

Local Aboriginal History

Victorian Aboriginal Languages Levels 7-10

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# Introduction

This unit focuses on the longevity of Aboriginal Culture and life, in particular in the local area; the use of appropriate greetings and farewells; and the ability to follow classroom instructions in Language.

Communities will have their own spelling system for their Language, and this should be used in the Language program. Available 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 are:

* Topic 1 60,000 Years of Aboriginal Society
* Topic 2 Before European Colonisation
* Topic 3 Impact of European Colonisation on Aboriginal Languages and Cultures
* Topic 4 Language Reclamation

# 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/studentlearning/programs/lmerc/catalogue.htm). 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 a sheet of paper with 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 involved in these areas of study when delivering this unit, to ensure a whole school approach.

**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 will 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 in the days of colonisation. 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 at all times. 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 10. The **content descriptions** for Victorian Aboriginal Languages explain what has to be taught to the students between Levels 7-10.

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

*students use the language to initiate, sustain and extend interactions, and to exchange information about interests, experiences and aspirations*

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

*engage with peers, the teaching team and visiting Elders/community members to exchange information about interests, experiences, plans and aspirations* (ACLFWC174)

(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 40 – 60 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 40 – 60 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, knowledge, culture and identity. Activities may be chosen as class activities or students may be encouraged to pursue their own interests from the range of activities provided. 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 to describe their product or performance. Each activity has been designed to take 50- 60 minutes, but this will vary depending on the complexity of the activity and the extent of student engagement. Activities are generally linked to one or more aspects of the cultural investigation.

## 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 protocols in 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)

**Local Aboriginal History Levels 7-10**

## Topic 1: 60,000 years of Aboriginal Society

|  |  |  |  |
| --- | --- | --- | --- |
| **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 Language from previous topics using activities created by the students for that topic. |  |  |
| Welcome to Country | * Invite a senior Traditional Owner, as appropriate, to give a Welcome to Country and to speak about the history of Aboriginal people in the area. Alternatively, ask a community member to make an Acknowledgement of Country, and to speak about the history of Aboriginal people in the area. |  | It is important to motivate students to see their link with the past and the oral Language tradition.  Only Traditional Owners can give a Welcome to Country. All other people make an Acknowledgement of Country. |
| The oldest civilisation on Earth | * Discuss why Aboriginal society is the oldest civilisation on earth. * Students try to visualise the long history of Aboriginal culture in relation to their prospective lifetimes. For example, students could create a timeline, allowing about 2cms per thousand years, and place themselves as a dot in the 21st century. * Include some ancient civilisations such as the Egyptians and Romans and compare their longevity to that of Aboriginal culture on the timeline. |  | * [Almost all living people outside of Africa trace back to a single migration more than 50,000 years ago](http://www.sciencemag.org/news/2016/09/almost-all-living-people-outside-africa-trace-back-single-migration-over-50000-years) * [Why Australia is home to one of the largest language families in the world](http://www.sciencemag.org/news/2016/09/why-australia-home-one-largest-language-families-world) * The timeline can be created online or manually. * Egyptians = approximately 5000 years   Romans = approximately 2000 years |
| Survival techniques | * Discuss the types of community knowledge and wisdom that allowed survival in the different environments found in Australia, particularly in the local area. |  | * For example, the use of fire to maintain the environment, ways of finding water, cultivation of yams, and reading the environment for sustainability |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**) | | | |

