



Aboriginal Achievers

Victorian Aboriginal Languages Levels 3-6

[Introduction 2](#_Toc464460625)

[Establishing the Learning Environment 3](#_Toc464460626)

[Victorian Curriculum F-10: Victorian Aboriginal Languages 4](#_Toc464460627)

[Victorian Aboriginal Languages Sample Units 4](#_Toc464460628)

[Assessment 5](#_Toc464460629)

[Teaching, Learning and Assessment Activities 6](#_Toc464460630)

[Topic 1: The Victorian Indigenous Honour Roll 6](#_Toc464460631)

[Topic 2: Australia’s first cricket team to tour overseas 8](#_Toc464460632)

[Topic 3: Aboriginal people in the military 10](#_Toc464460633)

[Topic 4. The Bark Petition 12](#_Toc464460634)

[Topic 5: Tense on Verbs 13](#_Toc464460635)

[Unit Resources 15](#_Toc464460636)

[Websites 15](#_Toc464460637)

[Teacher resources 15](#_Toc464460638)

[Student resources 15](#_Toc464460639)

# Introduction

*Aboriginal Achievers* introduces students to notable Aboriginal people. It begins with the Victorian Indigenous Honour Roll. This topic introduces the present tense. The unit then looks at Australia’s first cricket team to tour overseas, in which all of the players were Koories. The historical nature of this topic lends itself to the introduction of the past tense. The reflexive/reciprocal suffix is introduced through an examination of the role of Aboriginal people in the military. This topic compares their treatment by military colleagues with that of the civilian population. The Yirrkala Bark Petition provides students with the opportunity to compare their target language with Yirrkala, a Language from the Northern Territory. The final unit reinforces the past and present tense and brings in the future tense.

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 The Victorian Indigenous Honour Roll
* Topic 2 Australia’s first cricket team to tour overseas
* Topic 3 Aboriginal people in the military
* Topic 4 The Bark Petition
* Topic 5 Tense on verbs

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 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)*.*

**ABORIGINAL ACHIEVERS LEVELS 3-6**

## Topic 1: The Victorian Indigenous Honour Roll

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert Words 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: | **Extension**: Where the Language is available, students converse briefly in Language, enquiring after each other’s health, describing activities, etc. | |
| Farewells | * Farewell the students in Language * Students return the teacher’s farewell * Students farewell any guest in Language * Students farewell each other in Language | Goodbye:  See you later: | This farewell routine should be used every day. | |
| Revision | * Students write down six known words in Language from a previous topic. * The teacher calls out the English words from that topic. * Students cross the word off their list if the teacher calls it out. * The first to cross off all words is the winner. |  |  | |
| Victorian Indigenous Honour Roll | * What is the Victorian Indigenous Honour Roll and what does it mean to be included in it? List reasons for its existence. * Search the Honour Roll to find a person who belongs to the Traditional Country on which the school stands and include notes and information about them in your file. Tell the story in class supported by your notes, pictures and a map.   Using your notes, use present tense verbs in some short English sentences about the Honour Roll, then convert the verbs to the past tense in some new English sentences. *Hint: If you can put the word ‘today’ at the beginning of the sentence, it will be present tense. If you can put the word ‘yesterday’ at the beginning of the sentence it will be past tense.*   * In Language, write some simple sentences about the Honour Roll using present tense verbs. | Community or people:  (This might be the name the group has for themselves.)  Clan leader:  Health:  Work, to: | * [Victorian Indigenous Honour Roll](http://www.dpc.vic.gov.au/index.php/aboriginal-affairs/projects-and-programs/leadership/victorian-aboriginal-honour-roll/victorian-aboriginal-honour-roll-2011-inductees) * If the local person honoured is available, invite them to talk to the class. * [Aboriginal community leader interviews](http://www.vcaa.vic.edu.au/Pages/alcv/interviews/index.aspx) * Language that relates to the activities of the local person may be available. * Introduce the present tense suffix on English verbs when discussing living people.   Verbs are words that describe an action (eg to run), a state (eg to believe) or a process (eg to hear).They are sometimes called “doing” words.  In English, simple verbs take the endings –s and -ed, eg *Today the man* ***calls*** *the dog* (present); Yesterday *the woman* ***called*** *the children* (past).  The English endings –s and –ed denote tense, ie, the time of the action. Similarly, Aboriginal Languages use suffixes to show tense.  Note that the verbal suffix –s is **not** the same as the plural –s, which is found on nouns, not verbs.   * It will be necessary in some instances to create new words. Some processes that could be used are **meaning extension** (eg the word for ‘sand’ used for ‘sugar’ also); **affixation** (eg *yula* meaning ‘spike’ plus the suffix -*wil* meaning ‘having’ makes *yulawil* ‘echidna’); **compounding** (eg *durti mirr* literally ‘star eye’ meaning ‘money’)and **borrowing** from another language, preferably a related one. If borrowed words contain sounds not found in the sound system, the words must be adapted to fit the system. |
| Individuals on the Honour Roll | * Select a name from the Honour Roll and find out more about the person and their contribution to the community. Take notes so that you can report back to the class. * Prepare a report on the achievements of the person you researched. The report may be oral, written, power point presentation, etc. Include Language words and sentences in your oral report where possible. | Sentences from the Honour Roll stories can be translated, eg, ‘She was born at Cummeragunja.’ ‘She cared for many children.’ | * [Victorian Indigenous Honour Roll](http://www.dpc.vic.gov.au/index.php/aboriginal-affairs/projects-and-programs/leadership/victorian-aboriginal-honour-roll/victorian-aboriginal-honour-roll-2011-inductees) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## Topic 2: Australia’s first cricket team to tour overseas

