



Famous Aboriginal People

Victorian Aboriginal Languages Levels 3-6

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# Introduction

This unit focuses on the achievements of famous Aboriginal people. Communities will have their own spelling system for their Language, and this should be used in the Language program. Reclamation Languages will be at different stages of revival and the availability of particular words will vary from Language to Language. The activities below are suggestions only. Teachers should choose those activities that are suitable for their students.

The topics include:

* Topic 1 Trackers
* Topic 2 Inspiring Victorian Koorie Men
* Topic 3 Inspiring Victorian Koorie Women
* Topic 4 Inspiring Aboriginal People across Australia

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.

# Establishing the Learning Environment

* 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 6. The **content descriptions** for Victorian Aboriginal Languages explain what has to be taught to the students between Levels 3-6.

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

*students use familiar language and modelled sentence patterns to share information about aspects of their personal worlds, such as their family and friends, interests, everyday routines and activities*

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

*Interact with peers, the teaching team and visiting Elders/community members about aspects of personal worlds, such as experiences at school, home, everyday routines, interest and activities*

(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 30 - 50 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 – 50 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 a **cultural investigation**. There are many opportunities for student to engage with culture, language and the community through the investigations. Students may undertake some or all of the activities presented in the topic. Students use appropriate extended language to describe their findings, with emphasis on the development of extended text production (oral or written) in the language. Each unit has been designed to involve cultural investigation of between 30 – 120 minutes, depending on the age and level of language learning of the students.

Each topic provides **activities** that encourage students to apply their understanding of language, culture and identity. One or more of the activities may be used to demonstrate learning related to the cultural investigation. 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 in their product or performance. Each activity has been designed to take 50- 60 minutes and may be an outcome of the cultural investigation, depending on the complexity of the activity and the extent of student engagement with the topic.

