



MACQUARIE
ATLAS
of **INDIGENOUS**
AUSTRALIA

GENERAL EDITORS

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SECOND EDITION



MACQUARIE TEACHER'S GUIDE

The Teacher's Guide consists of two distinct sections.

PART A

This section facilitates access to those items in the Atlas that relate to the Australian curriculum for years 9 and 10. The Atlas has particular relevance for the following learning areas: Geography, The Arts, English, Language, and Technologies. Table 1 breaks down the Atlas structure, listing the sections, chapter titles, subheadings and sub-subheadings. Tables 2 and 3 align numbered Atlas items (maps, graphs, illustrations), pages and chapters with learning areas and elaborations for years 9 and 10, respectively. These alignments are indicative. Note that the Language learning area is included in Table 3 and covers years 7 to 10.

PART B

This section provides guided classroom activities on a chapter-by-chapter basis. Included are:

- direct questions to which answers can be found within the relevant chapter or the glossary
- classroom discussion questions
- research tasks, which extend students' knowledge of a chapter topic through further investigation or tasks utilising external resources.

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PART A

Maps, graphs and tables

- There are 285 maps, graphs and tables. These carry a date relating to their source.
- There are two basic types of map: thematic maps and statistical maps. Examples of the map types are in Chapter 1. Details of the geographies used are in Appendix II.
- The Tindale tribal/language map is in Appendix I.
- A map of the places and regions mentioned in the work is on the inside front cover.

Illustrations

- There are 193 illustrations, which carry a date and a small locator map. Some illustrations are cultural representations of 'space'. Therefore, illustrations often have a geographic component.

Captions and Text

- Each map and illustration has its own caption embedded within the body text.

Subsidiary devices

- A timeline is on the inside back cover.
- Interrelated items are shown blue in the text, as are glossary terms.

Table 1 The Atlas Structure

Chapter No.	Chapter Title	Subheadings and <i>sub-subheadings</i>
1	Navigating the Atlas	Historical mapping of Indigenous Australia, The structure of the Atlas; <i>appendixes and other endmatter; the endpapers</i> , The atlas as an ebook, Map types; <i>thematic maps; choropleth maps; maps that use proportional symbols; column maps; illustrations; some conventions</i> , Indigenous Australian words, Terminology
SECTION I	The Socio-cultural Space	
2	Representations of space and place	The creation of the landscape, Representing ancestral topography, The use of symbols in representation, Direction, Contemporary Indigenous mapping
3	Environment, ecology and country	Environmental variability, Managing and using country; <i>the seasons; specialised economies on country</i> , Changing environment and technologies; <i>incorporating new technologies; new ways of managing and caring for country</i> , Climate Change
4	Migration and deep history	The first arrivals, The peopling of Australia/ <i>later migrations and contacts</i> , Evidence for the first human cultures, Adapting to a changing environment; <i>the arid zone and population movement</i> , The Holocene, Stone tools of the Pleistocene, Stone tools of the Holocene

5	Technology and material culture	Hunting, fishing and fighting; <i>boomerangs; spears; spearthrowers; nets and traps; fish hooks</i> , Watercraft, Shelter, Fire, Containers, Baskets and string bags, Clothing, Adornment, Torres Strait material culture
6	Population and patterns of residence	Population size and age structure, Population at the time of European colonisation, Displacement and concentration, Population distribution today, Residence in discrete communities, Residence in the major cities, Torres Strait diaspora
7	Languages past and present	Language in pre-colonial Australia; <i>outside influence on Australian languages</i> , Mapping Australian languages, Australian languages today; <i>new words for new concepts; new Australian languages; who speaks an Australian language today; the distribution of Australian languages today</i> , Supporting Australia's Indigenous languages
8	Social and cultural life	Patterns that predate colonisation; <i>kinship and social organisation</i> , Networks of exchange, Ritual forms, Creator beings, land and social groupings, Current patterns of cultural activity and identification, The impact of Christian missionary activity, Current patterns of religious affiliation
9	The southern night sky	The Milky Way, Stars and constellations
10	The visual arts	Rock art, A rich diversity of media, A continuing diversity of practice
11	Performing arts, sports and games	Traditional musical instruments, Song types, Dance, New traditions, Film and television, Sport, Games and toys
SECTION II	The Socio-economic Space	
12	Land and water ownership and use	Dispossession, Restitution; <i>land rights; native title; land use agreements</i> , Rights to waters; <i>marine rights; rights to rivers</i> , Using the land and the sea; <i>pastoralism; travelling stock routes; mining; atomic test and rocket sites</i> , Managing the environment
13	Health and wellbeing	Health and history; <i>new diseases; drug substances before and after European colonisation; alcohol in the past and today</i> , Health through the life course; <i>pregnancy and childhood; adolescence; adult health/disability and old age</i> , Health infrastructure
14	Housing and infrastructure	Infrastructure and housing in discrete Indigenous communities; <i>water and electricity supply; temporary dwellings</i> , Housing need: adequacy and affordability, Non-private dwellings
15	Economic life	Introduction; <i>patterns of employment; employment in the capital cities; types of employment; participation in the labour force; income and poverty</i> , Indigenous businesses, The customary economy
16	Education and training	The beginnings of Western education, School attendance, Culturally based learning, Patterns of school completion, Education in the capital cities, Further education, The internet

SECTION III	The Socio-political Space	
17	The colonial encounter	Colonial exploration, Mapping colonial violence, ‘Colonial’ and ‘settled’ Australia, The development of protest in ‘closely settled’ Australia, The end of the encounter?
18	Governance and political participation	The Australian constitution, Voting rights and restrictions, National Indigenous representative bodies, Land-related representative bodies, State and territory-level representative bodies, Local government, Parliamentary representation, Symbols of nationhood
19	Social justice	The stolen generations, Interaction with the criminal justice system; <i>violence; use of legal services; deaths in custody</i> , Broader effects and consequences of social justice, Reconciliation, the Apology and Uluru Statement; <i>The Apology; The Uluru Statement from the Heart</i>
20	Placenames of Indigenous origin	Official placenames from Indigenous words, Reinstated and dual placenames, The acknowledgement of prior ownership, The meaning of placenames, The structure of placenames
21	Evolving patterns of research	Unsystematic inquiry, 1606–c.1870, The beginning of systematic research, c.1851–1925, Developed academic research, 1946 to the present, Early professional research, 1925–46, A widening of the field, The emergence of Indigenous scholars and researchers, Indigenous data sovereignty
Appendixes		
1	The Tindale map	With ‘tribal’ names and spellings used in this atlas
2	Mapping conventions and geographies	Choropleth Geographies; <i>choropleth maps derived from the 2016 Census; choropleth maps derived from NATSISS 2014-15; City choropleth maps derived from the 2016 Census; maps derived from CHINS 2006; other map geographies</i>

Tables 2 and 3

Wherever possible items, and groups of items, are named from concepts identified within the elaborations.

For example, in *Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)*, item 5.1 (boomerang) is placed within the named category ‘wood’, as boomerangs are usually made from wood.

