Grant - Talking to My Country](https://www.smh.com.au/entertainment/books/talking-to-my-country-review-stan-grants-essential-story-for-all-australians-20160331-gnuz47.html#:~:text=Stan%20Grant%27s%20book%20has%20the%20disquieting%20timbre%20of,Anson%20Cameron%27s%20memoir%2C%20Boyhoodlum%2C%20is%20published%20by%20Vintage.)
 |

* Undertake a [peer discussion and conferencing](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/547#.X3U20rhnQFg.link) where students explore the texts written by Aboriginal Peoples and explain why their chosen text is valuable to Australian society.

### Significance of written works in maintaining cultures

* Explain how the following types of written work contributes to maintaining Aboriginal Cultures:

|  |  |  |  |
| --- | --- | --- | --- |
| Novels and plays | Poetry and lyrics | Biographies and short stories | Articles and online content |
|  |  |  |  |

* Write an essay assessing the significance of the roles of Aboriginal authors and their written works on a range of scales including locally, regionally, nationally and internationally.

### Role of written expression in interactions

* Access [Australian literature](https://www.britannica.com/art/Australian-literature/The-century-after-settlement) and complete the following tasks:
	+ Complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X22VQ4GNVpQ.link) about the role of written expressions for both Aboriginal and non-Aboriginal people.
	+ Conduct a class [debate](https://busyteacher.org/7245-conducting-class-debate-essential-tips.html) about how these similarities and differences impact the interactions between Aboriginal and non-Aboriginal peoples.

## Learning sequence 5: Significance of oral and written expression

Students:

* explore examples of a range of Aboriginal Peoples’ oral and written expressions
* assess the impact of Aboriginal Peoples’ oral and written expression as vehicles to convey Aboriginal histories, cultures, experiences and perspectives
* infer reasons for the increased engagement of non-Aboriginal people in exploring Aboriginal histories and cultures through oral and written expression
* assess the effects of engaging with Aboriginal Peoples’ oral and written expression on non-Aboriginal people
* assess the effect of information and communication technologies on Aboriginal Peoples and Torres Strait Islander Peoples’ oral and written expression, for example:
	+ online content, eg blog posts, podcasts, online media, social media
	+ as a platform for oral expression through music
* explain the positive outcomes of non-Aboriginal audiences engaging with Aboriginal Peoples’ oral and written expressions, including:
	+ the contribution of Aboriginal Peoples’ oral and written expressions to representations of Australia’s identity
	+ changing and more inclusive ideas about ‘Australian’ culture
	+ social and economic benefits for Aboriginal Peoples

### Examples of oral and written expression

**Teacher note** – speeches will be used in this section as both oral and written expressions.

* Research the following:
	+ What is a speech?
	+ What are the features of a speech?
	+ What is yarning?
	+ How does a speech differ from yarning?
* Read [Notable speeches by Indigenous Australians](https://www.theguardian.com/australia-news/2016/jan/26/notable-speeches-by-indigenous-australians-we-refuse-to-be-pushed-into-the-background) and complete a class discussion about what all of these speeches have in common.
* Listen to a range of speeches as both written and oral expressions. Take notes while listening to each of these speeches. The speeches examined could include, but are not limited to:
	+ [Dujuan Aboriginal Youth Ambassador to UN - UN Human Rights Council Date: 10th Sept 2019](https://www.hrlc.org.au/news/2019/9/11/the-speech-12-year-old-dujuan-delivered-at-the-un-human-rights-council) (duration 1:13)
	+ [Stan Grant - IQ Ethic Centre 20th Jan 2016](https://www.youtube.com/watch?v=uEOssW1rw0I) (duration 8:34)
	+ [Linda Burney MP - First speech in Parliament 2016](https://www.youtube.com/watch?v=JBzYfBA5mL8) (duration 35:49)
	+ [Noel Pearson - Gough Whitlam Memorial](https://www.youtube.com/watch?v=JsXmYHiuJ8s) (duration 18:34)
	+ [Faith Bandler - Faith, Hope and Reconciliation 1999](https://speakola.com/ideas/faith-bandler-faith-hope-reconciliation-1999)
* Discuss with a classmate and decide which of the speeches is the most important or significant? Why is this speech the most important or significant? Justify your decision to the class.
* Discuss - are speeches important for self-determination and autonomy for Aboriginal People? How and why?