## Topic 2: Before European Colonisation

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | * Revise instructional words in Language * These should be the words used in the classroom on a daily basis. | * **Quiet!**: * **Sit!**: * **Stand!:** * **Say! (**[**transitive**](http://www.chompchomp.com/terms/transitiveverb.htm)**)** * **Speak! (**[**intransitive**](http://www.chompchomp.com/terms/transitiveverb.htm)**):** * **Come on**!: | Verbs in Aboriginal Languages typically have different endings for tense, eg, past, present and future; and for person, eg, I, you, we (including you), we (not including you), two of us, we all. Click the links below for more information on [number](http://www.grammar-monster.com/glossary/number.htm); and/or [clusivity.](http://research.omicsgroup.org/index.php/Clusivity)  Choose the most appropriate forms for the classroom.  **Extension**: Work with the PE teacher to allow students to practise using these terms in a game situation. |
| Aboriginal kinship as an enduring social system | * Discuss kinship terms * Invite a community member to talk about Aboriginal kinship systems as a means of survival. * Students take notes on maintaining Aboriginal cultural practices * Students create a diagram showing how Aboriginal kinship systems work, labeling each person with the appropriate Language word. | **Father**:  **Mother**:  **Older brother**:  **Younger brother**:  **Older sister**:  **Younger sister**:  **Mother’s mother**:  **Father’s mother**:  **Mother’s father**:  **Father’s father**:  **Mother’s sister**:  **Father’s sister**:  **Mother’s brother**:  **Father’s brother**:  **Cousin:** | * [Indigenous Australia](http://www.indigenousaustralia.info/social-structure/kinship.html) * [Kinship module teaching and learning framework](http://sydney.edu.au/kinship-module/learning/teaching-learning-framework.shtml) * [Working with Aboriginal and Torres Strait Islanders and their Communities](http://www.workingwithatsi.info/content/PI_family.htm) |
| Record ideas | * Students create a presentation outlining how Aboriginal people survived for such a long time in the local area. They should incorporate images with appropriate labels. * Students create their own dictionary of Language words learned, which should be regularly updated. * Using images, the teacher asks the class to name items featured in their presentations. | **Vegetable food**:  **Meat food**:  **To cook**:  **To hunt**:  **To collect (Gather)**:  **Camp**:  **My camp***:*  **To sleep**:  **I sleep***:*  **To eat**:  **I eat***:*  **Water:**  **To drink***:*  **I drink***:*  **What is this:**  **This is:**  **Here is:** | * Students’ personal dictionaries can be a simple spreadsheet, or a multimedia dictionary database such as [Miromaa](http://www.miromaa.com.au/). |
| Aboriginal stories and their role in sustaining Aboriginal culture. | * Ask an appropriate person to tell a local Creation or Dreaming story that illustrates how the stories are used for social cohesion. |  | * Each group will have their own Creation or Dreaming stories that may be suitable for this activity. |
| Aboriginal community leaders | * Discuss an Aboriginal leader of historical importance, eg, Barak, William Cooper, Sir Douglas Nicholls, and their contribution to contemporary Australia. * Students research an Aboriginal leader and produce a presentation to be used as a resource |  | * [How much do you know about famous Indigenous Australians](http://www.multiculturalaustralia.edu.au/activities/quizzes/04indig_australians.htm) * [List of Indigenous Australians in Politics](https://www.creativespirits.info/aboriginalculture/politics/aboriginal-politicians) * See the [Victorian Indigenous Honour Roll](http://www.dpc.vic.gov.au/index.php/aboriginal-affairs/projects-and-programs/leadership/victorian-aboriginal-honour-roll) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**) | | | |