In addition, many items have relevance for more than one learning area. Again using the boomerang as the example, these appear in *Investigating the impact of material selection on the transfer of sound energy in Aboriginal and Torres Strait Islander peoples traditional musical, hunting and communication instruments (ACSSU182)*, as item 11.3: musical instruments; and also in *Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)*, as item 5.3: as a symbolic element in a media artwork.

We recommend that Tables 2 and 3 are used in conjunction with the other devices within the Atlas that aid accessibility, such as: Table 1; the Index; the Glossary; the Sources; the References; and the Further Reading.

Table 2

YEAR 9

Elaborations and related Atlas items

	Content descriptions	Learning areas and curriculum elaborations
		ENGLISH
Language	Text cohesion RELATED ATLAS ITEMS:	<i>Compare and contrast the use of cohesive devices in texts, focusing on how they serve to signpost ideas, to make connections, and to build semantic associations between ideas (ACLEA1770)</i> <i>The system of cross-referencing, flagged glossary items, and the division of text of each chapter into clearly demarcated types (introduction, body text, caption text and summary). Any chapter could serve as an example.</i>
Literature	How texts reflect the context of culture and situation in which they are created RELATED ATLAS ITEMS	<i>Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)</i> Introduction, Chapter 1, p. 7 (section on Terminology); Appendix 1; introductory sections to Chapters 2–21.
Literacy	Texts and the contexts in which they are used RELATED ATLAS ITEMS	<i>Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739)</i> Introduction; Chapter 1, p. 7 (section on Terminology); Chapter 2; 13.25; 16.10; 18.3; 18.22; Chapter 18 summary; 19.22.
		SCIENCE
	RELATED ATLAS ITEMS	<i>Investigating the interdependence of communities and the role of Aboriginal and Torres Strait Islander peoples in maintaining their environment (ACSSU 176)</i> Rangers: 3.19, 3.20, 3.21, Fire: 3.22, 3.23, Cultural mapping: 2.12–15, Early climate change: 4.10, 4.11
	RELATED ATLAS ITEMS	<i>Investigating how radiocarbon dating and other dating methods have been used to establish that Aboriginal and Torres Strait Islander peoples have been present on the Australian continent for more than 60,000 years. (ACSSU 177)</i> Sea level: page 36, 4.2, 4.3, Archaeological record: pages 42, 47, 110, 4.8, 4.14, Stone tools: 4.15–20, Rock art subjects: 10.4, 10.5, Burials: Page 41, Extinct species: 4.14, Macassan contact: 4.4, 7.2, page 90, 8.16, 8.17, page 158, 13.8–9, 17.5

	RELATED ATLAS ITEMS	<i>Investigating the impact of material selection on the transfer of sound energy in Aboriginal and Torres Strait Islander peoples traditional musical, hunting and communication instruments (ACSSU 182)</i> Didjeridu: 11.1–2, Boomerang/clapsticks: 11.3, Body: 11.4, Rasps: 11.5–6, Gum leaf: 11.7, Whistles: 11.8, Bark and skin bundles, logs, drums and rattles: 11.9–10
	RELATED ATLAS ITEMS	<i>Acknowledging and exploring Aboriginal and Torres Strait Islander peoples ways of communicating their understanding of the internal systems of organisms (ACSIS 174)</i> X Ray art: 10.7, 10.13, 13.11
		HUMANITIES & SOCIAL SCIENCES
History	Chronology, terms and concepts RELATED ATLAS ITEMS	<i>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164) & (ACHHS182)</i> <i>Deep history:</i> Arrival and technologies: Chapters 4 and 5, Art: 4.5–7, 10.1–10, Creation: page 10, Chapter 9, Housing: 3.15, Language: 7.1, Outside contact: page 7, 3.18, 4.4, 5.6, 5.22, 7.2, page 90, 8.16–17, page 158, 13.8, 13.9, 17.5, page 250, page 36–37, 4.2–3, 11.8, 11.9–10, 13.5, Seasons: 3.19–10, Timeline inside back cover <i>Post-colonial:</i> Art: 10.11–24, Colonial encounter: Chapter 17, Economic life: Chapter 15, Education: Chapter 16, Governance and political participation: Chapter 18, Health: Chapter 13, Housing/infrastructure: Chapter 14, Indigenous mapping: 2.11–15, Land: Chapter 12, Language: pages 79–85, Managing country: pages 31–32, Placenames: Chapter 20, Population and residence: Chapter 6, Research: Chapter 21, Society: Chapter 8, Social justice: Chapter 19 Research: Chapter 21
Geography	Biomes and food security RELATED ATLAS ITEMS	<i>Challenges to food production, including land and water degradation, shortage of fresh water, competing land uses, and climate change, for Australia and other areas of the world (ACHGK063)</i> Climate change: 3.24–5, 3.27, 4.8–11, 4.18, Sea level: 4.2–3, 4.14–15
	Geographies of interconnections RELATED ATLAS ITEMS	<i>The perceptions people have of place, and how these influence their connections to different places (ACHGK065)</i> Creation: page 11, 2.1–2, 8.19–22, page 110, 10.13, 10.15, Seasons: 2.10, Use: 2.14–15, 10.17, Society: 4.5–7, Residence: 6.8, 6.10, 6.21, Kinship: 8.2–4, Land and Water Rights: 12.12, pp. 145–50, Language: Chapter 7, Appendix I, 16.10, 20.8–9

