Aboriginal History

Victorian Aboriginal Languages Levels Foundation – Year 2

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# Introduction

*Aboriginal History* students become acquainted with the Language and culture associated with some parts of their heritage and history through a Victorian Aboriginal Language. Reclamation Languages will be at different stages of revival and the availability of particular words will vary from Language to Language.

The topics include:

* Topic 1: Long, Long Ago
* Topic 2: The Life of the Ancestors
* Topic 3: Local Aboriginal History
* Topic 4: Getting Together

# Establishing the Learning Environment

Appropriate consultations with relevant Aboriginal communities are always central to the development of curricula and the provision of learning programs in schools. Victorian government schools are required to act in accordance with the[*Koorie Cross-Curricular Protocols for Victorian Government Schools.*](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx)The[*Victorian Aboriginal Education Association Inc*](http://www.vaeai.org.au/)(VAEAI) has produced a guide,[*Protocols for Koorie Education in Victorian Primary and Secondary Schools*](http://www.vaeai.org.au/support/dsp-default.cfm?loadref=126)*,* to assist schools to provide a welcoming environment for Aboriginal community members and how to work respectfully with the Koorie community to enrich schools' teaching and learning programs.

For assistance in identifying the appropriate people to consult, please contact [*VAEAI*](http://www.vaeai.org.au/)*.* Government schools can also seek assistance from the Department of Education and Training’s[*Koorie Education Workforce*](http://www.education.vic.gov.au/about/contact/Pages/wannikregional.aspx)*,* and Catholic schools can contact the Education Officer for Aboriginal and Torres Strait Islanders in their relevant diocese. The[*Victorian Aboriginal Corporation for Languages*](http://www.vaclang.org.au)(VACL) can also provide assistance.

* The Language being reclaimed, rather than English, should be used wherever and whenever possible.
* A Welcome to Country or Acknowledgement of Country, whichever is appropriate, should be made at the beginning of class.
* Cards/posters with Language words can be put around the room, with an appropriate picture/drawing. Laminated cards, both small and large, can be utilised in many activities.
* Free teaching resources can be borrowed from the [Languages and Multicultural Education Resource Centre (LMERC)](http://www.education.vic.gov.au/school/teachers/support/pages/lmerc.aspx). Pictures could be sourced from the [Koori Mail](http://www.koorimail.com/) or similar Aboriginal publications.
* Victorian Aboriginal Language materials can be obtained by contacting the Victorian Aboriginal Corporation for Languages, or by going to [www.vaclang.org.au](http://www.vaclang.org.au).
* Parents and community members should be encouraged to participate in the lesson, and students could take their portfolio of work home to share with others, to aid the reclamation process in the community.
* Each student could take home the new words from each lesson to share. Alternatively, a sound file containing the new words could be emailed to parents and community members, or given to each student on an MP3 player/recorder to take home.
* Sharing information and resources with other schools teaching the same Language is encouraged. In cases where this involves a primary school and a secondary school, a mentoring program could be undertaken.
* Information about Victorian Aboriginal Languages in school programs can be found on the [Aboriginal Languages, Cultures and Reclamation in Schools website](http://www.vcaa.vic.edu.au/alcv/about.htm).
* Aboriginal and Torres Strait Islander cultural events should be celebrated throughout the year. It would be valuable for the entire school to be involved in these celebrations.
* It is suggested that the Language team liaise with any teacher who is involved in these areas of study when delivering this unit, to ensure a whole school approach, eg, choosing topics relevant to an inquiry unit.

**Information for Language Teams**

It is important to understand and be sensitive to the fact that Victorian Aboriginal Languages are revival Languages. This means that, initially at least, there may be gaps in the Language that prevent students and teachers from utilising standard Languages methodology. For example, in a Language classroom, students are routinely taught how to say *I like* or *I don’t like* in the language they are studying, but, in all probability, this may not be possible in most Victorian Aboriginal Languages, particularly those in the early stages of reclamation. This may be due to the amount of Language that was retained in the community and/or recorded in the old sources, or it may be that this was not a concept adopted by Aboriginal people at the time the material was recorded. This is not to say that the concept cannot be expressed. It may be that a construction like *that is good* or *that is not good* will be used to convey the same message.

