# Aboriginal Studies Years 7-10: Option 6

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## Option 6: Aboriginal Peoples and film and television

The focus of this option is the role of film and television in Australia in the development of non-Aboriginal people’s perceptions and understanding of Aboriginal Peoples and cultures. Students develop skills to analyse a variety of contemporary films, documentaries and television shows that deal with Aboriginal issues, including those written by Aboriginal Peoples as well as non-Aboriginal people. Students are expected to explore this option with reference to their local Aboriginal community. The case study on the local Aboriginal community’s experience with film and television can form the basis through which this option is studied, or it can be undertaken separately at any point throughout the option.

## Outcomes

* **AST5-4** explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* **AST5-6** explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally
* **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
* **AST5-9** analyse the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures
* **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:** AST4-4, AST4-6, AST4-7, AST4-8, AST4-9, 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: Film and television in Australia

Students:

* describe a range of examples of film and television in Australia, for example:
  + nonfiction, for example, news, current affairs, documentaries, historical reconstructions
  + drama, for example, short films, feature films, television series
  + comedy
  + animation

### Film and television in Australia

**Teacher note** – when completing the table in the activities, examples from streaming services can be used.

* Identify and describe common examples of film and television in Australia including nonfiction, drama, comedy and animation.
* Complete the table below listing examples of each type of film and television. For instance, non-fiction could be news, current affairs, documentaries, historical reconstructions.

Film and television in Australia

|  |  |  |  |
| --- | --- | --- | --- |
| Non-fiction | Drama | Comedy | Animation |
| First contact | Redfern Now | Black Comedy | Little J and Big Cuz |
| Blue planet | Home and Away | Deadpool | Toy Story |

## Learning Sequence 2 - Representation of Aboriginal Peoples, cultures and histories

Students:

* describe key themes and images about Aboriginal Peoples, cultures and histories presented in film and television and changes over time
* investigate the ways in which stereotyping has occurred in film and television in presenting key themes and images about Aboriginal Peoples, including gender stereotyping
* identify bias, racism and stereotypes in a range of film and television presentations and analyse the effects on Aboriginal Peoples and non-Aboriginal people
* describe, using specific examples, the ways in which film and television has increased awareness among non-Aboriginal people of Aboriginal histories and cultures

### Key themes and images

**Teacher note** – If students have not heard of examples watch previews and discuss themes and images.

* Brainstorm different Aboriginal films and television series View excerpts from a range of the titles identified. Discuss the themes and images that are presented in each episode. Examples could include but are not limited to, [The Sapphires](https://www.imdb.com/title/tt1673697/?ref_=fn_al_tt_1), [Ten Canoes](https://www.imdb.com/title/tt0466399/?ref_=fn_al_tt_1), [Jedda the uncivilized](https://www.imdb.com/title/tt0048227/?ref_=fn_al_tt_1), [Black Comedy](https://www.imdb.com/title/tt3697996/?ref_=fn_al_tt_1), [Top End Wedding](https://www.imdb.com/title/tt7555072/?ref_=fn_al_tt_1), [Redfern Now](https://www.imdb.com/title/tt2274800/?ref_=fn_al_tt_1), [Mabo](https://www.imdb.com/title/tt2112195/?ref_=fn_al_tt_1) and [First Australians](https://www.imdb.com/title/tt1323825/?ref_=fn_al_tt_3)
* Once the brainstorm is completed – discuss how images of Aboriginal Peoples in film has changed over time.

### Stereotyping in film and television

**Teachers’ note** - [Film & TV Representation - History of Indigenous Australians in Film](https://www.sbs.com.au/ondemand/video/1245882435603/film-and-tv-representation-history-of-indigenous-australians-in-film) (duration 5:00) and [A short history of Indigenous filmmaking](https://aso.gov.au/titles/collections/indigenous-filmmaking/) may be downloaded in advance if computers and internet access are not available.