		<p><i>The effects of people’s travel, recreational, cultural or leisure choices on places, and the implications for the future of these places (ACHGK069)</i></p> <p>Creation: page 11, 2.1–2, 8.19–22, page 110, 10.13, 10.15, Outstations: 6.11, 10.20</p>
	<p>Collecting, recording, evaluating and representing</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Evaluate sources for their reliability, bias and usefulness and select, collect, record and organise relevant geographical data and information, using ethical protocols, from a range of appropriate primary and secondary sources (ACHGS064) & (ACHGS073)</i></p> <p>Sources: pp. 278–86, Appendix II.</p>
	<p>RELATED ATLAS ITEMS</p>	<p><i>Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065) & (ACHGS074)</i></p> <p>Art: 2.3–7, Area maps; 2.9, 4.4, 4.10–12, 7.4, 17.12, 17.6, 17.8–17.11, Cultural diagrams: 3.9–10, Area maps (block): 7.5, 7.8, 17.13, Proportional dot maps: 7.6, 7.11–16, 14.8–9, Choropleth maps: 7.7, 13.22, 18.4–8, 15.15, 19.12, Graphs: 13.19, 20.4, 21.7, 21.10, 21.15, Scatter plot maps: 7.18, 13.21, 16.9, 17.5, 20.7, 20.11, 21.11, Pie chart/map: 13.23, 18.2, Line maps: 17.2–4, 8.6–9, Annotated: 8.1, 8.15, 17.14–5, 18.3–13, 20.5, 21.2, 21.6, 21.14, Table: 18.16–18, Column maps: 19.15, 21.9. Schematic maps: 8.20–22; Sketch maps: 2.5, 2.11, 2.16</p>
	<p>RELATED ATLAS ITEMS</p>	<p><i>Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066) & (ACHGS075)</i></p> <p>Creation: 2.1–7, Cultural maps: 2.14–5, 11.34, Games: 11.36, Genetics: 4.4, 4.12, Seasons: 3.9–10, Health: 13.14, 13.29, Infrastructure: 14.8–9, Kinship: 8.2–8.5, Language: 7.4–5, 8.1, Education: 16.9, Exploration: 17.2–17.4, Violence: 17.6–10, Colonisation: 17.12, Protest: 17.14–5, Constitution: 18.2–6, Representation: 18–7–13, 18.15–18, Placenames: 20.5, 20.7, 20.11, Research: 21.2, 21.6, 21.9, 21.11</p>
	<p>Interpreting, analysing and concluding</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Interpret and analyse multi-variable data and other geographical information using qualitative and quantitative methods, and digital and spatial technologies as appropriate, to make generalisations and inferences, propose explanations for patterns, trends, relationships and anomalies, and predict outcomes (ACHGS067) & (ACHGS076)</i></p> <p>Art: 2.3–7, Area maps; 2.9, 4.4, 4.10–12, 7.4, 17.12, 17.6, 17.8–17.11, Cultural diagrams: 3.9–10, Area maps (block): 7.5, 7.8, 17.13, Proportional dot maps: 7.6, 7.11–16, 14.8–9, Choropleth maps: 7.7, 13.22, 18.4–8, 15.15, 19.12, Graphs: 13.19, 20.4, 21.7, 21.10, 21.15, Scatter plot maps: 7.18, 13.21, 16.9, 17.5, 20.7, 20.11, 21.11, Pie chart/map: 13.23, 18.2, Line maps: 17.2–4, 8.6–9, Annotated maps: 8.1, 8.15, 17.14–15, 18.3–13, 20.5, 21.2, 21.6, 21.14, Table: 18.16–18, Column maps: 19.15, 21.9. Schematic maps: 8.20–22, Sketch maps: 2.5, 2.11, 2.16</p>

	RELATED ATLAS ITEMS	<i>Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068) & (ACHGS077)</i> Chapters 1, 12–19, Appendix II, Sources pp. 278–283
	RELATED ATLAS ITEMS	<i>Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069) & (ACHGS078)</i> Cultural mapping: 2.12–15, Environment management: Rangers 3.19–21, Fire 2.12, 3.22–23
	Communicating RELATED ATLAS ITEMS	<i>Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070) & (ACHGS079)</i> Art: 2.3–7, 2.13, Digital (GPS) mapping: 2.12, Area maps: 2.9, 4.4, 4.10–12, 7.4, 17.12, 17.6, 17.8–17.11, Cultural diagrams: 3.9–10, 4.12, Area maps (block): 7.5, 7.8, 17.13, Proportional dot maps: 7.6, 14.8–9, Choropleth maps: 7.7; 13.22, 18.4–8, 15.15, 19.12, Graphs: 13.19, 20.4, 21.7, 21.10, 21.15, Scatter plot maps: 13.21, 16.9, 17.5, 20.7, 20.11, 21.11, Pie chart/map: 13.23, 18.2, Line maps: 17.2–4, 17.13, 8.6–9, Annotated maps: 8.1, 8.15, 17.14–5, 18.3–13, 20.5, 21.2, 21.6, 21.14, Tables: 18.16–18, Column maps: 19.15, 21.9, Schematic maps: 8.20–22, Sketch maps: 2.5, 2.11, 2.16, Cultural maps: 2.14–15
Economics and business	Interpretation and analysis RELATED ATLAS ITEMS	<i>Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045) & (ACHES057)</i> Business: 15.17–23, Education: 16.5–8, 16.12–15, 16.20–22, Employment: 15.1, 15.3, 15.11, 15.13, 15.16–17, Health: 13.17, 13.19, 13.24, 13.26, 13.28, Housing: 14.2–4, 14.7–9, 14.12–16, Population, residence: 6.2, 6.8–10, 6.21, Remoteness: 6.7, 17.13
	Questioning and research RELATED ATLAS ITEMS	<i>Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044) & (ACHES056)</i> Business maps: 15.17–23
THE ARTS		
Dance	Responding to and interpreting artworks RELATED ATLAS ITEMS	<i>Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts (ACADAR026)</i> Mask: 10.19, Ceremonial dance: (pages 11, 93, 115, 124) 8.17, 10.14, 11.2, 11.10–11, 11.14–15, 13.29, Torres Strait: 11.13, Contemporary dance: page 131

<p>Media Arts</p>	<p>Manipulating and applying the elements, concepts with intent</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)</i></p> <p>Language: 7.17, Film: 11.18, Sport: 11.20, 11.25, 11.28, Culture: 11.32–34, Rights: 12.9, 18.1, 18.3, 18.21–22, 19.21–22, 20.1, 20.8–9, 20.12, Environment: 12.19, 12.23, Health: 13.11, 13.14, 13.15, 13.18, 13.25, Education: 16.2–3, 16.6, 16.16–18, Colonialism: 17.7, 17.12, 17.16–17, Protest: 11.19, 11.24, 11.26, 12.1, 13.10, 16.10, Governance: 18.9, 18.14</p>
	<p>Analysing and reflecting upon intentions</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Evaluate how technical and symbolic elements are manipulated in media artworks to create and challenge representations framed by media conventions, social beliefs and values for a range of audiences (ACAMAR078)</i></p> <p>Boomerang motif: 5.3, Missionaries: 8.27, Flags: 11.26, 18.14, 18.19–20</p>
	<p>Responding to and interpreting artworks</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Analyse a range of media artworks from contemporary and past times to explore differing viewpoints and enrich their media arts making, starting with Australian media artworks, including media artworks of Aboriginal and Torres Strait Islander Peoples, and international media artworks (ACAMAR079)</i></p> <p><i>The past</i></p> <p>Colonialism: 17.7, 17.12, Education: 16.2–3, Research: 21.4, Rights: 18.1, Sport: 11.20</p> <p><i>Contemporary</i></p> <p>‘Apology’: 19.21, Arts: 11.17–19, Education: 16.6, 16.11, 16.16–18, Employment: 15.8, 15.20, 15.26–7, Environment: 12.19, 12.23, Governance: 18.14, Health: 13.11, 13.15, 13.18, 12.24, 13.30, 15.2</p> <p>Language: 7.17, Protest: 11.24, 11.26, 12.1, 13.10, 16.10, 17.16–17, Religion: 8.29, Research: 21.16, Rights: 18.3, 18.9, 18.21, 18.22, 19.22, Sport: 11.25, 11.28</p>
<p>Music</p>	<p>Responding to and interpreting artworks</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (ACAMUR105)</i></p> <p>Didjeridu: 11.1–2, Boomerang/clapsticks: 11.3, Body: 11.4, Rasps: 11.5–6, Gum leaf: 11.7, Whistles: 11.8, Bark and skin bundles, logs, drums and rattles: 11.9, Torres Strait/PNG: 11.10, Songs: 11.11–12, Festivals: 11.15, Education: 11.16, Contemporary composer: 11.17</p>

