

Header – Aboriginal image (with permission)

Footer - *We respectfully acknowledge the Traditional Custodians of this country where we learn*

Learning guide for NSW teachers – First Contact “Owning our history?”

This guide aims to provide insights and materials to assist teachers in addressing what can be suggested as the little known history around first contact and the conflicts that occurred across Australia between those living in Australia and those coming to Australia from the 1770’s. It is inspired by the research work of Henry Reynolds, the acclaimed historian and many others working for social justice with Aboriginal and Torres Strait Islanders. It further aims to address the nature and impact of these encounters and challenge us to question our frontier history and consider: Were there ‘wars’ between the first Australians and the Colonists? Should we ‘own’ our history and regard the key figures amongst the First Australians who fought to safeguard and preserve their people, land and cultures as heroes?

The themes are drawn from relevant content areas identified in the Australian Curriculum, History K-10:

Stage 2 - First Contact <http://syllabus.bostes.nsw.edu.au/hsie/history-k10/content/803/>

Stage 4 - Contact Topic 6d Aboriginal and Indigenous Peoples, Colonisation and Contact History <http://syllabus.bostes.nsw.edu.au/hsie/history-k10/content/1044/> (NB –the WebQuest provided, “Owning our History” explores aspects of Depth Study 6, Expanding Contacts - Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History - The nature of British colonisation of Australia)

Students will have the opportunity to apply skills of historical inquiry and communication. Cross curriculum priorities have been considered with recommendations for integration of General Capabilities. Design of assessment in this guide is general and teachers will need to develop assessments for the specific needs of their students guided by the three approaches to assessment advised by the BOS – Assessment for Learning; Assessment as Learning; Assessment of Learning. (Recommend the development of a vocab list as the students work through the material)

Background information:

Henry Reynolds “This is the war that made the nation”

<http://treatypublic.net/content/war-made-nation-historian-henry-reynolds>

To purchase Henry Reynold’s publication: Why weren’t we told?

<http://www.amazon.com/Henry-Reynolds/e/B001HD39ZW>

Audio version (eBook not available)

[http://www.audible.com.au/?ref=Adbl\\_ip\\_rdr\\_from\\_US&source\\_code=AUDORAP082815001I&ipRedirectFrom=US&ipRedirectOriginalURL=pd%2FHistory%2FWHy-Werent-We-Told-Audiobook%2FB00B1HVQ68](http://www.audible.com.au/?ref=Adbl_ip_rdr_from_US&source_code=AUDORAP082815001I&ipRedirectFrom=US&ipRedirectOriginalURL=pd%2FHistory%2FWHy-Werent-We-Told-Audiobook%2FB00B1HVQ68)

Basic explanation of Eurocentrism (subscription available to pursue concept further)

[http://www.blackwellreference.com/public/tocnode?id=g9781405124331\\_chunk\\_g978140512433111\\_ss1-74](http://www.blackwellreference.com/public/tocnode?id=g9781405124331_chunk_g978140512433111_ss1-74)

Further reading -

[http://www.academia.edu/1060180/An\\_Archaeology\\_of\\_Eurocentrism](http://www.academia.edu/1060180/An_Archaeology_of_Eurocentrism)

(eBook) Bruce Pascoe (2014) Dark Emu BLACK SEEDS: agriculture or accident?

<http://www.ebooks.com/1675076/dark-emu/pascoe-bruce/?fc=AU&gclid=CjwKEAjwk6K8BRDM3aCSkdCtzSQSJAA3Vf38-z8A3cuCfnulifJuRetHM7MnZFZ3 oi-L9jjLbQY BoCn-Hw wcb>

Interview and review of Bruce Pascoe's

**"Dark Emu argues against 'Hunter Gatherer' history of Indigenous Australians"** (8minutes 30) NB some images available from text

<http://www.abc.net.au/local/audio/2014/03/17/3965103.htm>

Bruce Pascoe "Sow the seed: Aboriginal Agriculture"