However, it is critical that Language team members and school staff ask the local Aboriginal community to provide a suitable construction via the accepted protocols. An early discussion on this topic is recommended, inclusive of some realistic examples that are likely to be needed in the classroom.

An agreement about the most appropriate source dictionary or wordlist to use is essential to a full understanding of the range and variety of Language already documented. Any words or constructions required for the purpose of teaching in the reclamation classroom **must** come from the local Aboriginal Community.

Language reclamation is an important endeavour, and all concerned, including teachers, school principals and other education community partners, need to respect the agreed protocols and conventions. The recommended channel for seeking information about Language is through the Aboriginal community members on the school’s Language team. They will have been chosen by the community as their representatives and, as such, should be able to ascertain whether or not there is a Language construction sanctioned by the community; or, should the community decide that there is a need to develop such a construction, they will work with the community to develop it.

Should any member of the teaching team or education community fail to respect the agreed protocols, it could have an impact on the program ranging from a reminder that protocols have not been followed to cessation of the program. For information on the protocols relating to the establishment and implementation of Aboriginal Language programs, please see the ‘Getting Started’ section on the [ALCV website](http://www.vcaa.vic.edu.au/alcv/vels.htm).

# Victorian Curriculum F-10: Victorian Aboriginal Languages

For an explanation of the new Victorian Curriculum and the terminology used therein, see the [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology).

The achievement standards for Victorian Aboriginal Languages describe what students should be able to understand and do by the end of Level 2. The content descriptions for Victorian Aboriginal Languages explain what has to be taught to the students between Levels F-2.

Each achievement standard relates to at least one content description, for example, the achievement standard

*Students learn about Country/Place and community by interacting with respected community members…,*

(what they must be able to do) relates to the content description

*Interact with each other, the teaching team and visiting respected community members…*

(what you need to teach the students to do).

The [Curriculum Mapping Template](http://www.vcaa.vic.edu.au/Pages/foundation10/viccurriculum/languages.aspx) has been designed to support language teams to identify, and keep track of, the content descriptions and achievement standards addressed by the content of your lessons. It is recommended that you read the Curriculum Mapping Instructions provided on the site.

## Victorian Aboriginal Languages Sample Units

There is no set order for the sample units on this website. Schools should order the units to suit their needs, students and other school programs.

Each sample unit presents a wide range of possible topics and activities that teachers may use in short or extended learning programs, depending on the age and interests of the students and language availability for particular topics.

**Community language and cultural input** is an assumed aspect of the development of each topic. It is expected that students will have opportunities for community input into their study of the topic of between 20 - 40 minutes across the unit. This will vary depending on the time allocated to each topic.

Each unit includes **language development** and revision exercises. Language activities may be distributed throughout the course of the unit. Each unit has been designed to involve 30 - 40 minutes of teaching and learning associated with language reinforcement and the acquisition of new language, including grammar, vocabulary and language specifically related to the topic.

Each topic involves **cultural experiences** with many opportunities for student to engage with culture, language and the community. Students may undertake some or all of the activities presented in the topic. Students use appropriate extended language in context, including oral communication and simple written texts. Each unit has been designed to involve cultural experiences of between 30 – 120 minutes, depending on the activity and age and level of language learning of the students.

Each topic provides **practical activities** that encourage students to apply their understanding of language and culture. It is expected that students create a product or performance that can be shared with others and the community and demonstrate the use of language. Student presentations may take between 5 – 10 minutes, but appropriate preparation time should be built into the program.

## Assessment

Before beginning an activity, assess the existing level of students’ knowledge. A range of strategies can be used for assessment, for example, if you greet the students in Language, the responses may range from familiarity with the greeting to no understanding at all. Alternatively, you could examine previous assessments.

Each unit includes activities that can be adapted for a range of student abilities. For example, with new students modelling would be appropriate; but for students with an existing knowledge, it may be more appropriate to ask them to lead the activity or to support beginners.

Each unit includes both language and culture. The language activities can be modified to cater for different student abilities. It is also possible to extend the cultural activities.

Additional information is provided on [Victorian Curriculum Overview](http://victoriancurriculum.vcaa.vic.edu.au/overview/navigation-and-terminology) page. The [achievement standards for Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/scope-and-sequence) can be found on the Victorian Curriculum website.