Visual Arts	Exploring ideas and improvising with ways to represent ideas RELATED ATLAS ITEMS	<i>Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)</i> Social: 4.5–7, 2.16, 14.5, 2.4, Ceremonial: 5.39, 8.17, Missions: 8.30, 5.36, Health: 13.11, 13.15, 13.18, 13.25, 15.2, Colonisation: 6.5, 10.22–23, 17.18, Spiritual: 10.20, Stolen Generation: 10.21, 19.3, Land and Water Rights: 2.13, 12.9, 12.12, 12.14, Civil Rights: 18.19–20, Governance: 18.9, Deaths in custody: 19.17, Space: 2.5, 2.7, 10.14, 11.32–36, Creation: 2.1, 2.3, 9.7, 9.2–3, 9.5–8, 10.13, 10.15, Environment: 10.17
	Responding to and interpreting artworks RELATED ATLAS ITEMS	<i>Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)</i> Creation: 2.1, 2.3–2.4, 2.7, 8.17, 9.2–3, 9.5–8, 10.2–8, 10.12–15, Environment: 2.12–13, Society: 4.5–7, Missions: 5.36, 8.27, 8.30, 13.7, Ceremonial: 5.39, 10.10, Colonial 6.5, Language: 7.17, Clans: 10.12, Art market: 10.19, Contemporary: 10.20–24, Games: 11.36, Land rights: 12.9, 12.12, Wage rights: 12.14, Social rights: 18.8, Drugs: 13.5, Health: 13.11, 13.18, 13.20
		TECHNOLOGIES
	Design and technologies RELATED ATLAS ITEMS	<i>Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043)</i> Making fire: 5.25, Glass: 5.4, Spearthrower: 5.10–12, 11.37, Bows, Harpoons: 5.37, Dugong platform: 3.12
		HEALTH AND PHYSICAL ACTIVITY
	RELATED ATLAS ITEMS	<i>Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)</i> Infant mortality: 13.12, Trachoma: 13.13, Petrol sniffing: 13.17, Health prevention: 13.19, Cause of death: 13.23
	RELATED ATLAS ITEMS	<i>Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)</i> Restrict alcohol sales: 13.10, Smoking prevention: 13.11, Trachoma program: 13.14, Low aromatic fuel: 13.5–16, Mobile dialysis: 13.18, Health care programs: 13.21, Wellbeing support: 13.24–25, Community control service: 13.26–27, Indigenous doctors: 13.28, Royal Flying Doctor Service: 13.29

	RELATED ATLAS ITEMS	<i>Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)</i> Remoteness: 6.7, 17.13, Climate: 3.1–.8, Climate change: 3.24–5, 3.27, Remote residence: 6.7, 6.9, 6.10, Land, water: 12.6–8, 12.11, 12.13, Language: 7.6–19, Housing: page 174, 14.4, 14.6–7, 14.12, 14.13–15, Infrastructure: page 174, 14.8–9, 16.21, Introduced disease: 13.1–2, Alcohol: 13.9, 13.11, Petrol sniffing: 13.16, Employment: 15.1,15.14, 15.17, 15.23, 15.25, Wealth: 15.16, Education: 16.4–9, 16.11–21, Health programs: 13.21–22, 13.24
	<i>Movement and Physical activity</i> RELATED ATLAS ITEMS	<i>Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)</i> Early sports: 11.20, 11.30–31, Contemporary sports: 11.21–28

Table 3

YEAR 10

Elaborations and related Atlas items

Curriculum learning area	Content descriptions	Curriculum elaborations (description and number)
		ENGLISH
Language	<i>Text cohesion</i> RELATED ATLAS ITEMS	<i>Understand how paragraphs and images can be arranged for different purposes, audiences, perspectives and stylistic effects (ACELA1568)</i> Compare two contrasting chapters, e.g. chapters 6 (population) and 10 (visual arts).
Literature	<i>How texts reflect the context of culture and situation in which they are created</i> RELATED ATLAS ITEMS	<i>Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639)</i> Chapter 1, p. 7 (section on terminology); Chapter 17, section on mapping colonial violence, pp. 213–18.
Literacy	<i>Texts and the contexts in which they are used</i> RELATED ATLAS ITEMS	<i>Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749)</i> The whole atlas could serve as the subject of such an analysis. However, of particular relevance are: Chapter 2, Chapter 20

		SCIENCE
Science understanding	Earth and space sciences RELATED ATLAS ITEMS	<i>The universe contains features including galaxies, stars and solar systems, and the Big Bang theory can be used to explain the origin of the universe (ACSSU188)</i> All of Chapter 9, Creation: 2.1–7, 8.19–8.22, 10.13, 10.15
	Physical sciences RELATED ATLAS ITEMS	<i>The motion of objects can be described and predicted using the laws of physics (ACSSU229)</i> Boomerangs: 5.1, 1.30, Bows, Harpoons: 5.37, Making fire: 5.25, Outrigger canoe: 5.22, Spearthrowers: 5.10–12, 11.37, Tops: 11.31
		HUMANITIES & SOCIAL SCIENCES
History	Analysis and use of resources RELATED ATLAS ITEMS	<i>Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170) & (ACHHS188)</i> <i>Deep history:</i> Arrival and technologies: Chapters 4 and 5, Art: 4.5–7, 10.1–10, Creation: page 10, Chapter 9, Housing: 3.15, Language: 7.1, Outside contact: page 7, 3.18, 4.4, 5.6, 5.22, 7.2, page 90, 8.16–17, page 158, 13.8, 13.9, 17.5, page 250, page 36–37, 4.2–3, 11.8, 11.9–10, 13.5, Seasons: 3.19–10, Timeline inside back cover <i>Post-colonial:</i> Art: 10.11–24, Colonial encounter: Chapter 17, Economic life: Chapter 15, Education: Chapter 16, Governance and political participation: Chapter 18, Health: Chapter 13, Housing/infrastructure: Chapter 14, Indigenous mapping: 2.11–15, Land: Chapter 12, Language: pages 79–85, Managing country: pages 31–32, Placenames: Chapter 20, Population and residence: Chapter 6, Research: Chapter 21, Society: Chapter 8, Social justice: Chapter 19 Research: Chapter 21