### Impact of Aboriginal Peoples’ expressions

* Complete a [Jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X3U6_QUjXcc.link) activity where students are grouped into the following:
	+ oral expressions: storytelling
	+ oral and written expressions: speeches, poetry, songs
	+ written expressions: novels, plays, biographies and articles.
* In your groups, complete the following:
	+ How has the expression type been used to convey Aboriginal histories, cultures, experiences and perspectives?
	+ find examples of the expression type and explain how the type of expression is integral in conveying the messages within.

### Reasons for increased engagement

* Brainstorm why there may have been an increase in non-Aboriginal people engaging with Aboriginal histories and cultures through oral and written expressions.
* Pick one of the points from the above brainstorm, use your own knowledge and understanding to write a paragraph exploring why there has been an increase in non-Aboriginal people exploring Aboriginal histories and cultures through written and spoken texts.

### Engaging with Aboriginal Peoples’ oral and written expression

**Teacher note – examples of oral and written texts may need to be provided for students to examine.**

* Reflect on one of the oral or written texts explored throughout this option. Complete a [Y chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X22VQwhtXAA.link).
* Complete a [think-pair-share](https://www.theteachertoolkit.com/index.php/tool/think-pair-share) activity sharing their Y chart and thoughts about the text they engaged with.

As a class discuss the overall effects of engaging with Aboriginal oral and written expressions. Complete a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X3VAtA3mhVk.link) linking the effects of all their chosen texts. Discuss the possible effects for non-Aboriginal people of engaging with Aboriginal oral and written expressions.

### Effects of information and communication technologies

* Read [Aboriginal communities in Australia acquire skills for digital storytelling](http://digitalinclusionnewslog.itu.int/2020/01/31/aboriginal-communities-in-australia-acquire-skills-for-digital-storytelling/) and complete the following tasks:
	+ How do many Indigenous communities see telecommunications?
	+ What technological tools are Indigenous communities utilising?
	+ How are these technologies being used?
	+ Do you think this article relates to Aboriginal people living in Australia? How?
* Use the article from the activity above and [Sharing stories foundation](https://sharingstoriesfoundation.org/) to create a collaborative [brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.X22REGkR4Vo.link) as a class to identify how Aboriginal and Torres Strait Islander Peoples use information and communication technologies. Once completed, discuss the outcomes of the completed brainstorm, identifying any repetitions or missing elements.
* Discuss the impact that the use of information and communication technologies has on oral and written expressions.
	+ Complete a [PMI Chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/551#.X3ViYYyDx70.link) discussing the impacts of information and communication technologies on Aboriginal communities.

### Positives outcomes of engaging with expressions

* Complete the table below exploring the positive outcomes of non-Aboriginal audiences engaging with Aboriginal peoples oral and written expressions. Examples could include but are not limited to:

|  |  |
| --- | --- |
| Positive outcome | Explanation of the positive outcome |
| Gain an understanding of Aboriginal culture |  |
| Hearing new and different perspectives |  |
| Understanding Australia has a shared history |  |

## Case study

In the planning, delivery and evaluation of case studies, schools should work in partnership with their local Aboriginal community, or appropriate knowledge holders to identify suitable resources, including additional contacts and appropriate publications. The study of a contrasting community allows students to develop an understanding of the diversity of Aboriginal cultures and Torres Strait Islander cultures and expressions of identity.

