

CONNECTING TO COUNTRY

Stage 4-5 History and Geography

HT4-2, HT4-6, GE4-1 GE4-4,

HT5-4, GE5-3, GE5-4 GE5-5



Across Australia, Indigenous Australians have a strong connection to land which is realised in their Spirituality, cultural practices and way of being. This strong connection has helped maintain the environment and people. Indigenous Australian cultures are the oldest living cultural history in the world

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

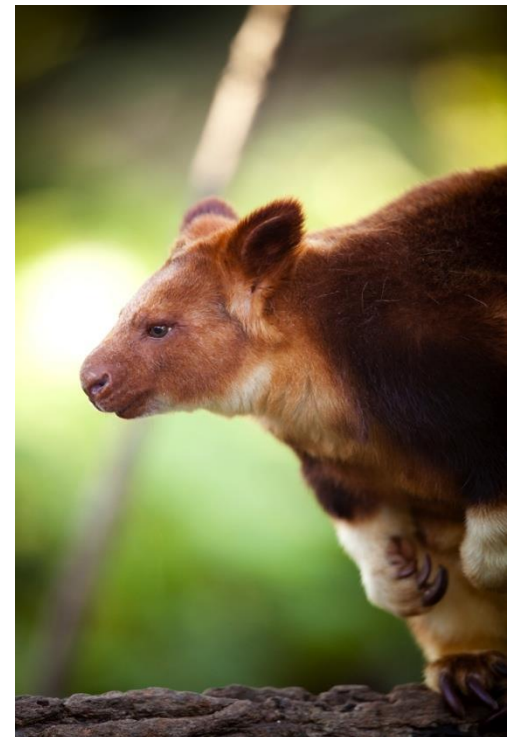
Step into Cammeragal country and learn more about this special part of Sydney Harbour and Aboriginal people of this region. Cammeragal people have lived and cared for this part of Sydney for many generations; as you're walking through the zoo keep an eye out for all our various installations which acknowledge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

ZOO WORKSHOP

Connecting to Country explores the history of Aboriginal people and their connection to the land, animals, plants and culture.

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 contributes 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.

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

AT THE ZOO

A guided (or self-guided) investigation

LIVING WITH NATURE

Indigenous Australians have lived in harmony with the environment for tens of thousands of years. Over this time they learned to live sustainably, caring for the land and its natural.

Aboriginal and Torres Strait Islanders relied on all of the resources of the land to provide food, shelter, clothing, tools and weapons.



When you visit Taronga Zoo you will be on Cammeraiagal country. Cammeraiagal people have lived and cared for this land for tens of thousands of years.

CONNECT (workshop)

- Explore the history of Aboriginal people through connections to land, plants, animals, culture and what that means today.
- Experience stories and examples of Indigenous Australians' deep connection to the natural world through Taronga's beautiful grounds and fantastic animals. Seeing through Indigenous eyes, come to feel/understand the 'spirit of place' on the beautiful shores of 'Waran' - Sydney Harbour.

DISCOVER (self-guided)

- The importance of animals to Aboriginal people.
- The significance of totems.
- Why Aboriginal people tell stories.
- Aboriginal language words for a variety of plants and animals.
- How Indigenous Australians are connected to the land.



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 Macassans. They are the fishermen from Sulawesi (now Indonesia) who came to coastal northern Australia to trade with Aboriginal people.



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

ACKNOWLEDGEMENT OF COUNTRY

Ask your students to discuss the importance of Acknowledgement of Country and what country means to them. Students to write their own Acknowledgement, following the correct protocols

NEW WORDS

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

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

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

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.



RESOURCES

LINKS

ABORIGINAL AND TORRES STRAIT ISLANDER GROUPS

[Metropolitan Local Aboriginal Land Council](#)

NSW AECG

<http://www.aecg.nsw.edu.au/>

Torres Trait islander Regional Council

<http://www.tsirc.qld.gov.au/>

HISTORICAL / COMMUNITY

Taronga Indigenous History

<http://taronga.org.au/about-us/history/indigenous-history>

ABC – Indigenous

<http://www.abc.net.au/indigenous/>

Dharug Language

<http://dharug.dalang.com.au/>

THE SYDNEY LANGUAGE by Jakelin Troy

http://www.williamdawes.org/docs/troy_sydney_language_publication.pdf

VIDEOS

Cowra Corroboree 2015

<https://www.youtube.com/watch?v=9FATeIsen7U>

Through Our Eyes - Sustaining Animal Populations

<https://www.youtube.com/watch?v=-FcJezLo5Xs>

Through Our Eyes - Yambacoona Mountain

<https://www.youtube.com/watch?v=v9hm0-kiJRw>

EDUCATION LINKS

8 Aboriginal Ways of Learning

<http://8ways.wikispaces.com/>

Reconciliation Australia – schools

<http://www.reconciliation.org.au/schools/>

Welcome to Country and Acknowledgement of Country

Guidelines and Protocols for NSW Public Schools and TAFE NSW Institutes

<https://www.det.nsw.edu.au/media/downloads/dethome/yr2005/welcomecountry.pdf>

Barani

www.sydneybarani.com.au/

SYLLABUS LINKS

Stage 4

HISTORY

Expanding Contacts

Outcomes:

A student

- describes major periods of historical time and sequences events, people and societies from the past HT4-2
- uses evidence from sources to support historical narratives and explanations HT4-6

Content

Students:

define the concepts of [invasion](#), occupation, [colonisation](#) and settlement

describe the main features of the chosen Indigenous culture prior to colonisation

GEOGRAPHY

Place and Liveability

Outcomes:

A student

- Locates and describes the diverse features and characteristics of a range of places and environments GE4-1
- Examines perspectives of people and organisations on a range of geographical issues GE4-4

Content

Students:

discussion of human factors that influence perceptions of liveability eg [culture](#), income, employment, crime and safety

investigate the influence of [social connectedness](#) and community identity on the liveability of places, for example:(ACHGK046)

identification of the [characteristics](#) of places that influence community identity eg culture, [environment](#), public events, religious beliefs

Stage 5

HISTORY

Australia and Asia

Outcomes:

A student

- explains and analyses the causes and effects of events and developments in the modern world and Australia HT5-4

Content

Students:

use a range of [sources](#) to describe contact experiences between European settlers and [Indigenous peoples](#)

GEOGRAPHY

Environmental Change and Management

Outcomes:

A student

- Analyses the effect of interactions and connections between people, places and environments GE5-3
- Accounts for perspectives of people and organisations on a range of geographical issues GE5-4
- Assesses management strategies for places and environments for their sustainability GE5-5

Content

Students:

investigate environmental management, including different [worldviews](#) and the management

approaches of Aboriginal and Torres Strait Islander Peoples, for example: (ACHGK071, ACHGK072)

-discussion of varying environmental management approaches and perspectives