## 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 the [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).

# Famous Aboriginal People Levels 3-6

## Topic 1: Trackers

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| 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:  | Use this greeting activity at the beginning of every session and elsewhere if possible. |
| Farewells | * Farewell the students in Language
* Students return the teacher’s farewell
* Students greet any guests in Language
* Students greet each other in Language
 | Farewell:  | Use this farewell activity at the end of each session and elsewhere if possible. |
| Revision | * Revise the present tense in simple sentences with a pronoun subject, or another grammatical feature that the students have previously studied.
 |  |  |
| The skills of Aboriginal Trackers | * What do trackers do? What sort of signs do Aboriginal trackers look for? Discuss and make notes or find pictures.
* When did the last Aboriginal Police Tracker retire? Explain why he might only have retired when he did.
* Watch the film clip in which Essie Coffey shows children how to survive in the bush. Discuss the techniques she demonstrates and why knowing them is so important. Why do trackers need these skills? Make short sentences using the verb ‘to track’ and known vocabulary, eg. *I track a kangaroo. He tracks a wombat.*
 | Track (noun):His track:Track of a foot:Track, to:Water:Food, vegetable:Food, meat:Follow, to:He follows the tracks: | * [Aboriginal Trackers](http://www.australia.gov.au/about-australia/australian-story/aboriginal-trackers)
* [Australia’s Last Aboriginal Police Tracker Retires](http://www.abc.net.au/news/2014-07-03/tracker-barry-port-retires/5569470)
* [My survival as an Aboriginal](http://aso.gov.au/titles/documentaries/my-survival-aboriginal/clip2/) (Essie Coffey)
* Note that there is no plural marking on nouns.
* Explain to the students that there is no definite article (the) or indefinite article (a) in Aboriginal Languages.
 |
| The Duff Children | * In 1864, the Duff Children were lost in the bush. After nine days Jane (aged 7), Isaac (9) and Frank (4) were found by a Koorie tracker named Dick-a-dick or *Jungunjinanuke,* later known as King Richard in the white community. Explain why their parents were so surprised when the children were found. What skills did the Koorie trackers have that the non-Aboriginal people did not?
* Read a poem or story about the Duff children and imagine you are one of the children. How would you have felt? Use as much Language as possible in your answer. Try to say or write whole sentences in Language.
* In class discuss why Koorie people know their country so well that they can track people and animals when other people can’t.
* Do you know someone who can track? If so, perhaps the person might be invited to speak to the class about tracking.
* Read [the online story](http://publishing.nla.gov.au/pages/news.do?newsId=126) about the 150th year celebration of tracking the Duff children in Horsham. Why did Horsham celebrate tracking 150 years after the Duff children were found? Report back to the class.
 | Hungry, to be:Frightened, to be:Thirsty, to be:Die, to:Cold:Hot:Note that ‘to be hungry’ and ‘to die’ are often the same word. | * [Jane Duff: Lost in the bush](http://www.susangeason.com/nonfiction.html#b)
* [Duff children lost for nine days in bush](http://ergo.slv.vic.gov.au/image/duff-children-lost-9-days-bush)
* [Poem: The Duff Children](http://www.justverse.com/master.html?http://www.justverse.com/the-duff-children.html)
* [Jack Kennedy – descendent of Dick-a-Dick](http://www.theage.com.au/articles/2003/06/29/1056825275592.html)
* [150th anniversary of the Duff children’s bush ordeal](http://publishing.nla.gov.au/pages/news.do?newsId=126)
* [Lost in the bush](http://www.hrcc.vic.gov.au/community/lost-in-the-bush)
* Introduce the past tense if it is not already known.
* This was an early example of the trackers and farmers collaborating for a common cause and the need to reconcile Aboriginal and non-Aboriginal Australia.
 |
| Tracking animals | * Watch the [film clip of Essie Coffey](http://aso.gov.au/titles/documentaries/my-survival-aboriginal/clip1/) teaching children to track.
* Research tracking animals and report your findings back to the class. How do trackers know what sort of animal they are following?
* Look for animal tracks in the schoolyard or a nearby park. Can you identify the animal that left the tracks? What features of the track were used to identify the animal?
* Alternatively, take photographs of tracks you find after school and present your findings to the class. How do you know which animal made the tracks?
 | Kangaroo:Wombat:Dingo: | * [My survival as an Aboriginal](http://aso.gov.au/titles/documentaries/my-survival-aboriginal/clip1/) – media clip of Essie Coffey teaching children how to track
* [Tracking animals – how to read animal tracks](http://www.survival.org.au/tracking.php)
 |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 2: Inspiring Victorian Koorie Men