When assessing student achievement, assessment criteria can be developed from relevant achievement standards and associated tasks or activities, including teacher observations and records of students’ skills. Possible assessment methods are given in the last row of each topic.

Further information on these can be found in the [Revised curriculum planning and reporting guidelines](http://www.vcaa.vic.edu.au/documents/auscurric/f-10curriculumplanningreporting.pdf).

# Teaching, Learning and Assessment Activities

*Note: This unit has been developed specifically for students learning an Aboriginal Language, and should be taught in line with the* [Victorian Curriculum F-10– Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims) and the[*Koorie Cross-Curricular Protocols for Victorian Government Schools*](http://www.education.vic.gov.au/school/teachers/teachingresources/diversity/Pages/koorieart.aspx).

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**ABORIGINAL HISTORY LEVELS F-2**

## Topic 1: Long, Long Ago

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Practise greetings: | * Greet the students in Language
* Students return the teacher’s greeting
* Students greet any guests in Language
* Students greet each other in Language
 | Greeting (formal): Greeting (informal):  | * This greeting routine should be used every day.
* Continue the use of instructional words from previous units.
 |
| Practise farewells: | * Farewell the students in Language
* Students return the teacher’s farewell
* Students farewell any guests in Language
* Students farewell each other in Language
 |  | * This farewell routine should be used every day.
 |
| Revision | * Using known language, the teacher says an English word and the students call out the translation.
 |  |  |
| The first people in Australia | * Discuss how Aboriginal people were the earliest known human beings on earth
* Talk about Aboriginal people in the distant past – how they lived, where they lived, how they sheltered, and what they ate
* Invite a community member to tell a local creation story about life long ago and later retell the story in class.
 | Introduce words for foods and lifestyle, eg, emu, wild potato Introduce words related to the creation story told, eg, *Bundjil* and *Waa* | * The word *aboriginal* means "the first" or "earliest known" people of any country
 |
| Evidence of life in the past  | * Archaeologists all over the world find things in the ground that tell them about life long, long ago.
* To illustrate the work of archaeologists, the teacher buries some artefacts in a sand pit. Students dig them up and discuss with the teacher what they find.
* After showing students artefacts, the class discusses the use of the items.
* Students colour in pictures of artefacts and trace dot points to complete the word in Language.
 | Boomerang: Throwing stick, spear thrower: Barbed spear: Reed spear: Yamstick: Bones: | * See the [Little Red Yellow and Black](http://lryb.aiatsis.gov.au/) website
* Ask the local community if there are any real artefacts to show the students
 |
| Language development | * Explain the many different Aboriginal Languages of today, in particular Languages related to the one being studied, neighbouring Languages and other Victorian Languages.
* Students listen to a Creation story, then retell it.
* In the next lesson, students retell the Creation story using Language where appropriate, and the teacher extends the discussion.
* Revise kinship terms and new words by asking who might own each artefact
 | Long ago, very distant: Long ago: Who/whose boomerang?: Father’s boomerang: Who/whose yamstick?:Mother’s yamstick: | * See the [Aboriginal Languages of Australia Virtual Library](http://www.dnathan.com/VL/)
* VACL [Aboriginal Languages of Victoria Map](http://www.vaclang.org.au/maps.aspx)
* [Indigenous Languages Map](http://www.abc.net.au/indigenous/map/) of Australia
 |
| Sharing: students tell their family about life long, long ago |  |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 2: The Life of Aboriginal People