	<p>Chronology, terms and concepts RELATED ATLAS ITEMS</p>	<p><i>Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164) & (ACHHS182)</i></p> <p><i>Deep history:</i> Arrival and technologies: Chapters 4 and 5, Art: 4.5–7, 10.1–10, Creation: page 10, Chapter 9, Housing: 3.15, Language: 7.1, Outside contact: page 7, 3.18, 4.4, 5.6, 5.22, 7.2, page 90, 8.16–17, page 158, 13.8, 13.9, 17.5, page 250, page 36–37, 4.2–3, 11.8, 11.9–10, 13.5, Seasons: 3.19–10, Timeline inside back cover</p> <p><i>Post-colonial:</i> Art: 10.11–24, Colonial encounter: Chapter 17, Economic life: Chapter 15, Education: Chapter 16, Governance and political participation: Chapter 18, Health: Chapter 13, Housing/infrastructure: Chapter 14, Indigenous mapping: 2.11–15, Land: Chapter 12, Language: pages 79–85, Managing country: pages 31–32, Placenames: Chapter 20, Population and residence: Chapter 6, Research: Chapter 21, Society: Chapter 8, Social justice: Chapter 19, Research: Chapter 21</p>
Geography	<p>Environmental change and management RELATED ATLAS ITEMS</p>	<p><i>The Aboriginal and Torres Strait Islander Peoples’ approaches to custodial responsibility and environmental management in different regions of Australia (ACHGK072)</i></p> <p>Rangers: 3.19–21, Fire: 3.22–23, Cultural mapping: 2.12–15, Early climate change: 4.10–11, Land use agreements: 12.10, Conservation estate: 12.21–23, Sustainable use: 15.26</p>
	RELATED ATLAS ITEMS	<p><i>The application of geographical concepts and methods to the management of the environmental change being investigated (ACHGK074)</i></p> <p>Climate change: 3.19–25, 3.27, Land use agreements: 12.10, Conservation estate: 12.21–23</p>
	<p>Geographies of human wellbeing RELATED ATLAS ITEMS</p>	<p><i>Different ways of measuring and mapping human wellbeing and development, and how these can be applied to measure differences between places (ACHGK076)</i></p> <p>Customary economy: 15.24–27, Data sovereignty: Page 258, 21.16, Economic measures: 15.1–23, Education measures: 16.4–15, 16.19–22, Governance: 18.2–3, 18.4–6, 18.10–22, 15.2, Health measures: 13.12–14, 13.16–7, 13.19, 13.21–24, 13.26–28, Housing and infrastructure measures: 14.1, 14.4, 14.7–9, 14.12–17, Justice measures: 19.1–20, Land measures: 12.6–8, 12.10–11, 12.13, 12.21–22</p> <p>Language measures: 7.6–19, Recognition: 18.3, 18.19–20, 19.21–22, 19.4–10, 20.1–9, 20.12</p>
	RELATED ATLAS ITEMS	<p><i>Reasons for, and consequences of, spatial variations in human wellbeing in Australia at the local scale (ACHGK080)</i></p> <p>Education within cities: 16.14, Employment within cities: 15.4, Home ownership within cities: 14.1, Residence within cities: 6.13–6.20</p>

	<p>Collecting, recording, evaluating and representing</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065) & (ACHGS074)</i></p> <p>Art: 2.3–7, Area maps; 2.9, 4.4, 4.10–12, 7.4, 17.12, 17.6, 17.8–17.11, Cultural diagrams: 3.9–10, Area maps (block): 7.5, 7.8, 17.13, Proportional dot maps: 7.6, 7.11–16, 14.8–9, Choropleth maps: 7.7, 13.22, 18.4–8, 15.15, 19.12, Graphs: 13.19, 20.4, 21.7, 21.10, 21.15, Scatter plot maps: 7.18, 13.21, 16.9, 17.5, 20.7, 20.11, 21.11, Pie chart/map: 13.23, 18.2, Line maps: 17.2–4, 8.6–9, Annotated maps: 8.1, 8.15, 17.14–5, 18.3–13, 20.5, 21.2, 21.6, 21.14, Tables: 18.16–18, Column maps: 19.15, 21.9, Schematic maps: 8.20–22, Sketch maps: 2.5, 2.11, 2.16</p>
	<p>RELATED ATLAS ITEMS</p>	<p><i>Represent spatial distribution of geographical phenomena by constructing special purpose maps that conform to cartographic conventions, using spatial technologies as appropriate (ACHGS066) & (ACHGS075)</i></p> <p>Creation: 2.1–7, Cultural maps: 2.14–5, 11.34, Games: 11.36, Genetics: 4.4, 4.12, Seasons: 3.9–10, Health: 13.14, 13.29, Infrastructure: 14.8–9, Kinship: 8.2–8.5, Language: 7.4–5, 8.1, Education: 16.9, Exploration: 17.2–17.4, Violence: 17.6–10, Colonisation: 17.12, Protest: 17.14–5, Constitution: 18.2–6, Representation: 18–7–13, 18.15–18, Placenames: 20.5, 20.7, 20.11, Research: 21.2, 21.6, 21.9, 21.11</p>
	<p>Interpreting, analysing and concluding</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Apply geographical concepts to synthesise information from various sources and draw conclusions based on the analysis of data and information, taking into account alternative points of view (ACHGS068) & (ACHGS077)</i></p> <p>Chapters 1, 12–19, Appendix II, Sources pp. 278–283</p>
	<p>RELATED ATLAS ITEMS</p>	<p><i>Identify how geographical information systems (GIS) might be used to analyse geographical data and make predictions (ACHGS069) & (ACHGS078)</i></p> <p>Cultural mapping: 2.12–15, Environment management: Rangers 3.19–21, Fire: 2.12, 3.22–23</p>
<p>Civics and Citizenship</p>	<p>Law and citizens</p> <p>RELATED ATLAS ITEMS</p>	<p><i>How Australia's international legal obligations shape Australian law and government policies, including in relation to Aboriginal and Torres Strait Islander Peoples (ACHCK093)</i></p> <p>Data sovereignty: Page 258, 21.16, Economic measures: 15.1–23, Education measures: 16.4–15, 16.19–22, Governance: 18.2–3, 18.4–6, 18.10–22, 15.2, Health measures: 13.12–14, 13.16–17, 13.19, 13.21–24, 13.26–28, Housing and infrastructure measures: 14.1, 14.4, 14.7–9, 14.12–17, Justice measures: 19.1–20, Land measures: 12.6–8, 12.10–11, 12.13, 12.21–22, Language measures: 7.6–19, Recognition: 18.3, 18.19–20, 19.21–22, 19.4–10, 20.1–9, 20.12</p>