* Complete a [KWLH Chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Browser?cache_id=0aee6) on the stereotyping of Aboriginal Peoples in film and television over time. Use the chart to gather new information from the [Film & TV Representation - History of Indigenous Australians in Film](https://www.sbs.com.au/ondemand/video/1245882435603/film-and-tv-representation-history-of-indigenous-australians-in-film) (duration 5:00) and the article [A short history of Indigenous filmmaking](https://aso.gov.au/titles/collections/indigenous-filmmaking/), making links to what you already know

### Bias, racism and stereotypes in film and television

**Teacher note** – two activities have been provided; however, completion of only one is required to meet the syllabus requirements. Activity 1 is based on contemporary images from film and television and Activity 2 is based on filming for documentary purposes.

Provided is a link to how conduct a [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.X2PS0tmS96w.link) in a classroom. For activity 1, develop a gallery walk of images or displays from different Aboriginal films and television shows. The images or displays need to be visible around the room and may include stills from the production, promotional pictures or advertisements. Ensure there is sufficient space between and around each piece of work to allow for ease of movement and close inspection of the work. Allow sufficient time for participants to view each display and respond to the questions.

#### Activity 1

* Complete the [gallery walk](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/555#.X2PS0tmS96w.link) as set up by your teacher.
* At the conclusion of the gallery walk complete the following discussion points:
  + What impressions might each image or display give about Aboriginal Peoples in film and television?
  + Do you think that Aboriginal Peoples are stereotyped in films and television? Provide examples.
  + In what ways do stereotypes in film and television influence the way that Aboriginal Peoples are viewed by society?
  + How has the situation changed over time and do you think these stereotypes are changing?

#### Activity 2

* Explore the [Australian Ethnographic Film](https://www.nfsa.gov.au/latest/history-australian-ethnographic-film) website and complete the following tasks:
  + Who has created this resource? How does the audience know it is a valid and reliable source of information?
  + What type of film is being explored on the website?
  + Define ethnographic.
  + In which year and by whom was the first film of Aboriginal and Torres Strait Islander Peoples recorded?
  + Identify key aspects of culture recorded by Spencer in both of his expeditions
  + Explain what the film ‘Aborigines of Victoria (1913)’ showed the audience? How may it have enforced stereotypes?
  + The website states ‘these were films shot by adventurers rather than academics.’ Explain how this may contribute to bias?
  + Describe the last film produced by Tindale before World War II.
  + When the Australian Institute of Aboriginal Studies was created in 1963 which members were responsible for the collection of films? Why could this be an issue?
  + What is salvage anthropology? Why was salvage anthropology undertaken? Was all the footage that was filmed of value?
  + Up until the 1950s how had the Commonwealth Film Unit used filmed footage of Aboriginal Peoples? Discuss the impact of this use on stereotypes.
  + Explain the problems with the film Desert People released in 1967?
  + When did self-representation start to occur? Why is this process important?
  + Read the Television and Stereotyping section of the website. Did ethnographic films contain bias? Provide examples to support the answer.
  + Discuss how these films reinforced stereotypes?

### Increased awareness among non-Aboriginal people

**Teacher note** – the film and television shows listed in the table are examples, alternate examples may be used to connect to prior learning and knowledge of students. Excerpts or trailers for each may be used to supplement the activity.

* Use the table below as a guide to complete this activity:

Increased awareness among non-Aboriginal people through film and television

|  |  |
| --- | --- |
| Example | How has it increased awareness of Aboriginal histories and cultures? |
| [The Sapphires](https://www.imdb.com/title/tt1673697/?ref_=fn_al_tt_1) |  |
| [Ten Canoes](https://www.imdb.com/title/tt0466399/?ref_=fn_al_tt_1) |  |
| [Jedda the uncivilized](https://www.imdb.com/title/tt0048227/?ref_=fn_al_tt_1) |  |
| [Black Comedy](https://www.imdb.com/title/tt3697996/?ref_=fn_al_tt_1) |  |
| [Redfern Now](https://www.imdb.com/title/tt2274800/?ref_=fn_al_tt_1) |  |
| [Mabo](https://www.imdb.com/title/tt2112195/?ref_=fn_al_tt_1) |  |
| [First Australians](https://www.imdb.com/title/tt1323825/?ref_=fn_al_tt_3) |  |
| [Bush Mechanics](https://www.imdb.com/title/tt0303810/?ref_=fn_al_tt_1) |  |

