

DREAMING AND LIVING ON THE LAND

Stage 2 and 3: History and Geography

HT2-1, HT2-5, GE2-1, GE2-2, GE2-3. HT3-1 – HT3-5

The cross-curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures.



A unique, guided walking tour tailored for each Zoo location; incorporating Dreaming stories and cultural elements, drawing a connection between Aboriginal People and nature.

OUTLINE

AT SCHOOL

Before coming to the Zoo, identify and learn about the Aboriginal people from your local area. Explore the unique relationship that Aboriginal and Torres Strait Islander people have to the land.

AT THE ZOO

Step into Cammeragal country and learn more about this special part of Sydney Harbour and Aboriginal people of this region. Cammeragal people have lived and cared for this part of Sydney for many generations; as you're walking through the Zoo, keep an eye out for our various Cammeragal interpretation sculptures which acknowledge our Aboriginal heritage and discover the animals of the Dreaming.

ZOO WORKSHOP

Dreaming Stories are an integral part of Aboriginal life, used to pass on knowledge and skills to children and adults alike. During the workshop, students will listen to Dreaming Stories about various animals, meet the animals and learn more about the importance of these stories. They will learn about the ways in which Australia People have lived on the land, using native flora and fauna to hunt and gather, making tools and shelter.



Photographer: Mandy Everett Location: Taronga Zoo

BACK AT SCHOOL

Investigate the interactions between Aboriginal people and the Macassans and how each affected the others' culture, families and the environment.

AT SCHOOL – BEFORE THE ZOO

CULTURE, COUNTRY AND LANGUAGE

CONNECTION TO THE LAND

Aboriginal people have a unique connection to the land and this connection underpins the core of culture, spirituality and lore. The Dreaming is an important part of everyday life and continues to influence Aboriginal people today.

COUNTRY

Country is a term used by Aboriginal people to refer to the land to which they belong and their place of Dreaming. Aboriginal language usage of the word *Country* is much broader than standard English usage. Discuss the concept of Country and what it means for Aboriginal people. Identify the spiritual connection to the land and explore how it links to the Dreaming. How does this influence the indigenous individual's responsibility to care for Country.

Listen to and learn about the Dreaming Stories from your area. Discuss the learning within.

INVESTIGATE AND DISCOVER

- What life was like for Aboriginal people before 1788.
- Why Country is important to Aboriginal people.
- How many Aboriginal languages were spoken in Australia.
- The Aboriginal language of your area.
- How flags tell a story about a place or culture.



Indigenous Language Map of Australia.
Source: <http://www.abc.net.au/indigenous/map/>

IS A FLAG JUST A FLAG?



Flags hold special significance for people of all cultures as an expression of identity and pride.

The Aboriginal Flag was designed by Harold Thomas and first flown in July in 1971.

The Torres Strait Islander flag was designed by Bernard Namok in 1992 as a symbol of unity and identity for Torres Strait Islanders.

Flag design activity.

Students research the meanings of the different parts of both the Aboriginal and Torres Strait Islander flags.

Students design their own flag which represents who they are.

Students may wish to include themes such as their:

- local area
- family heritage
- country of birth

Students write a report outlining the reasons for the choices on their flag design.

<https://www.naidoc.org.au/about/indigenous-australian-flags>

AT THE ZOO

Workshop or self-guided investigation

EXPLORE (self-guided)

Explore Taronga's homage to the traditional owners of this site through the Cammeraigal interpretation sculptures at the Zoo entrance.



Find the Aboriginal installations around the zoo and investigate what they represent and communicate.



CONNECT (workshop)

- Connect with the animals through Dreaming and Totem stories.
- Experience the ways in Aboriginal People use plants to create tools, materials and shelters.

DISCOVER (workshop)

- The importance of animals to Aboriginal people.
- Why Aboriginal people tell stories.
- How Indigenous Australians used the land to survive for over 65,000 years.

BACK AT SCHOOL – AFTER THE ZOO

WHO ARE THE MACASSANS

Aboriginal and Torres Strait Islanders have traded with other nations for hundreds of years. One such group are the Macassins. They are the fishermen from Sulawesi (now Indonesia) who came to coastal northern Australia to trade with Aboriginal people.



Source: <http://www.australiaforeveryone.com.au/nt/makassan-visitation.htm>

Activity:

Students research the trade between the Macassans and Aboriginal people from eastern Arnhem Land. Students use this information to write a report on the interactions between Yolngu people and the Macassans and how each group affected the others' culture, families and the environment.

NEW WORDS

Aboriginal words are used every day in Australia to refer to animals and even names of suburbs!

Research and list all the words that are in every day use then create a glossary of Aboriginal words.

Activity:

As a class or year group, debate the statement:
“Cultural heritage is very important”

ACKNOWLEDGEMENT OF COUNTRY

Ask your students to discuss the importance of Acknowledgement of Country and what country means to them.

Activity:

- Students to write their own Acknowledgement, following the correct protocols.
- Students present their Acknowledgement of Country to the class