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert Words in Target Language** | **Comments/resources for the Language team and Aboriginal teacher** |
| Greeting routine |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision | * A chair is placed at the front where a student sits with their back to the board. * The teacher writes a Language word on the board. * The student asks questions about the word, eg Am I an animal? * Students are not allowed to say the word on the board. * The person in the chair has to guess the word on the board based on the clues given by other students. These can include the English word for the target word. |  |  |
| Australia’s first international cricket team | * In 1868, Australia’s first representative cricket team toured England. The team members were all Koorie men. Research the first Australian cricket team and take notes of what you find. * In pairs, practise using the past tense suffix with the verbs in the vocabulary list. * Make a wall chart with words associated with cricket. Cover up and allow a student to call out the word in Language, and the first to say the correct meaning in English has the next turn. | Game:  Ball:  Throw, to:  Run, to:  Catch, to:  Play, to  Man, white:  Overseas, other country:  Travel, to:  Sick, to be:  Tired, to be: | * Introduce past tense on verbs relating to the cricket team’s activities. * [The Australian Eleven: the first Australian Team](http://www.nma.gov.au/collections/collection_interactives/cricketing_journeys/cricket_html/the_australian_eleven/the_australian_eleven_the_first_australian_team) * [Johnny Mullagh Cricket Centre](http://harrow.org.au/?page_id=270) * Find members of the team in the [Australian Dictionary of Biography](http://adb.anu.edu.au/) * **Extension**: [History of the Australian Cricket Team](http://en.wikipedia.org/wiki/History_of_the_Australian_cricket_team) –this site acknowledges the team but does not credit them as the first Australian cricket team. Why not? Discuss people’s attitudes to race. |
| Individual members of the team | * Choose an individual member of the cricket team and write a report on the player. What happened to them after the tour? Include Language words and sentences in your report where possible. * Retell your chosen individual’s story in class, using your notes for support. | Translate sentences from references, eg, The Aboriginal men went to England in 1868. The people at Coranderrk played cricket. | * Create sentences in Language using available words and grammar. * [Indigenous first-class test cricketers 1860s-1960s](http://www.australia.gov.au/about-australia/australian-story/indigenous-cricketers) * **Extension**: If the Language is available, students write the players’ names using the spelling system of the target language and try to translate the Aboriginal names of the team members into English.   For example,  Dick-a-dick’s name was *Jungunjinanuke,* a Wergaia name. In modern Wergaia it would be spelt *Dyungen-dyinanyuk.*  The second part of his name means *his feet.* We don’t know what the first part means. |
| Contemporary Aboriginal cricket players | * Research the number of cricket players over the last century who are, or were, Aboriginal and list them. * Investigate why Edna Newfong (Crouch), Mabel Crouch (Campbell) and [Faith Thomas (née Coulthard)](http://www.eoas.info/biogs/P004111b.htm) are famous? Report back to the class and discuss. |  | * Daniel Christian, Jason (Dizzy) Gillespie, Eddie Gilbert, Jack Marsh, Josh Lalor, * [List of Indigenous Australian Sports People](https://www.creativespirits.info/aboriginalculture/sport/famous-aboriginal-athletes) * [Indigenous first class and test cricketers , 1860s to 1960s](http://www.australia.gov.au/about-australia/australian-story/indigenous-cricketers) |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## Topic 3: Aboriginal people in the military