## Learning Sequence 3 – Role of film and television

Students:

* describe the development of perceptions and understandings that non-Aboriginal people have of Aboriginal Peoples and cultures from film and television
* assess the impact of the role of film and television in Australia in educating people and influencing perceptions
* propose reasons for the increase in the willingness of non-Aboriginal people to explore Aboriginal histories and cultures through film and television and identify the possible outcomes
* assess the impact of a film or television program based on Aboriginal life experiences for educating people and influencing perceptions in the Australian context

### The development of perceptions and understanding

**Teacher note** – provided is a link for further information about the [De Bono’s Six Thinking Hat](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/545#.X2PS0hL6f0Q.link) model which is used in the activity.

* Using the [De Bono’s Six Thinking Hat model](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/545#.X2PS0hL6f0Q.link) , assign groups to different thinking hats to discuss and describe the perceptions and understanding that non-Aboriginal people have of Aboriginal culture because of film and television,
  + **White hat:** seek facts, question and define the concepts surrounding the question. The white hat must focus on the known and unknown information including past trends and gaps in knowledge.
  + **Red hat**: focus on the member’s intuition (hunches) of the issue which does not need a specific justification for current impact of the movement. This may include the feelings of the member.
  + **Yellow hat:** focus on the benefits and advantages of the perceptions and understanding that non-Aboriginal people have of Aboriginal culture because of film and television.
  + **Green hat:** make proposals, suggestions, new ideas and alternatives to the perceptions and understanding that non-Aboriginal people have of Aboriginal culture because of film and television and suggest the impacts this could have on the film industry.
  + **Blue hat:** consider what the government could do to increase awareness and change perceptions among non-Aboriginal people about Aboriginal histories and cultures using film and television.
  + **Black hat:** consider the reasons why there may not have been an impact on the perceptions and understanding that non-Aboriginal people have of Aboriginal culture because of film and television.
* After discussion with group members, complete the [Six Thinking Hat template](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/545#.X2PS0hL6f0Q.link). After the group discussion and completion of the template, students create a new group with each member of a particular thinking hat. Once the new group is formed, students discuss their old group’s understanding of the issue and use the [[Connect, Extend and Challenge (CEC)](https://thinkingpathwayz.weebly.com/connectextendchallenge.html)](https://pz.harvard.edu/resources/connect-extend-challenge) thinking routine about the perceptions and understanding that non-Aboriginal people have of Aboriginal culture because of film and television.

### Educating people and influencing perceptions

**Teacher note** – download and print the article [5 very real benefits of watching movies](https://www.abc.net.au/life/benefits-of-watching-movies/10830400) if access to a computer is not available

* Read the article [5 very real benefits of watching movies](https://www.abc.net.au/life/benefits-of-watching-movies/10830400) and discuss the following ideas:
  + How can films help us learn?
  + Can films drive social change? Give examples of films that have done this.
  + Brainstorm films that have taught students something. What was the film and what did students learn from it?

### Exploring Aboriginal histories and cultures through film and television

* Brainstorm reasons why non-Aboriginal people have become more willing to explore Aboriginal histories and cultures through film and television over time.
* Some Aboriginal nations and communities prefer not to be filmed. Consider reasons for this and discuss the importance of autonomy in representations.
* Discuss what the outcomes could be for people accessing these titles.

### Educating people and influencing perceptions

* Read the article [5 Indigenous films that changed the national conversation](https://www.sbs.com.au/nitv/article/2017/07/18/5-indigenous-films-changed-national-conversation). Students Select one of the featured films or television programs and create a blog assessing how it has educated people or influenced perceptions within Australia.