	<p>Analysis, synthesis and interpretation</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Critically evaluate information and ideas from a range of sources in relation to civics and citizenship topics and issues (ACHCS084) & (ACHCS097)</i></p> <p>Data sovereignty: page 258, 21.16, Economic measures: 15.1–23, Education measures: 16.4–15, 16.19–22, Governance: 18.2–3, 18.4–6, 18.10–22, 15.2, Health measures: 13.12–14, 13.16–7, 13.19, 13.21–24, 13.26–28, Housing and infrastructure measures: 14.1, 14.4, 14.7–9, 14.12–17, Justice measures: 19.1–20, Land measures: 12.6–8, 12.10–11, 12.13, 12.21–22, Language measures: 7.6–19, Recognition: 18.3, 18.19–20, 19.21–22, 19.4–10, 20.1–9, 20.12</p>
<p>Economics and business</p>	<p>Questioning and research</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Gather relevant and reliable data and information from a range of digital, online and print sources (ACHES044) & (ACHES056)</i></p> <p>Business maps: 15.17–23</p>
	<p>Interpretation and analysis</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Analyse data and information in different formats to explain cause-and-effect relationships, make predictions and illustrate alternative perspectives (ACHES045) & (ACHES057)</i></p> <p>Business: 15.17–23, Education: 16.5–8, 16.12–15, 16.20–22, Employment: 15.1, 15.3, 15.11, 15.13, 15.16–17, Health: 13.17, 13.19, 13.24, 13.26, 13.28, Housing: 14.2–4, 14.7–9, 14.12–16, Population, residence: 6.2, 6.8–10, 6.21, Remoteness: 6.7, 17.13.</p>
THE ARTS		
<p>Visual Arts</p>	<p>Exploring ideas and improvising with ways to represent ideas</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Conceptualise and develop representations of themes, concepts or subject matter to experiment with their developing personal style, reflecting on the styles of artists, including Aboriginal and Torres Strait Islander artists (ACAVAM125)</i></p> <p>Social: 4.5–7, 2.16, 14.5, 2.4, Ceremonial: 5.39, 8.17, Missions: 8.30, 5.36, Health: 13.11, 13.15, 13.18, 13.25, 15.2, Colonisation: 6.5, 10.22–23, 17.18, Spiritual: 10.20, Stolen Generation: 10.21, 19.3, Land and water rights: 12.9, 12.12, 12.14, 18.19–20, 2.13, Governance: 18.9, Deaths in custody: 19.17, Space: 2.5, 2.7, 10.14, 11.32–36, Creation: 2.1, 2.3, 9.7, 9.2–3, 9.5–8, 10.13, 10.15, Environment: 10.17</p>
	<p>Responding to and interpreting artworks</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Analyse a range of visual artworks from contemporary and past times to explore differing viewpoints and enrich their visual art-making, starting with Australian artworks, including those of Aboriginal and Torres Strait Islander Peoples, and consider international artworks (ACAVAR131)</i></p> <p>Creation: 2.1, 2.3–2.4, 2.7, 8.17, 9.2–3, 9.5–8, 10.2–8, 10.12–15, Environment: 2.12–13, Society: 4.5–7, Missions: 5.36, 8.27, 8.30, 13.7, Ceremonial: 5.39, 10.10, Colonial 6.5, Language: 7.17, Clans 10.12, Art market: 10.19, Contemporary: 10.20–24, Games: 11.36, Land rights: 12.9, 12.12, Wage rights: 12.14, Social rights: 18.8, Drugs: 13.5, Health: 13.11, 13.18, 13.20</p>

Media Arts	RELATED ATLAS ITEMS	<p><i>Manipulate media representations to identify and examine social and cultural values and beliefs, including those of Aboriginal and Torres Strait Islander Peoples (ACAMAM074)</i></p> <p>Language: 7.17, Film: 11.18, Sport: 11.20, 11.25, 11.28, Culture: 11.32–34, Rights: 12.9, 18.1, 18.3, 18.21–22, 19.21–22, 20.1, 20.8–9, 20.12, Environment: 12.19, 12.23, Health: 13.11, 13.14, 13.15, 13.18, 13.25, Education: 16.2–3, 16.6, 16.16–18, Colonialism: 17.7, 17.12, 17.16–17, Protest: 11.19, 11.24, 11.26, 12.1, 13.10, 16.10, Governance: 18.9, 18.14</p>
Dance	RELATED ATLAS ITEMS	<p><i>Analyse a range of dance from contemporary and past times to explore differing viewpoints and enrich their dance making, starting with dance from Australia and including dance of Aboriginal and Torres Strait Islander Peoples, and consider dance in international contexts (ACADAR026)</i></p> <p>Mask: 10.19, Ceremonial dance: (pages 11, 93, 115, 124) 8.17, 10.14, 11.2, 11.10–11, 11.14–15, 13.29, Torres Strait: 11.13, Contemporary dance: page 131</p>
Music	RELATED ATLAS ITEMS	<p><i>Analyse a range of music from contemporary and past times to explore differing viewpoints and enrich their music making, starting with Australian music, including music of Aboriginal and Torres Strait Islander Peoples, and consider music in international contexts (ACAMUR105)</i></p> <p>Didjeridu: 11.1–2, Boomerang/clapsticks: 11.3, Body: 11.4, Rasps: 11.5–6, Gum leaf: 11.7, Whistles: 11.8, Bark and skin bundles, logs, drums and rattles: 11.9, Torres Strait/PNG: 11.10, Songs: 11.11–12, Festivals: 11.15, Education: 11.16, Contemporary composer: 11.17</p>
TECHNOLOGIES		
	Design and technologies RELATED ATLAS ITEMS	<p><i>Investigate and make judgments on how the characteristics and properties of materials are combined with force, motion and energy to create engineered solutions (ACTDEK043)</i></p> <p>Making fire: 5.25, Glass: 5.4, Spearthrowers: 5.10–12, 11.37, Bows, Harpoons: 5.37, Dugong platform: 3.12</p>

	RELATED ATLAS ITEMS	<p><i>Investigate and make judgments on how the characteristics and properties of materials, systems, components, tools and equipment can be combined to create designed solutions (ACTDEK046)</i></p> <p>Bamboo: 4.1, 5.37, 13.5, Bark: 5.19, 5.21, 5.26, 5.27, Bone: 5.37, Feathers: 8.9, Glass: 5.4, Grass: 5.42, Iron: 5.5, Mangrove: 5.20, Ochre: 5.34, 5.38, page 41, page 61, 8.9, 8.12, page 110, Resin: 4.22, Rock (art): 4.5, Sand: 5.21, Shell: 5.12, 5.18, 5.36, 5.39–40, 6.3, 8.8, Shell, leaf, bamboo, skin, string, fibres: page 59, Sinew bone: 5.8, Skin: 5.34, Spinifex gum: 4.19, Stone: 5.16, 3.11, 3.13, 3.15, page 27 Stone house: 6.3, Stone tools: 4.15–22, Wood/stone: 5.1, 5.6, 5.28, Tin: 11.35.</p> <p>Adornment: 8.8, pages 60–61, 10.17, 5.35, 5.36, Clothing: 5.33, 5.34, 13.5, Containers: 5.26– 5.32, 13.36, Fish hooks: 5.17–8, Hafting: 5.38, Hides: 3.13, Houses: 6.3, Nets 5.13–16, 3.17, Shell trade: 8.7, 8.9, Shelter: 5.23, 5.24, Spears 5.5–9, 11.37, Spearthrowers: 1.2, page 44, 5.10–12, 2.5, 3.18, 5.25, 11.6, Toys: 11.29–31, 11.35, Traps: 3.11, 3.15, 5.16, Watercraft: 5.19, 5.20, 5.22, 8.11, Weapons: 3.18, page 49, 5.37</p>
		HEALTH AND PHYSICAL EDUCATION
	<p>Personal social and community health</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Critically analyse and apply health information from a range of sources to health decisions and situations (ACPPS095)</i></p> <p>Infant mortality: 13.12, Trachoma: 13.13, Petrol sniffing: 13.17, Health prevention: 13.19, Cause of death: 13.23</p>
	RELATED ATLAS ITEMS	<p><i>Plan and evaluate new and creative interventions that promote their own and others' connection to community and natural and built environments (ACPPS097)</i></p> <p>Restrict alcohol sales: 13.10, Smoking prevention: 13.11, Trachoma program: 13.14, Low aromatic fuel: 13.5–16, Mobile dialysis: 13.18, Health care programs: 13.21, Wellbeing support: 13.24–25, Community control service: 13.26–27, Indigenous doctors: 13.28, Royal Flying Doctor Service: 13.29</p>
	RELATED ATLAS ITEMS	<p><i>Critique behaviours and contextual factors that influence health and wellbeing of diverse communities (ACPPS098)</i></p> <p>Remoteness: 6.7, 17.13, Climate: 3.1–8, Climate change: 3.24–5, 3.27, Remote residence: 6.9, 6.10, Land, water: 12.6–8, 12.11, 12.13, Language: 7.6–19, Housing: page 174, 14.4, 14.6–7, 14.12, 14.13–15, Infrastructure: page 174, 14.8–9, 16.21, Introduced disease: 13.1–2, Alcohol: 13.9, 13.11, Petrol sniffing: 13.16, Employment: 15.1, 15.14, 15.17, 15.23, 15.25, Wealth: 15.16, Education: 16.4–9, 16.11–21, Health programs: 13.21–22, 13.24</p>
	<p>Movement and Physical activity</p> <p>RELATED ATLAS ITEMS</p>	<p><i>Examine the role physical activity, outdoor recreation and sport play in the lives of Australians and investigate how this has changed over time (ACPMP104)</i></p> <p>Early sports: 11.20, 11.30–31, Contemporary sports: 11.21–28</p>