|  |  |  |  |
| --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert Words in Target Language** | **Comments/resources for the Language team and Aboriginal teacher** |
| Greeting routine |  |  | See Topic 1 |
| Farewell routine |  |  | See Topic 1 |
| Revision | * Put students into pairs or small groups. Give them a time limit, eg, 2 minutes, and ask them to write down as many words as they can from the last lesson. * The pair/group with the most correct words wins. |  |  |
| Aboriginal men and women go to war | * Aboriginal and Torres Strait Islander men and women served in the Royal Australian Army, Royal Australian Air Force and Royal Australian Navy. What sort of jobs did Indigenous people do in the services in the past and what sort of jobs do they do now? Why are they different? * What is the *Steyr Dance*? Discuss after finding out about it. * Research if any of the Victorians on the military Honour Roll are from the country on which your school stands. If so, they or their descendants could be invited to speak about their experiences. * Reflexive verbs are verbs that can be used with *myself*. Find some reflexive verbs in English and list them. Write a sentence in English for each reflexive, for example, *I wash myself. I see myself in the mirror.* * Reciprocal verbs are verbs that can be used with *each other*. Find some reflexive verbs in English and list them. Write a sentence in English for each reciprocal, eg *You wash yourself. He saw himself in the mirror.* * In Language, a suffix is added to the end of the verb to make it reflexive or reciprocal. For example [include Language example]. See how many of the English reflexive and reciprocal sentences you wrote can be translated into Language. * We have separate words for ‘hit’ and ‘fight’ in English, but in the target Language they use the one word and add the reciprocal suffix to create a change in meaning. Can you see the relationship between hitting and fighting? Can you think of any other words that have a similar relationship? Discuss this in class, then list them in both English and Language if you can. | Weapons:  War:  Fight:  Note that fight is generally ‘hit’ with a reciprocal suffix. Introduce the reciprocal and reflexive suffixes.  Hit, to:  Kill, to:  The same Language word is generally used for both ‘hit’ and ‘kill’.  Blood:  Brave:  Body:  Fear, to:  Gun:  Boat:  Hide, to:  Follow, to: | * [Indigenous Australians at war](http://www.dva.gov.au/i-am/aboriginal-andor-torres-strait-islander/indigenous-australians-war) * Introduce the reciprocal/reflexive suffix using ‘to fight’ or another appropriate word. * [Women at war](http://aiatsis.gov.au/collections/collections-online/digitised-collections/indigenous-australians-war/women-war) * [Indigenous Australian servicemen](https://www.awm.gov.au/encyclopedia/aborigines/indigenous/) * [Why did they join?](http://aiatsis.gov.au/collections/collections-online/digitised-collections/indigenous-australians-war/why-did-they-join) * [‘All in’ Indigenous Service](http://www.ww2australia.gov.au/allin/indigenous.html) * The Steyr Dance is a unique dance performed by members of 51 FNQR. The dancers use the Australian Service Rifle, the F88 "Austeyr", in combination with a traditional dance. This special dance is performed rarely. * [A century of loyal service](http://www.army.gov.au/Our-people/Army-Indigenous-community/Stories-of-interest/Century-of-Loyal-Service) * [Aboriginal people in World War I](http://www.anzacwebsites.com/tradition/aboriginals-ww1.htm) * [Indigenous servicemen – their contribution](http://www.australiangeographic.com.au/topics/history-culture/2011/05/indigenous-servicemen-their-contribution/) * [Serving Country](http://www.army.gov.au/Our-people/Army-Indigenous-community/NAIDOC-Week-2014) (NAIDOC Week 2014) * [51 Far North Queensland Regiment](http://www.diggerhistory.info/pages-army-today/state-regts/51fnqr.htm) * [Military Honour Roll](http://aiatsis.gov.au/collections/collections-online/digitised-collections/indigenous-australians-war/honour-roll) |
| Post war Australia | * Compare the way Aboriginal people in general were treated before and after World War 2. * Describe and discuss Marion Leane Smith’s life including her role as a nurse in World War 1.   Would Marion Smith have achieved so much if she had remained in Australia? Discuss why this is so.   * Tell Marion’s story in Language using the present tense, then retell it using the past tense. * Did the soldiers’ participation in the services make any difference to the way Aboriginal soldiers were treated after the war? If not, why not? Discuss. | Nurse:  Doctor:  Hospital: | * An Indigenous Nurse in World War I: [Marion Leane Smith](http://indigenoushistories.com/2013/10/30/an-indigenous-nurse-in-world-war-one-marion-leane-smith-smith/) * [Untold ANZAC stories](https://www.reconciliation.org.au/wp-content/uploads/2014/05/Lets-Talk...Untold-Anzac-stories-PDF.pdf) * [World War 1 and Indigenous Australian Soldiers](http://guides.sl.nsw.gov.au/content.php?pid=489033&sid=4179124) * If there is a local community member who served in the military, ask if they would talk to the students about their experiences. * **Extension**: Why was the attitude of white soldiers towards their Aboriginal comrades different to the attitude of white civilians towards Aboriginal people? |
| * **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | |

## Topic 4. The Bark Petition

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Overview** | **Suggested Student Activities** | **Insert Words in Target Language** | **Comments/resources for the Language team and Aboriginal teacher** | |
| Greeting routine |  |  | See Topic 1 | |
| Farewell routine |  |  | See Topic 1 |
| Revision | * Write some known words on small cards and put them in a container. * Sit the students in a circle and the teacher stands outside the circle with a device that plays music. * When the music is playing, the container is passed on. * When the music stops the student with the container chooses a card and then gives its English translation. * The students who gives the correct translation keeps the card. |  | In keeping with the Koorie community-preferred educational model, the preceding topics focus on Victorian Koorie people and this final topic focusses on the wider Australian Aboriginal and Torres Strait Islander communities. |
| What is the Bark Petition? | * Research the Yirrkala Bark Petitions and answer the question below. The Yirrkala Bark petitions presented to Federal Parliament in the 1960s and early 1970s were not successful. However, they were a milestone. Why were they a milestone? Retell in simple Language. * Look at the Yirrkala Bark Petition transcript, then read the English text and note the list of grievances as well as the very polite last line. Do you think the Yirrkala people’s requests were fair? How would you react if the government did the same thing to you? Discuss. * Compare the Language words you know, such as ‘people’, ‘land’, ‘take’ etc, with the Yirrkala words. Are they similar or quite different? * Why do you think the Bark Petition is in both English and Yirrkala? Discuss in class. * How many Aboriginal Languages were there before colonization? How many are there now? Make notes for a class discussion. | Bark:  Write, to: | * [The 1963 Yirrkala Bark Petitions](http://www.creativespirits.info/aboriginalculture/land/the-1963-yirrkala-bark-petitions) * [Yirrkala Bark Petitions 1963](http://foundingdocs.gov.au/item-did-104.html) * [Transcript of the Yirrkala Bark Petitions](http://foundingdocs.gov.au/resources/transcripts/cth15_doc_1963.pdf) | |
| **Assessment:** observation, quizzes, role-play, contribution to class discussions, written work, oral presentation (**delete those not applicable**) | | | | |

## Topic 5: Tense on Verbs

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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 |  |  | See Topic 1 |
| Revision of present and past tenses | * Revision: What are verbs?   What is tense? How is tense marked in the past in English?   * Revise verbs learned in Language. Ask students to change examples of present tense verbs into the past equivalent: ‘I eat – I ate’. * How is tense marked in the target Language? Give some examples. * An inflected verb can be the equivalent of a sentence in English, for example, [insert Language]. See how many one word sentences you can write in Language. * Create simple sentences using the Language you have learnt to date. Use the model *I see the kangaroo. You saw the emu. He saw the crow.* * Notice how the suffix showing the subject (the ‘do-er’) changes but the tense stays the same in sentence pairs like ‘I see, you see’, ‘I run, you run’, etc. [Insert Language] * In pairs, students write a brief dialogue using Cartoon Story Maker, eg two people meet and exchange greetings. | Present tense suffix:  Past tense suffix:  **Tense**  I eat:  I ate:  **Subject (singular)**  I see:  I run:  I sleep:  You see:  You run:  You sleep:  It sees:  It runs:  It sleeps:  I see the kangaroo.  You saw the emu.  He saw the crow. | It is important to note that not all Aboriginal Languages have present, past and future tenses. For example, some have past versus non-past or future versus non-future.   * In Aboriginal Languages tense is marked by an inflectional suffix on the verb. In Victorian Aboriginal Languages, it is generally the first suffix and can be followed by other suffixes. * An inflected verb can be the equivalent of an English sentence because subject and object pronouns can be marked on the verb. * Creation of simple sentences: note that, unless the students already understand case marking on nouns, you must use pronoun subjects in this exercise as noun subjects sometimes have a special case suffix. | |
| Introduction to future tense | * Introduce the future tense. Explain how the future is shown, then ask students to change examples of present and past tense Language verbs into future tense. * Ask the class to devise a game to test their knowledge of verbs. | Future tense suffix:  I will eat.  I will sleep.  I will run.  I will see.  You will eat.  You will sleep.  You will run.  You will see. |  | |
| **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.