## Learning Sequence 4 – Role of Aboriginal Peoples in film and television

Students:

* analyse the role of Aboriginal Peoples in film and television and explain changes over time, for example:
  + Aboriginal-owned/controlled film and television
  + Aboriginal Peoples in mainstream film and television
  + Aboriginal actors in mainstream roles, for example reduction in typecasting
  + Aboriginal programs on mainstream television
* assess the value of film and television for Aboriginal Peoples, including:
  + the representation of cultures, histories, images and perspectives
  + self-determination and autonomy
  + relationships with non-Aboriginal people
  + career aspirations, such as writing, directing, cinematography
* explain the impact of information and communication technologies on Aboriginal film and television, for example:
  + availability of resources for production
  + online content and self-publishing
  + video streaming services
* explore the positive outcomes of Aboriginal Peoples’ roles in film and television, for example:
  + for children and young people, for example inclusivity, visibility, role models
  + awareness and empathy in regard to social justice issues
  + international recognition of film and television productions by Aboriginal Peoples

### The role of Aboriginal Peoples in film and television

* Access Screen Australia’s [Black List (June 2014) - A chronology of Indigenous filmmaking](https://www.screenaustralia.gov.au/fact-finders/production-trends/indigenous-production)*.* Examine the statistics on page 14-15.
* Discuss how the statistics have changed over time.
* Examine each decade and identify the major events that contributed to the changing role of Aboriginal Peoples in both film and television. Use this information to create a class [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.X2PUF7cwm94.link) timeline.

### The value of film and television for Aboriginal Peoples

* You have been employed by [National Indigenous Television (NITV)](https://www.sbs.com.au/nitv/) to film a short video of [Tanya Denning-Orman](https://www.theguardian.com/tv-and-radio/2020/jan/22/i-helped-launch-nitv-i-know-how-much-it-means-to-the-indigenous-community), discussing the importance of television for Aboriginal Peoples. Create a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.X2PUTpqH700.link) for your video.

### Impact of information and communication technologies

**Teacher note** – download and print the infographic [The Impact of Technology in the Film Industry](https://cbcommunity.comcast.com/community/browse-all/details/the-impact-of-technology-in-the-film-industry) if access to a computer is not available.

* Access [The Impact of Technology in the Film Industry](https://cbcommunity.comcast.com/community/browse-all/details/the-impact-of-technology-in-the-film-industry) - select the ‘then and now infographic’ at the end of the article and complete the table below:

Impact of information and communication technologies

|  |  |  |  |
| --- | --- | --- | --- |
| Technology | Then | Now | Impact on film and television |
| Filming |  |  |  |
| Cameras |  |  |  |
| Editing |  |  |  |
| Animation |  |  |  |
| Promotion |  |  |  |
| Cost |  |  |  |
| Consumption |  |  |  |

### Positive outcomes of Aboriginal Peoples’ roles in film and television

**Teacher note** – the professional learning available on the website [[In my blood it runs - professional learning](https://inmyblooditruns.com/education#professionallearning)](https://inmyblooditruns.com/education/#professionallearning) (duration 1:02:00) is very useful in preparing for this learning sequence.

* Discuss and brainstorm what have been the outcomes of Aboriginal Peoples’ roles in film and television. For example, changing stereotypes, reinforcing stereotypes, cultural awareness, sharing cultural knowledge and traditions.
* Propose which of the identified outcomes would be considered positive.
* Use [Canva](https://www.canva.com/) to create a poster using the positive outcomes to promote the creation of Aboriginal films and television within Australia.
* Research the documentary [[In my Blood it Runs](https://inmyblooditruns.com/about/)](https://inmyblooditruns.com/). Look at a variety of reviews and articles including [Q&A at Sydney Film Festival](https://vimeo.com/406993675/a66692d3c1), [The Sydney Morning Herald](https://www.smh.com.au/culture/tv-and-radio/collaboration-is-the-key-to-documentary-in-my-blood-it-runs-20200625-p55623.html) and [The New York Times](https://www.nytimes.com/2020/06/11/movies/in-my-blood-it-runs-review.html). Explore the positive outcomes for both the film as a whole and for Dujuan, the star of the film. Examples are provided below:

Positive outcomes

|  |  |
| --- | --- |
| Film | Dujuan |
| Sold out premieres around the world – International success | Spoken at the UN regarding Aboriginal issues |
| Aboriginal stories shared internationally | Recognition of his abilities and culture |
| Conversation of improved education systems | Not just being a student but also a teacher |
| Addresses stereotypes |  |

### Case study

Conduct a case study into **one** of the following:

* interaction of film and television with the local Aboriginal community
* local Aboriginal and non-Aboriginal community perspectives on film and television.