		ABORIGINAL LANGUAGES AND TORRES STRAIT ISLANDER LANGUAGES (YEARS 7–10)
	Systems of language RELATED ATLAS ITEMS	<i>Investigate how connections between Law, story, ceremony, people and Country/Place are demonstrated and evident in community behaviour (ACLFWU123)</i> Chapter 2, sections on The creation of the landscape, Representing ancestral topography and The use of symbols in representation (pp.10-14), and Contemporary Indigenous mapping (pp. 16-21); Chapter 8, section on Kinship and social organisation (pp. 87-9), section on Creator beings, land and social groupings (pp. 95-6); Chapter 9; Chapter 11, sections on Song types and Dance (pp.128-9)
	Language variation and change RELATED ATLAS ITEMS	<i>Understand that languages and cultures change continuously due to contact with one another and in response to new needs and ideas, popular culture, media and new technologies (ACLFWU125)</i> Chapter 3, section on changing environments and technologies (pp. 29-32); Chapter 4, section on the Holocene (pp. 43-4); Chapter 7; Chapter 11, section on new traditions (pp. 130-1)
	Language awareness RELATED ATLAS ITEMS	<i>Investigate and compare the ecologies of Aboriginal and Torres Strait Islander languages with Indigenous languages in other countries, and consider issues such as languages policy, language rights, language loss, advocacy, reform and multilingualism (ACLFWU126)</i> Chapter 7, Chapter 20; Appendix 1
	Role of language and culture RELATED ATLAS ITEMS	<i>Reflect on how ways of using language are shaped by communities' ways of thinking, behaving and viewing the world, and the role of language in passing on knowledge (ACLFWU128)</i> Chapter 2, section on Direction (pp.14-15); Chapter 3, section on the seasons (pp. 25-6) and 3.26; Chapter 7, sections on Australian languages today and Supporting Australia's Indigenous languages (pp. 79-85), Chapter 6, section on Culturally-based learning (pp. 200-1); 13.25; Chapter 20; Appendix I
	Role of language building RELATED ATLAS ITEMS	<i>Investigate programs, initiatives and techniques that keep Aboriginal and Torres Strait Islander languages strong (ACLFWU129)</i> Chapter 7, section on Supporting Australia's Indigenous languages (pp. 83-5); Chapter 16, section on Culturally-based learning (pp. 200-1)

PART B

CHAPTER 1

The Atlas is set out in chapters within three thematic sections so you can easily find what you are looking for. You will see throughout the pages that some of the text is in dark blue. There is also text which appears in light-blue capital letters following the word 'SEE'.

1. What is the purpose of both of these devices?
2. What would be the effects of not having the 'SEE' references or a glossary in the book?

NB. Students should be encouraged to utilise these devices as much as possible.

ACELT1639, ACELY1749, ACLEA1770

Class discussion:

Why do you think different types of maps are used throughout this book?

ACELA1568, ACELT1633, ACELY1739, ACELY1749, ACHGS065, ACHGS068, ACHGS074, ACHGS077, ACLEA1770

What is the purpose of a key map?

ACELA1568, ACELT1633, ACELY1739, ACELY1749, ACHGS065, ACHGS068, ACHGS074, ACHGS077, ACLEA1770

What is the difference between the terms 'pre-colonial' and 'pre-contact' as used in this book?

ACELA1568, ACELT1633, ACELT1639, ACELY1739, ACHCK093, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLEA1770

Research task:

David Horton's map (1.1) can be seen in more detail on the AIATSIS website

<https://aiatsis.gov.au/explore/articles/aiatsis-map-indigenous-australia>

Your cursor will act as a magnifying glass and you can zoom in and out using the wheel of your mouse. Instructions are also given at the website for use on touch screens.

1. Why does Horton use hazy boundaries in this map? Compare this with Norman Tindale's map (7.3).
2. Find the city or town you live in on the map. Which Indigenous area does your city or town fall within?

NB. If your town does not appear on the map then find the nearest.

3. Locate the capital cities of three states, other than the state you live in.

Which Indigenous area does each fall within?

ACELA1568, ACELT1633, ACELY1739, ACELY1749, ACHGS065, ACHGS066, ACHGS067, ACHGS068, ACHGS074, ACHGS075, ACHGS076, ACHGS077, ACLEA1770

Research task:

The artwork used for the cover was part of the *Songlines: Tracking the Seven Sisters* exhibition shown at the National Museum of Australia 15 September 2017 to 28 February 2018.

Parts of the exhibition are available on the National Museum of Australia's website:

<https://www.nma.gov.au/exhibitions/songlines>

Explore the exhibition.

1. What are some of the common themes throughout the exhibition?
2. In what different ways are the Sisters' creation journeys represented?

The Travelling Kungkarangkalpa Art Experience features artworks, animations and vision of the Seven Sisters flying into the night sky, narrated by Shellie Morris.

3. In what ways does this expand your understanding of the cover artwork, *Kungkarrangkalpa Tjurkurpa*?

ACAMAM074, ACAMAR078, ACAMAR079, ACAVAM125, ACAVAR131, ACELA1568, ACELT1639, ACELY1749

CHAPTER 2

Where did the term 'Dreamtime' come from?