<https://pozible.com/project/202236#!>

<http://austhrutime.com/agriculture.htm>

Norman Tindale – bio: [http://www.icucollections.org/?page\\_id=854](http://www.icucollections.org/?page_id=854)

Lesson Zone paid website with Indigenous resources (and others) – highly recommend Bilyana's Story for Stage 2

<http://lessonzone.com.au>

"First Footprints" link on ABC Splash (no longer available on iView, can be purchased)

<http://www.abc.net.au/tv/firstfootprints/>

The First Australians (all episodes) a Black Fella Films, SBS and Screen Australia production

[https://www.youtube.com/watch?v=oTJG8AJ\\_tDs](https://www.youtube.com/watch?v=oTJG8AJ_tDs)

Digital Learning Site Terra Nullius and related topics

[http://nfsa.gov.au/digitallearning/mabo/tn\\_01.shtml](http://nfsa.gov.au/digitallearning/mabo/tn_01.shtml)

Cook's instructions

<http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/secret/index.html>

Phillip's instructions

<http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime/draughtinstructions/index.html>

Field trips – excursion links

NSW Office of Environment and Heritage

<http://www.environment.nsw.gov.au/education-resources>

The Rocks Dreaming

<http://www.dreamtimesouthernx.com.au/Our-Tours/The-Rocks-Dreaming-Aboriginal-Heritage-Tour>

Sydney Learning Adventures Partnership programmes

[http://www.shfa.nsw.gov.au/sydney-For\\_visitors-](http://www.shfa.nsw.gov.au/sydney-For_visitors-)

[Sydney\\_Learning\\_Adventures-Partnership\\_programs.htm](http://www.shfa.nsw.gov.au/sydney-For_visitors-Sydney_Learning_Adventures-Partnership_programs.htm)

[http://www.cursions.com.au/school-excursions/385/Bangabaoui%3A-Aboriginal-cultural-harbour-cruise-\(primary\)](http://www.cursions.com.au/school-excursions/385/Bangabaoui%3A-Aboriginal-cultural-harbour-cruise-(primary))

North Sydney model –Coal Loader

[http://www.northsydney.nsw.gov.au/Waste\\_Environment/Sustainability/At\\_School/Coal\\_Loader\\_School\\_Excursions](http://www.northsydney.nsw.gov.au/Waste_Environment/Sustainability/At_School/Coal_Loader_School_Excursions)

Key inquiry question: Stage 2 – First Contact

What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans?

Teacher asks students to identify what they know/believe already of life of ATSI peoples pre Contact – use of such tools as KWLH scaffold could be utilised to record this and student learning throughout the Inquiry.

<http://otis.coe.uky.edu/ccsso/cssapmodules/sbp/sbp/KWLH%20Technique.html>

View approximately 5 minutes of “First Australians episode 1: They Have Come to Stay”

[https://www.youtube.com/watch?v=oTJG8AJ\\_tDs](https://www.youtube.com/watch?v=oTJG8AJ_tDs)

Students are told they are now to become historians.

Explain that historians are like detectives who look for evidence to solve a mystery.



The mystery they are asked to help solve is:  
Why have Australians been led to believe that traditionally, Aboriginal Australians were only hunter-gatherers?

Introduce students to primary and secondary sources in preparation for activity on the identified inquiry question.  
(Critical thinking activity-students consider some of the problems a historian may have when using such sources such as reliability)

<https://m.youtube.com/watch?v=OcRBXz5MPPQ>

Students will work in small groups with a range of sources to consider the question:

Was Australia a land belonging to no-one ('terra nullius') in 1770 when Captain Cook claimed it for Britain?