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 interaction of film and television with the local Aboriginal community, or local Aboriginal and non-Aboriginal community perspectives on film and television
* communicate findings and conclusions of the case study effectively and appropriately

**Teacher note** – surveys can be completed online through [Google Forms](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/89#.X2PU09yGhA4.link) or [Microsoft Forms](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/108#.X2PVjYM1Bkg.link). Both of which are available for DoE students.

[Writing good survey questions](https://www.surveymonkey.com/mp/writing-survey-questions/) may help your students prepare their questions.

Define community members before completing this task. Some examples you might consider for this task include your local Aboriginal Education Consultative Group (AECG) or Aboriginal Land Councils

In order to gather appropriate data both non-Aboriginal and Aboriginal Peoples should complete the survey.

* Write a survey to give to community members, asking about how they interact with film and television. If this would not be appropriate in your community, consider yarning circles or focus groups as an alternative. This should be guided by the teacher.
* Questions could include, but are not limited to:
  + How often do you go to the movies?
  + Are you Aboriginal or Torres Strait Islander?
  + Have you heard of NITV?
  + What is your favourite Australian television show and why?
  + Have you ever seen an Aboriginal film or television show? If yes what was it?
* Do you think Australian television shows present Aboriginal Peoples as stereotypes?
* Once the surveys (or other data collection methods) are ready, hand them out to variety of community members. Collect the completed surveys (or notes from focus groups, yarning circles) and collate the information.
* Using the collated responses, write a report determining how the local Aboriginal community interacts with both film and television.

## Assessment task

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

### Outcomes

* **AST5-4** explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* **AST5-7** assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

### Task

Create a presentation about one of the following significant Aboriginal film or television stars.

Your presentation should include:

* A brief biography of the chosen person.
* An overview of their contribution to film or television and the significance of their roles.
* Explain how this person’s performance has contributed to the changing nature of expression of Aboriginal culture.

Choose from one of the following options:

Presentation options

|  |  |
| --- | --- |
| Actor | Director |
| [Deborah Mailman](https://www.imdb.com/name/nm0537648/bio)  [Rob Collins](https://www.imdb.com/name/nm7592245/?ref_=fn_al_nm_1)  [Miranda Topsell](https://www.imdb.com/name/nm3872555/?ref_=fn_al_nm_1)  [Jack Charles](https://www.imdb.com/name/nm0153048/?ref_=fn_al_nm_1)  [Meyne Wyatt](https://www.imdb.com/name/nm4784035/?ref_=fn_al_nm_1) | [Rachel Perkins](https://www.imdb.com/name/nm0674034/?ref_=fn_al_nm_1)  [Ivan Sen](https://www.imdb.com/name/nm0784008/?ref_=nv_sr_srsg_0)  [Wayne Blair](https://www.imdb.com/name/nm0992370/?ref_=fn_al_nm_1)  [Warwick Thornton](https://www.imdb.com/name/nm0861610/?ref_=nv_sr_srsg_0) |

### Marking criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive knowledge of how this person’s performance has contributed to the changing nature of expression of Aboriginal culture * Demonstrates extensive knowledge by assessing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally * 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. | A |
| * Demonstrates thorough knowledge of how this person’s performance has contributed to the changing nature of expression of Aboriginal culture * Demonstrates thorough knowledge by examining the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally * 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. | B |
| * Demonstrates sound knowledge of how this person’s performance has contributed to the changing nature of expression of Aboriginal culture * Demonstrates sound knowledge by explaining the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally * 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. | C |
| * Demonstrates basic knowledge of how this person’s performance has contributed to the changing nature of expression of Aboriginal culture * Demonstrates basic knowledge by describing the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally * 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. | D |
| * Demonstrates elementary knowledge of how this person’s performance has contributed to the changing nature of expression of Aboriginal culture * Demonstrates elementary knowledge by identifying the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally * Demonstrates elementary skills in communicating ideas and selecting information. | E |