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1. |
| Farewell routine |  |  | See Topic 1 |
| Revision | * The teacher holds up images or toys, eg a wombat, and the students have to call out it name in Language.
 |  |  |
| Aboriginal people, Language and culture | * Explain the relationship between Aboriginal people, their Language and culture, and the land
* Tell a story about life long ago, using Language where possible.
* Students colour in or create a classroom poster about life long ago, with appropriate Language words
* Discuss bush tucker, eg who collected it; what the students have collected in the past, etc and, if possible, walk around collecting different vegetable foods
 | Camp: Water: Fire: Country*:*My camp: My water: My fire: My country*:* | * There is a common misconception that only men hunted and women gathered foods. Women also hunted certain animals, and men also gathered certain food.
 |
| Life then and now | * Students brainstorm things that would differ then and now in relation to lifestyle and food, using Language where appropriate
* Using pictures, compare the lifestyle of Aboriginal people living in the bush to those living near the sea in the distant past. Use this to revise known words.
* Teacher produces a set of pictures to compare life today with life long ago. Students decide where they might have lived.
* Students draw a picture of the foods the family might have eaten long, long ago and today in different locations and in different seasons, labelling each one.
* Game – using the pictures of food, ask students to name the food in Language and ask if they would eat each one.
 | Dingo pup: Emu chick: Red kangaroo joey: Kookaburra: Koala: Grey Kangaroo (male): (use kangaroo typical in your country) Emu:Goanna (brown sand): Wombat: Eel:Freshwater crayfish (yabbie): Blackfish: Frog (small): Mussel (river): Magpie: Mountain duck: Wood duck*:* Blue mountain parrot: Eastern rosella parrot: Malleeparrot: *l*Pelican: Meat food: Vegetable food: Wild rhubarb: Yam (like a radish): Wild currant: Will you eat this? Yes, I will eat it. No, I won’t eat it.  | * No TV, cars, electronic games, fast food etc
* Different foods, etc
 |
| Language Use | * Game – the teacher mimes an action and students call out the word in Language.
 | * You are sitting:
* You are standing:
* You are speaking:
* You are jumping:
* You are sleeping:
* You are laughing*:*
* You are running:
* You are walking:
* You are swimming*:*
* You are eating*:*
 | * Use the instructional words
 |
| Men, women and culture | * Invite a male community member to talk about, and teach, an appropriate song (and/or dance) for boys and a female community member to talk about, and teach, an appropriate song (and/or dance) for girls. Students learn the song in Language
 | * Song words
 |  |
| Community and caring for others | * Invite a community member to talk about the importance of caring for the land and their family
 |  |  |
| Sharing: students teach their family one of the games |  |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 3: Local Aboriginal History

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Activities** | **Sample Language****(Wergaia)** | **Comments** |
| Greeting routine |  |  | See Topic 1. |
| Farewell routine |  |  | See Topic 1. |
| Revision | * Revision and introduction of any new vocabulary relating to the local area
 |  |  |
| The local area | * Invite a community member to speak about the history of the local area: what it would have been like long, long ago and to compare this to what you see around you today
* Visit the places discussed and take photos to discuss later
* Students retell the story about the local area, role-playing where appropriate
 |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 4: Getting Together

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greeting routine |  |  | See Topic 1. |
| Farewell routine |  |  | See Topic 1. |
| Revision | * The teacher retells an earlier Creation story and the students have to call out the key words in Language.
 |  |  |
| Reasons to meet | * Students brainstorm reasons why different Aboriginal groups might get together
* Invite a community member to talk about one or more of the reasons for meeting
* Play a game where students introduce themselves to others, using appropriate greetings
* Discuss how people would have met long, long ago and where they would have met
 | My name is….: I am [group name]: I live in ……: | * Groups may have met for many reasons, eg, corroborees, to trade, to play games, to share stories, to feast, to meet husbands and wives
* Ask the community for the correct local protocols when meeting someone
* Include classroom greetings and farewells
 |
| Students teach their families to introduce themselves.  |  |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

# Unit Resources

## Websites

At the time of publication the URLs (website addresses) cited were checked for accuracy and appropriateness of content. However, due to the transient nature of material placed on the Internet, their continuing accuracy cannot be verified. Teachers are strongly advised to prepare their own indexes of sites that are suitable and applicable to this unit of work, and to check these addresses prior to allowing student access.

For information on the [Department of Education and Training’s Principles of Learning and Teaching (PoLT)](http://www.education.vic.gov.au/studentlearning/teachingprinciples/default.htm) follow this link.

## Teacher resources

A comprehensive list of teacher resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.

[Victorian Curriculum F-10 – Victorian Aboriginal Languages](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/rationale-and-aims)

[Victorian Aboriginal Languages Resources](http://victoriancurriculum.vcaa.vic.edu.au/languages/victorian-aboriginal-languages/introduction/resources)

## Student resources

A comprehensive list of student resources is available under the resources tab on the [Aboriginal Languages and Cultures Victoria](http://www.vcaa.vic.edu.au/alcv/about.htm) website. This site provides links to other states’ Language programs, and to a wide range of resources.