## Topic 3: The Impact of European Colonisation on Aboriginal Language and Culture

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| --- | --- | --- | --- |
| **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 | * Create a Quizlet site for students to revise language words and sentences |  | [Quizlet](https://quizlet.com/) |
| Language use | * Students add any new words to their personal dictionary. * Choose an appropriate verb and teach the class a simple conjugation illustrating tense. * Ask students to create new sentences using this verb with known nouns. | **Dance, Corroboree**:  **To dance**:  **To sing**:  **Aboriginal man**:  **White man**:  **Aboriginal woman**:  **White woman**:  **The man sang:**  **The man sings:**  **The man will sing:**  **The woman sang:**  **The woman sings:**  **The woman will sing:** |  |
| Language and Culture | * Discuss the inherent relationship between Language and culture * Students make a list of differences between early Aboriginal and European cultures * Discuss how these cultural differences can affect communication |  | * [British-Aboriginal Relations 1788-1820](http://www.skwirk.com.au/p-c_s-56_u-415_t-1040_c-4006/qld/sose-history/first-australians-and-the-european-arrivals/settlement-1788-1850/british-aboriginal-relations-1788-1820) * See [Interviews with Aboriginal Community Leaders](http://www.vcaa.vic.edu.au/alcv/about.htm) |
| Contact between Aboriginal and European people | * Students research the attitudes of the early European settlers to Aboriginal people, and the attitudes of Aboriginal people to the European settlers and record their findings * Look at the places where Europeans settled both locally and around Australia, and the effect this had on Aboriginal Languages and cultures:   + compare the number of Languages from pre- and post- European colonisation   + find where Languages are strong * Show a video depicting the treatment of Aboriginal people, eg, *Rabbit Proof Fence*, *Lousy Little Sixpence* * Students create an electronic presentation showing the impact of European colonisation on Aboriginal Languages and cultures, to be used as a resource |  | * See [1869 Aboriginal Protection Act](http://foundingdocs.gov.au/item-sdid-22.html) and [1886 ‘Half-Caste’ Act](https://museumvictoria.com.au/bunjilaka/learning/school-programs-and-resources/back-at-school-activities/years-9-10/) * See [Little Red Yellow Black Site](http://lryb.aiatsis.gov.au/) from the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) * See [European Discovery and the Colonisation of Australia](http://australia.gov.au/about-australia/australian-story/european-discovery-and-colonisation) from the Australian Government * For some historical European records of Aboriginal Languages and cultural practices, see the electronic publications listed at [Historical Books](http://www.vcaa.vic.edu.au/Documents/alcv/HistoricalBooks.pdf) * [Rabbit-Proof Fence](http://aso.gov.au/titles/features/rabbit-proof-fence/) * [Lousy Little Sixpence](http://aso.gov.au/titles/documentaries/lousy-little-sixpence/) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**delete those not applicable**) | | | |

## Topic 4: Language Reclamation

|  |  |  |  |
| --- | --- | --- | --- |
| **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 | * Have a snap quiz using the words and sentences in Quizlet. |  |  |
| Language activity | * Adapt or create terminology for use when talking to or about various class participants. For example, using the word for ‘people’ when referring to students. * These words can be used when giving classroom instructions. * Ask students to address participants using these words. | **Class sit down!:** |  |
| What is Language Reclamation | * Invite a community member or Language worker to discuss Language reclamation and the roles of the various people in the Language Team, and that of the students in the reclamation program * Make a recording of the discussion for use later in the program |  | * You could invite Language team members, VAEAI, or VACL, etc to participate in the discussion * See the [Aboriginal Language and Cultures](http://www.vcaa.vic.edu.au/alcv/language_reconstruction.htm) *Language revival* tab * See [Indigenous Languages and Emotions](http://www.youtube.com/watch?v=6sNEFeduc0M&feature=youtu.be) * [Language Revitalisation](http://www.ourlanguages.net.au/languages/background-information/item/25-language-revitalisation.html) |
| Protocols for Language Reclamation | * Students brainstorm ideas to support the reclamation of the Language they are studying and prepare a presentation of their ideas for the community. * Students make their presentation to members of the Community, allowing the community to sanction or reject the various tasks presented. Use Language where possible * At the end of the year, students return to members of the Community and present a report and their resources |  | * [Language Maintenance strategies and resources](http://www.rnld.org/language_maintenance) * Local community’s protocols for Language reclamation |
| Understanding that this is a global phenomenon | * Students research online for Language reclamation and revitalisation in other parts of Australia and in other countries |  | * See the Hans Rausing [Endangered Languages Project](http://www.hrelp.org/languages/) * See the [Foundation for Endangered Languages](http://www.ogmios.org/) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation, display of artwork (**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.