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | * Divide the class into two teams.
* Give each team a list of categories they have to name, eg, animals, tools, weapons, or plants.
* A member of the first team reads out the first category, eg, animals, and the whole team shouts out appropriate words until they have five items from that category.
* This is then repeated by the second team with their categories.
* Time both teams. The fastest team wins.
 |  |  |
| Inspiring Leaders | * What is inspiration? Can you think of someone who inspires you?
 |  | In class discuss inspiration and how one person can inspire others to do things. |
| William Barak, Wurundjeri ngurungaeta  | * Who was William Barak? Why is he famous? Write a story about one of his achievements and say why this achievement was important.
* Why might his name have changed from Beruk (Berac) Barak to William Barak? Discuss.
* Barak tracked Ned Kelly – see the link ‘[William Barak: King of the Yarra](http://www.cv.vic.gov.au/stories/aboriginal-culture/william-barak/william-barak-king-of-the-yarra/)’. Create an image of Barak tracking Kelly and post it on the classroom wall.
* [Online](http://cv.vic.gov.au/stories/aboriginal-culture/william-barak/the-william-barak-collection-at-the-koorie-heritage-trust/), see the parrying shield and the bullroarer made by William Barak. What other items made by him can be seen today? He is also remembered for his art work – find some pictures of his artwork to keep in a file and label the items in Language.
 | Clan leader:Clan names:Policeman:Shield:Club: | * [William Barak: King of the Yarra](http://www.cv.vic.gov.au/stories/aboriginal-culture/william-barak/william-barak-king-of-the-yarra/)
* [William Barak at the Koorie Heritage Trust](http://cv.vic.gov.au/stories/aboriginal-culture/william-barak/the-william-barak-collection-at-the-koorie-heritage-trust/)
 |
| Pastor Sir Douglas Ralph Nicholls, KCVO, OBE, Yorta Yorta man, former Governor of SA | * Who was Pastor Sir Douglas Nicholls? He was the first Koorie person to do many things. See how many of his achievements you can find.
* Choose one of Sir Douglas’s many achievements to research. Create a presentation on the chosen achievement for the class.
 |  | * [Australian Dictionary of Biography – D. Nicholls](http://adb.anu.edu.au/biography/nicholls-sir-douglas-ralph-doug-14920)
* [Sir Douglas Nicholls (Pastor)](http://www.kooriweb.org/foley/heroes/biogs/doug_nicholls.html)
* [Sir Douglas Nicholls](http://www.civicsandcitizenship.edu.au/cce/nicholls%2C34828.html)
* [Biographies – City of Melbourne – Sir Douglas Nicholls](https://www.melbourne.vic.gov.au/AboutMelbourne/ArtsandEvents/Indigenousarts/Documents/nicholls_biographies.pdf)
 |
| The Lovett Brothers,Gunditjmara men  | * How many of the Lovett brothers served in both World War One (WWI) and World War Two (WWII)? Is this unusual?
* What has their unique family story come to symbolise about the contribution that thousands of Aboriginal men and women made to the defence of Australia, even though citizenship rights were denied them at home? Why was this and when did this change? Discuss.
* How many other members of the family, including women, served Australia in both war and peace missions? Research when these people served and list them.
 |  | * [The Lovett brothers – the brave men of the Gunditjmara garrison](http://www.dpc.vic.gov.au/index.php/aboriginal-affairs/projects-and-programs/leadership/victorian-aboriginal-honour-roll/victorian-aboriginal-honour-roll-2013-inductees/the-lovett-brothers)
* [Remembering the forgotten ANZACs](https://www.reconciliation.org.au/wp-content/uploads/2014/02/Lets-talkRemembering-the-forgotten-Anzacs.pdf)
* [Brave family spurned by land they served](http://www.smh.com.au/news/national/brave-family-spurned-by-land-they-served/2007/05/27/1180205078964.html)
 |
| Reg Saunders,Gunditjmara man  | * Who was the first Aboriginal Australian to be commissioned as an officer in the Australian Army? Why is this important?
* Name the wars in which he was involved and the countries he visited.
 |  | * [Reg Saunders](http://en.wikipedia.org/wiki/Reg_Saunders)
* [Captain Reginald Walter C ‘Reg’ Saunders MBE](http://www.awm.gov.au/people/P302/)
* [Fifty Australians](http://www.awm.gov.au/exhibitions/fiftyaustralians/43.asp)
 |
| Local inspiring men | * Find a local Koorie man who inspires you and tell the class about him. What is it about him that you find inspiring?
 |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 3: Inspiring Victorian Koorie Women

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | * Write a list of known Language words on the board.
* Ask students to select five words each and write them down.
* The teacher calls out the English translation of a word and the student crosses the word off if it is on their list.
* The first student to cross off all words wins.
 |  |  |
| Lady Gladys Nicholls, a Yorta Yorta Elder  | * Who was Lady Gladys Nicholls? Do some research, then write a report on her life, including both her community work and her work as an activist throughout her life. Use as many Language words as possible.
* Where will you find a statue of Lady Gladys and Sir Douglas Nicholls? It was the first statue of a Koorie person to be erected in Victoria. Find a picture and print or copy it for your folder.
 | Woman: | * [Gladys Nicholls: An Urban Aboriginal Leader in Post-war Victoria](http://www.womenaustralia.info/leaders/fff/pdfs/nicholls.pdf)
* [Monument Australia: Pastor Sir Douglas Nicholls and Lady Gladys Nicholls](http://monumentaustralia.org.au/themes/people/indigenous/display/94800-pastor-sir-douglas-and-lady-gladys-nicholls)
* [Bloodlines: the Nicholls family](http://www.abc.net.au/tv/messagestick/stories/s3014566.htm)
* [Lady Gladys Nicholls (1906-1981)](http://www.dpc.vic.gov.au/index.php/aboriginal-affairs/projects-and-programs/leadership/victorian-aboriginal-honour-roll/victorian-aboriginal-honour-roll-2012-inductees/lady-gladys-nicholls-1906-1981)
 |
| Hyllus Maris,Yorta Yorta woman | * Who was Hyllus Maris? What did she do that made her famous?
* Find the text of the [*Spiritual Song of the Aborigine*](http://allpoetry.com/Spiritual-Song-Of-The-Aborigine)*.*  It is the school poem/song at Worowa Independent Aboriginal College, which Hyllus founded. Discuss why this might have been chosen as the school song.
* Now compare the words in the [*Spiritual Song of the Aborigines* in Yorta Yorta](http://www.focalpoint.org.au/archive-worawaabout.php) to the Language you are learning. Are they very similar?