Explain the term terra nullius

*Terra nullius* (/ˈtɛrə.nlˈlaɪəs/, plural *terrae nullius*) is a [Latin](#) expression deriving from [Roman law](#) meaning "nobody's land",<sup>[1]</sup> which is used in [international law](#) to describe territory which has never been subject to the [sovereignty](#) of any state, or over which any prior sovereign has expressly or implicitly relinquished sovereignty. Sovereignty over territory which is terra nullius may be [acquired through occupation](#),<sup>[2]</sup> though in some cases doing so would violate an international law or treaty. Terra nullius is derived from the 1095 [papal bull](#), *Terra Nullius*, of [Pope Urban II](#), which allowed Christian European states to claim land inhabited by non-Christians.<sup>[3]</sup>

[https://en.wikipedia.org/wiki/Terra\\_nullius](https://en.wikipedia.org/wiki/Terra_nullius)

Background understanding:

What were the attitudes of Europeans of the 18<sup>th</sup> and 19<sup>th</sup> Century towards other peoples?

(A difficult concept to explain to this age group– opportunity to integrate Literacy skills by drawing on the short story “The Burnt Stick” to explain white attitudes towards non-white peoples until the recent past. It saw a government policy that resulted in the widespread removal of mixed race children in an effort to ‘breed out’ what was seen as the taint of their Aboriginality. Through discussion introduce the concepts of ‘superiority’ and racism (Eurocentricism and Social Darwinism) that were held in the period – (see background reading). Teachers could take the opportunity of putting these attitudes in an historical context by providing students with an understanding that Aboriginal Australia is the oldest continuing culture in the world and the great civilizations of Ancient Africa, Asia and the Middle East post-date and therefore undermine these Eurocentric views.

Critical thinking skills: How would these ideas influence the relationship and policies (laws) towards Aboriginal and Torres Strait Islander peoples?

History of the world in 2 minutes (American centred!)

<http://www.history.com/shows/mankind-the-story-of-all-of-us/videos/mankind-in-2-minutes>

English – historical fiction – “The Burnt Stick” could be studied more fully.  
Teaching sequence designed by Misty Adoniou from Schools and Community  
Centre, University of Canberra

[https://scaffoldingliteracy.wikispaces.com/file/view/The+Burnt+Stick+-+Anthony+Hill+\(Sue+Plaistowe\).pdf](https://scaffoldingliteracy.wikispaces.com/file/view/The+Burnt+Stick+-+Anthony+Hill+(Sue+Plaistowe).pdf)

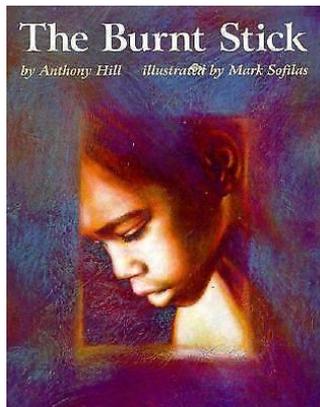
(Need to modify for NSW English Curriculum

<https://syllabus.bostes.nsw.edu.au/english/>)

The Burnt Stick

by Anthony Hill (Author), Mark Sofilas (Illustrator)

When John Jagamarra was five, he was taken away from his mother and home in an Australian aboriginal camp. John was half-white, and the law said he had to be educated in a mission school to learn the ways of white people. But John never forgot his real home - or his mother, who dared to trick the men from the welfare department by darkening him with a burnt stick to hide his light skin.



Ebook available

<http://www.anthonhillbooks.com/TBSmain.html>

Sources – Stolen Generation

<http://www.racismnoway.com.au/teaching-resources/factsheets/52.html>

Anti-racism activities K-3

<http://www.prejudicenoway.com/>

Time line Aboriginal Policy –removal of children

<http://www.creativespirits.info/aboriginalculture/politics/stolen-generations-timeline#axzz4EXoZpW00>

Australian Government site

<http://www.australia.gov.au/about-australia/australian-story/sorry-day-stolen-generations>

Source activity:

Listen and look carefully at the sources from explorer’s observations and the author’s interpretations of traditional Aboriginal land use. Record your evidence on the scaffold provided. Suggestion - divide the focus areas amongst the members of your group.

