

DREAMING AND LIVING ON THE LAND

English, History and Geography

Stage: Stage 2 & Stage 3

Outcomes: HT2-1, HT2-5, GE2-2, GE2-3
HT3-1 - HT3-5

The cross curriculum priorities are: Aboriginal and Torres Strait Islander histories and cultures.



Oral history is central to Aboriginal culture and Dreaming Stories are an integral part of Aboriginal life. These stories are used to pass on knowledge and skills to children and adults alike. During the workshop, students will listen to Dreaming Stories about various animals and learn about the importance of these stories. They will discover the ways in which Aboriginal People have lived on the land, using native flora and fauna to hunt and gather.

CONNECTION TO THE LAND

Aboriginal people have a unique connection to the land and this connection underpins the core of culture, spirituality and lore. The Dreaming is an important part of everyday life and continues to influence Aboriginal people today.

COUNTRY

Country is a term used by Aboriginal people to refer to the land to which they belong and their place of Dreaming. Aboriginal language usage of the word *Country* is much broader than standard English usage.

Discuss the concept of Country and what it means for Aboriginal people. Identify the spiritual connection to the land and explore how it links to the Dreaming. How does this influence the indigenous individual's responsibility to care for Country.

Listen to and learn about the Dreaming Stories from your area. Discuss the learning within.

Right: INDIGENOUS ARTWORK AND SCULPTURE TARONGA ZOO'S ENTRANCE
by Lorinda Taylor

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Education



SUGGESTED ACTIVITIES- TEACHER RESOURCE

Pre- or Post-Zoo Visit

LEARNING INTENTIONS

1. I understand what life was like for Aboriginal people before 1788 and can identify the importance of flags
2. I understand how Aboriginal People used to trade

SUCCESS CRITERIA

1. I am able to explain why country is important to Aboriginal people and identify the meaning behind different parts of the Aboriginal flag.
2. I am able to explain who the Macassans are and how they traded with the Aboriginal people.



INVESTIGATE AND DISCOVER

- What life was like for Aboriginal people before 1788.
- Why Country is important to Aboriginal people.
- How many Aboriginal languages were spoken in Australia.
- The Aboriginal language of your area.
- How flags tell a story about a place or culture.

IS A FLAG JUST A FLAG?

Flags hold special significance for people of all cultures as an expression of identity and pride.

The Aboriginal Flag was designed by Harold Thomas and first flown in July in 1971.

The Torres Strait Islander flag was designed by Bernard Namok in 1992 as a symbol of unity and identity for Torres Strait Islanders.

Flag design activity.

Students research the meanings of the different parts of both the Aboriginal and Torres Strait Islander flags.

Students design their own flag which represents who they are. Students may wish to include themes such as their:

- local area
- family heritage
- country of birth

LINKS:

[Aboriginal & Torres Strait Islander Flags](#)

SUGGESTED ACTIVITIES- TEACHER RESOURCE

Pre- or Post-Zoo Visit

WHO ARE THE MACASSANS?

Aboriginal and Torres Strait Islanders have traded with other nations for hundreds of years. One such group are the Macassans. They are the fishermen from Sulawesi (now Indonesia) who came to coastal northern Australia to trade with Aboriginal people.



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

TRADING

Students research the trade between the Macassans and Aboriginal people from Eastern Arnhem Land.

Students use this information to write a report on the interactions between Yolngu people and the Macassans and how each group affected the others' culture, families and the environment.

DEBATE

As a class or year group, debate the statement:

"Cultural heritage is very important"

ACKNOWLEDGEMENT OF COUNTRY

Ask your students to discuss the importance of Acknowledgement of Country and what country means to them.

Activity:

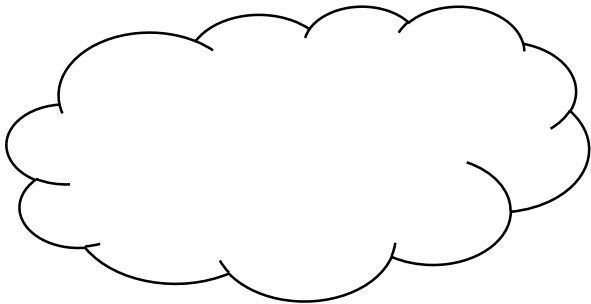
- Students to write their own Acknowledgement, following the correct protocols.
- Students present their Acknowledgement of Country to the class

STUDENT WORKSHEET

During your zoo visit

WORDS

Aboriginal words are used every day in Australia to refer to animals and even names of suburbs! Brainstorm a list of words that you might see around the Zoo or are in every day life and create a glossary of Aboriginal words:



GLOSSARY OF ABORIGINAL WORDS:

Word	Part of Speech	Definition

STUDENT WORKSHEET

During your zoo visit

EXPLORE TARONGA ZOO SYDNEY

Explore Taronga’s homage to the traditional owners of this site through the Cammeraigal interpretation sculptures around zoo. Investigate what they represent and communicate:

Name/ image of sculpture	What they represent/communicate