 * With whom did Hyllus co-write Women of the Sun? Find an outline of the book and its theme. Discuss the theme in class.
 |  | * [Maris, Hyllus Noel (1933-1986)](http://adb.anu.edu.au/biography/maris-hyllus-noel-14919)
* [Spiritual Song of the Aborigine](http://allpoetry.com/Spiritual-Song-Of-The-Aborigine)
* [Women of the Sun](http://www.roninfilms.com.au/feature/557/women-of-sun.html)
* [Spiritual Song of the Aborigine in Yorta Yorta](http://www.focalpoint.org.au/archive-worawaabout.php)
 |
| Margaret Tucker, MBEYorta Yorta Elder  | * Margaret Tucker, MBE, Geraldine Briggs, AO and Hyllus Maris, are related. Find out the relationships and discuss with the class how this might have supported their work.
* Create a family tree to show the relationship and label it in Language.
* Create a family tree for your family and label it in Language.
* Choose one of the organisations Aunty Margaret was involved with and describe the work they do in a class presentation.
 | Mother:Father:Elder sister:Younger sister:Elder brother:Younger brother:Aunt:Uncle:Cross cousin:Mother’s mother:Father’s mother:Mother’s father:Father’s father: | * [Tucker, Margaret Elizabeth (Auntie Marge) (1904-1996)](http://ia.anu.edu.au/biography/tucker-margaret-elizabeth-auntie-marge-1556)
* [The Australian Women’s Register](http://www.womenaustralia.info/biogs/IMP0093b.htm)
* [Margaret Tucker MBE (C)](http://www.dpc.vic.gov.au/index.php/aboriginal-affairs/projects-and-programs/leadership/victorian-aboriginal-honour-roll/victorian-aboriginal-honour-roll-2013-inductees/margaret-tucker-mbec-1904--1996)
* Explain how the Aboriginal kinship system is different to European kinship systems.
 |
| Iris Lovett-Gardiner, AM,Gunditjmara Elder  | * To which country does Aunty Iris belong? Briefly outline her life in note form.
* How did Aunty Iris hope to achieve recognition of native title land rights?
* In your response include the recognition of native title for her people.
 |  | * [Iris Lovett-Gardiner, AM (1926-2004)](http://www.dpc.vic.gov.au/index.php/aboriginal-affairs/projects-and-programs/leadership/victorian-aboriginal-honour-roll/victorian-aboriginal-honour-roll-2012-inductees/iris-lovett-gardiner-am-1926-2004)
* [History of ACES](http://www.acesinc.org.au/history_of_aces.html)
* [Lady of the Lake: Auntie Iris’s Story](http://cv.vic.gov.au/stories/aboriginal-culture/our-story/lady-of-the-lake-aunty-iris-s-story/)
* [Massacre Sites](http://cv.vic.gov.au/stories/aboriginal-culture/indigenous-stories-about-war-and-invasion/massacre-sites/)
 |
| Melva JohnsonWemba Wemba and Yorta Yorta Elder | * Who is Aunty Melva Johnson and from what country does she come? Make notes in your book.
* For what educational and health progress has she been recognised? Present your findings to the class.
 |  | * [Melva Johnson (Born 1934)](http://www.dpc.vic.gov.au/index.php/aboriginal-affairs/projects-and-programs/leadership/victorian-aboriginal-honour-roll/victorian-aboriginal-honour-roll-2011-inductees/melva-johnson-born-1934)
* [Auntie Melva recognized for outstanding work](http://www.sandhurst.catholic.org.au/sandpiper/201106/files/assets/seo/page15.html)
 |
| Local inspiring women | * Find a local Koorie woman who inspires you and tell the class about her. What is it about her that you find inspiring?
 |  |  |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**)  |