Access the audio and some images from Bruce Pascoe's Dark Emu BLACK SEEDS: agriculture or accident?

<http://www.abc.net.au/local/audio/2014/03/17/3965103.htm>

Suggest further images from Pascoe's research: p40 well at Kooyoorra National Park – near Bendigo; p65 Queensland fishing system; p88 pointed dome house.

Other sources to be chosen on the basis of language needs of students (NB available as an eBook)

Examples include: Irrigation p38-39; Game p42; Aboriginal utility of land p46-49; Aquaculture p58-59

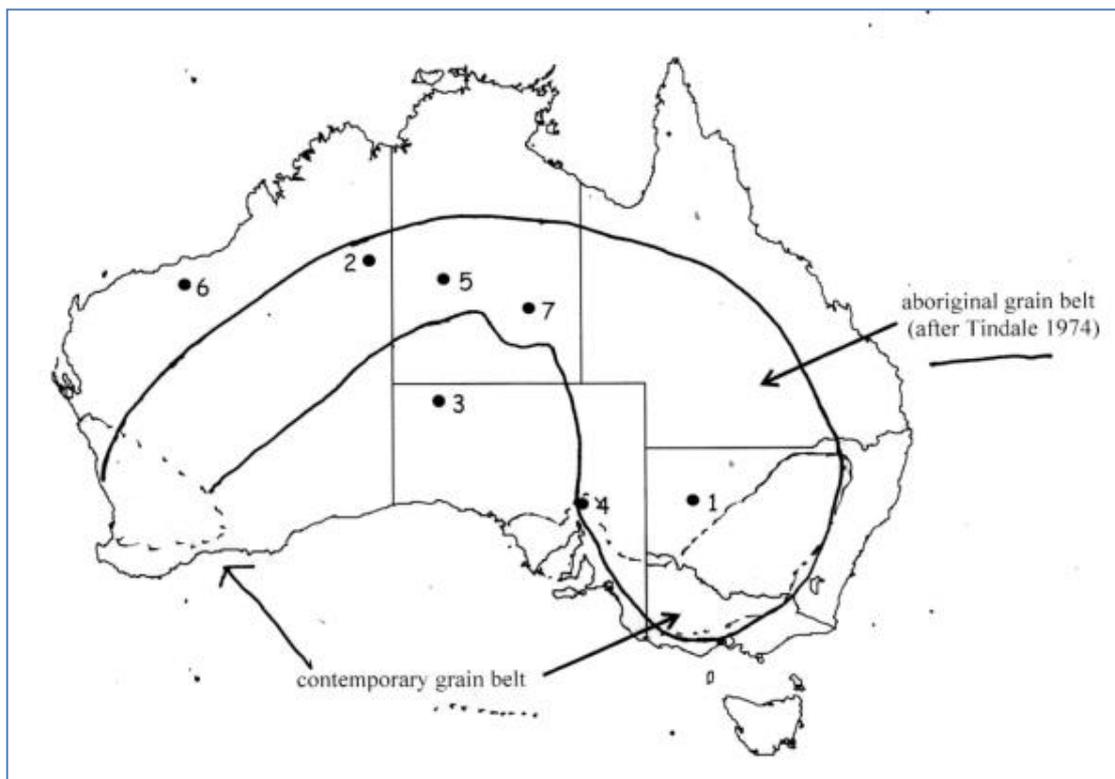
A language map can be used at an appropriate time e.g. students can zoom in on their local area to identify language group and other details that could be of interest.

Ray Norris – “Emu Dreaming” an introduction to Aboriginal astronomy

<http://www.emudreaming.com/book.htm>

<http://www.abc.net.au/indigenous/map/>

(The map below was developed from research by anthropologist, Norman Tindale in 1974. It documents traditional Aboriginal grain harvests.)