### Aboriginal Peoples and oral and written expression case study

Students explore the local Aboriginal community’s interpretation and use of oral or written expression. In the planning, delivery and evaluation of case studies, schools should work in partnership with their local Aboriginal community, and/or appropriate knowledge holders to identify suitable resources, including additional contacts and appropriate publications.

Students:

* apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
* demonstrate understanding of ethical responsibilities surrounding Indigenous Cultural and Intellectual Property (ICIP)
* investigate the local Aboriginal community’s interpretation and use of oral or written expression
* communicate findings and conclusions of the case study effectively and appropriately

**Teacher note** – this case study examines how students can assist in reviving and supporting oral and written expression by connecting with local Aboriginal communities to preserve and tell local stories, helping to support and sustain narratives and culture.

If your school has a yarning circle it is recommended you use this environment in this activity.

* Research Indigenous Cultural and Intellectual Property considerations including [Arts Law Centre- Indigenous Cultural and Intellectual property](https://www.artslaw.com.au/information-sheet/indigenous-cultural-and-intellectual-property-icip-aitb/), [Working with Aboriginal Communities](https://ab-ed.nesa.nsw.edu.au/go/partnerships) and [Writing: protocols for producing Indigenous Australian writing](https://catalogue.nla.gov.au/Record/4365099).
* Access [Wirlomin](http://wirlomin.com.au/) and investigate how this this project was an effective collaboration with the Noongar people in Western Australia to create picture books in language.
* As a class, develop a model for consultation with local community, taking ethical consultation protocols into consideration. This process should be led by the teacher.
* Engage with local Aboriginal and Torres Strait Islander people (this could include school Aboriginal Education Officers) to discover oral and written expressions of the local area. Yarning should include local history, events.
* Students can ask questions about these local stories and should be encouraged to take notes and actively engage.

## Assessment task

**Teacher note** – when using this task, ensure it is placed on the school template and follows all assessment requirements.

Each marking criteria is linked to a syllabus outcome. This is to ensure clarity when allocating grades for each outcome.

The timeframe for the speech may be adjusted for stage 4 students.

### Outcomes

* **AST5-2** explains ways in which Aboriginal Peoples maintain identity
* **AST5-4** explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

### Task

Write a 4-5-minute speech about the adaption from oral to written expressions in Aboriginal culture.

Your speech should include an:

* Acknowledgment of Country.
* Explanation of how oral and written expressions have adapted and changed over time in Aboriginal Cultures
* Outline of how these forms of expressions have helped maintain and support identity for Aboriginal Peoples
* Explanation of why ensuring these stories are being told is important to both Aboriginal and non-Aboriginal Peoples

### Marking criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive knowledge of the content by explaining adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* Demonstrates extensive knowledge of the content by explaining ways in which Aboriginal Peoples maintain identity
* Effectively communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings through the completion of a speech.
 | A |
| * Demonstrates thorough knowledge of the content by outlining adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* Demonstrates thorough knowledge of the content by outlining ways in which Aboriginal Peoples maintain identity
* Clearly communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings through the completion of a speech.
 | B |
| * Demonstrates sound knowledge of the content by describing adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* Demonstrates sound knowledge of the content by describing ways in which Aboriginal Peoples maintain identity
* Communicates ideas in an appropriate manner by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings by attempting to complete a speech.
 | C |
| * Demonstrates basic knowledge of the content by identifying adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* Demonstrates basic knowledge of the content by identifying ways in which Aboriginal Peoples maintain identity
* Communicates ideas in a descriptive manner by attempting to select and use a range of research techniques and technologies to locate, select, organise and communicate information and findings by attempting to complete a speech.
 | D |
| * Demonstrates elementary knowledge of the content by listing adaptations in, and the changing nature of, Aboriginal cultural expression across time and location.
* Demonstrates elementary knowledge of the content by listing ways in which Aboriginal Peoples maintain identity
* Demonstrates elementary skills in communicating ideas and selecting information by attempting to write a speech.
 | E |