## Topic 4: Inspiring Aboriginal people across Australia

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert words and grammar in target Language** | **Comments/resources for the Language Team and Aboriginal Teacher** |
| Greetings |  |  | See Topic 1 |
| Farewells |  |  | See Topic 1 |
| Revision | * Teacher makes sets of cards that include the Language word, its English translation and a picture of the item.
* Students in pairs compete to be the first to get all three matched correctly for each word.
 |  | In keeping with the Koorie community-preferred educational model, the preceding topics focus on Victorian Koorie people and this final topic focusses on wider Australian Aboriginal and Torres Strait Islander communities. |
| What makes a person inspiring? | * Discuss people whom the class views as inspirational or special - what makes them special?
* Find a person from each State or Territory and mark their name on a large wall map of Australia in the classroom.
* After a week, cover the wall map and see how many names and achievements you can remember.
* List some of the famous people you have learnt about who have fought to improve the lives of Aboriginal and Torres Strait Islander people. Choose one who inspires you and describe why in Language.
* Research a different inspiring Aboriginal or Torres Strait Islander person, then outline their story in a presentation to the class, using Language where possible.
 | People:Aboriginal man:Aboriginal woman:White man:White woman: | * [Famous Indigenous Australians](http://www.aussieeducator.org.au/reference/famousaustralians.html%22%20%5Cl%20%22indig)
* [Twenty inspiring black women who have changed Australia](http://www.sbs.com.au/nitv/nitv-news/article/2015/03/06/20-inspiring-black-women-who-have-changed-australia)
* [Four indigenous heroes to look out for in 2016](http://www.amnesty.org.au/indigenous-rights/comments/41326/)
* [State Library of Victoria](http://ergo.slv.vic.gov.au/explore-history/fight-rights/indigenous-rights)
 |
| Vincent Lingiari – an inspiring person | * Sing "From Little Things Big Things Grow" all together.
* The "tall stranger" in the song refers to an Australian Prime Minister – find out which one.
* Who was Vincent Lingiari? Where is his country? Why is he famous? Which award was he given for his services to Aboriginal people? Make an oral report in class using words in Language where possible.
 |  | * [From Little Things Big Things Grow](http://www.australianstogether.org.au/stories/detail/the-story-behind-the-song)
* [Gurindji people](http://www.australianstogether.org.au/stories/detail/the-story-behind-the-song)
* [The untold story behind the 1966 Wave Hill walkout](https://theconversation.com/friday-essay-the-untold-story-behind-the-1966-wave-hill-walk-off-62890)
 |
| The man on the $50 note | * Who is the man on the $50 note? What did he do? Make notes to be used to discuss your findings in class.
* David Unaipon wanted to ensure the preservation of Aboriginal culture. How did he do this? Discuss.
 | Money: | * [David Unaipon](http://adb.anu.edu.au/biography/unaipon-david-8898)
* [David Unaipon teaching resource](http://www.racismnoway.com.au/teaching-resources/factsheets/50.html)
* [David Unaipon on $50 note](http://www.slsa.sa.gov.au/murray/content/didyouknow/Unaipon.htm)
* Forging the Nation: [David Unaipon – Aboriginal spokesman](http://www.awm.gov.au/exhibitions/forging/australians/unaipon.asp)
* [The Australian Da Vinci: How David Unaipon (Almost) Changed Our Nation](http://www.gizmodo.com.au/2014/03/the-australian-da-vinci-how-david-unaipon-almost-changed-our-nation/)
 |
| **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.