Look carefully at the map. The Aboriginal grain belt is marked by the unbroken lines and the grain belt of 1974 is indicated with the broken lines. Compare the 2 and estimate the percentage of grain production of the

contemporary ('modern' times of 1974). Suggest why traditional Aboriginal farming methods were more successful than those of 1974?

You are the detective – solve this historical mystery by using the sources:  
Why have Australians been led to believe that traditionally, Aboriginal Australians were only hunter-gatherers?



	Evidence	Conclusion
Some Aboriginal people built permanent houses/dwellings		
Some Aboriginal people built dams and altered the course of rivers		
Some Aboriginal people irrigated and tilled the land – hint, listen and look for the harvesting of yams		
Some Aboriginal people harvested and used grain		
Aboriginal peoples developed successful fishing systems		

Why do you think Australians have been led to believe that traditionally Aboriginal Australians were only hunter-gatherers?		
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Now that you have developed a hypothesis (an opinion based on the evidence) your task is to report your findings to the Australian public. As a group you need to decide the format you will use to inform the public of this important break through understanding of Australia's First People. Suggested formats: blog; news article; BTN item.

Inquiry question: What was the nature and consequence of contact between Aboriginal and/or Torres Strait Islander peoples and early traders, explorers and settlers?

(Continue viewing to from approximately 5 - 13.30 minutes: First Australians: episode 1: They Have Come to Stay" up to the account of the small pox ravaging the Aboriginal population)

[https://www.youtube.com/watch?v=oTJG8AJ\\_tDs](https://www.youtube.com/watch?v=oTJG8AJ_tDs)

(N.B. Perspectives on the controversial debate around the source of small pox is presented; it decimated the Aboriginal peoples around the Sydney in 1789 – too difficult for this age group)

Bilyana's story from <http://lessonzone.com.au> and/or My Place (Nadia Weakley) <http://readingaustralia.com.au/lesson/my-place/>  
[https://www.youtube.com/watch?v=inL\\_Lf-3YOY](https://www.youtube.com/watch?v=inL_Lf-3YOY)

My Place

[http://www.myplace.edu.au/teaching\\_activities/1878\\_-\\_before\\_time/1788\\_1/episode\\_landing\\_24.html](http://www.myplace.edu.au/teaching_activities/1878_-_before_time/1788_1/episode_landing_24.html)

"On this website you will find rich educational material to support primary and lower-secondary teachers using the *My Place* TV series in the classroom. Explore background information, aligned with the *My Place* stories, on events and people significant to Australia's history. Download clips and stills from the TV series, as well as teaching activities and student activity sheets that relate to current themes..."

Note – episodes 24 "Dan" and 23 "Waruwi" are most relevant to this focus, they are set in 1788. (The series travels in time from 2008 to 'Before time' episodes 25 and 26)



The site “My Place” has links to the television series and provides excellent teaching materials. Choose those appropriate for your students.

**EPISODE CLIP: FIRST CONTACT**

**Recommend ACTIVITY 1: LIFESTYLES AND CULTURES**

Subthemes: Beliefs; Culture; Indigenous perspectives

**ACTIVITY 2: RESISTANCE**

Subthemes: Culture; Historical events; Indigenous perspectives

NB This activity introduces students to the concept of Resistance in the context of 1788 and Waruwi’s response to the arrival of the colonists scaffold –

“Imagine you are Waruwi. Suggest three different ways to get your pet back and evaluate the advantages and the disadvantages of your actions”

(Suggest not to pursue other activities on Resistance fighters such as Pemulwuy at this Stage – this will be covered at Stage 4 – avoid the perennial problem confronting a study of Indigenous issues, that students have covered it all before!)

**EPISODE CLIP: GOVERNOR'S ORDERS**

**ACTIVITY 3: SUPPLIES FOR SURVIVAL: FIRST FLEET**

Subthemes: Historical events; Indigenous perspectives; Inventions and electronic media

[http://www.toolsforeducators.com/boardgames/dailyroutines\\_r.php](http://www.toolsforeducators.com/boardgames/dailyroutines_r.php)