ACAVAM125, ACAVAR131, ACELT1633, ACELT1639, ACELY1739, ACELY1749, ACHCK065, ACHCK069, ACHHS164, ACHHS182, ACLEA1770, ACLFWU123, ACLFWU128

What is ancestral topography?

ACAVAM125, ACAVAR131, ACELT1639, ACELY1749, ACHCK065, ACHHS164, ACHHS182, ACLEA1770, ACLFWU123, ACLFWU128, ACSSU176

Class discussion:

Most atlases are modelled on Western concepts of the representation of space. They assume a knowledge and acceptance of mapping conventions such as compass points, latitude and longitude, scale, and elevation. As we can see throughout this chapter, Indigenous conceptualisations and representations of place and space are based on a very different system of ideas and beliefs, and on detailed knowledge about and connections to particular localities.

1. There are many types of maps used in the Western convention to represent place and space.

a. What are some of these map types?

b. What do they have in common?

NB. The types of Western convention maps used in this book can be found in chapter 1.

2. What are some of the ways in which the Indigenous maps found in chapter 2 are different to Western maps?

ACAMAR079, ACAVAM125, ACAVAR131, ACELT1639, ACELY1749, ACHCK065, ACHCS084, ACHCS097, ACHGK069, ACHGS065, ACHGS066, ACHGS074, ACHGS075, ACHHS072, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLEA1770, ACLFWU123, ACLFWU128, ACSSU176

The concept of cardinal and intercardinal points, such as east, west, north-east and south-west, are used in both Western and Indigenous cultures. The terminology for these varies throughout many of the Australian languages. In Indigenous culture, words for direction are not expressed as cardinal points set in relation to magnetic north, rather, they are tools for orientation in the local environment.

1. What are some Australian language terms for east and west?

2. What are some of the ways directions are used in Indigenous culture and language that don't occur in Western culture?

ACHGK065, ACLFWU123, ACLFWU125, ACLFWU128

Are Indigenous maps used in the consideration of land claims or Native Title claims?

ACAMAR079, ACHCS084, ACHCS097, ACHHS072, ACHHS170, ACHHS188, ACLEA1770, ACSSU176

Use-and-occupancy mapping is a mapping methodology used in Australia since 2006. It can be used to demonstrate the many ways in which Indigenous Australians use the land and their relationship with it.

1. How is data collected for the mapping?

2. Look at map **2.14 Northern Basin Aboriginal Nations, use-and-occupancy mapping, 2016–2017**.

a. What is the main aspect of Western mapping used in this map?

b. How are aspects like hunting, fishing and gathering represented on the map?

3. **Class discussion:**

a. While use-and-occupancy maps do not have a legal status, they can be used to support native title and other land usage claims.

In what ways do you think they can aid claims?

b. How do you think use-and-occupancy maps could differ across various regions?

ACAMAR079, ACAVAM125, ACELY1749, ACHCK065, ACHGK069, ACHGS065, ACHGS066, ACHGS069, ACHGS070, ACHGS074, ACHGS075, ACHGS078, ACHGS079, ACHHS072, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACLFWU128, ACSSU176

CHAPTER 3

Describe some of the different variable features of the Australian environment.

ACHGK065, ACHGK072, ACHGK074, ACHHS164, ACHHS182, ACLFEW123, ACLFWU125, ACPPS098, ACSSU176, ACSSU177

1. What are some animal species which have been introduced to Australia?
2. In what ways can introduced species be a threat to the environment?

Further reading:

Australian Government | Department of the Environment and Energy
<https://www.environment.gov.au/biodiversity/invasive-species>

Australian Government | Department of the Environment and Heritage
<https://www.environment.gov.au/system/files/resources/2bf26cd3-1462-4b9a-a0cc-e72842815b99/files/invasive.pdf>

ACAMAR079, ACAVAM125, ACAVAR131, ACHGK063, ACHGK065, ACHGK072, ACHGK074, ACHHS164, ACHHS182, ACLFEW123, ACLFWU125, ACPPS098, ACSSU176

1. What are IPAs?
2. What are some of the activities undertaken by rangers in IPAs?

ACHCK093, ACHCS084, ACHCS097, ACHGK063, ACHGK065, ACHGK072, ACHGK074, ACHGK078, ACHHS164, ACHHS182, ACPPS098, ACSSU176, ACSSU177

Climate change is a global problem. What are some of the impacts climate change has for Indigenous Australians?

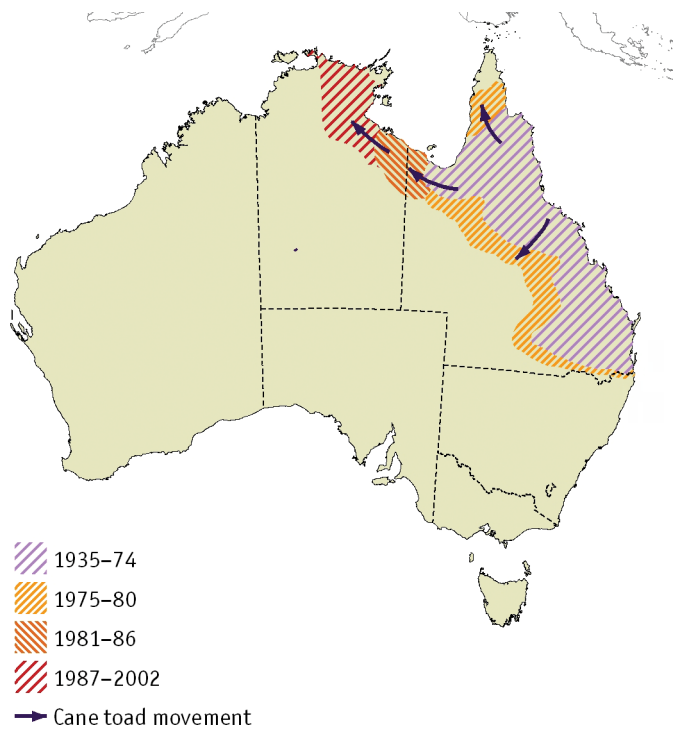
ACAMAR079, ACAVAM125, ACAVAR131, ACHCK093, ACHCS084, ACHCS097, ACHGK063, ACHGK065, ACHGK072, ACHGK074, ACLFEW123, ACLFWU125, ACLFWU128, ACPPS098, ACSSU176, ACSSU177

What does ‘country’ mean to Indigenous Australians?

ACAMAR079, ACAVAM125, ACAVAR131, ACHGK065, ACHGK072, ACHGK074, ACLFEW123, ACLFWU125, ACLFWU128, ACPPS098, ACSSU176, ACSSU177

Research task:

1. Compare map **3.16 The spread of the cane toad 1935–2011** with the map as it appeared in the first edition (supplied here).



This is an indicative map only and does not record the complexity of the invaded areas

Map 3.16 now includes data from 2002–2011.

What differences can you see?

2. Research different methods that have been used in attempts to reduce cane toad numbers and their spread. As a class collate the different methods.

ACAMAR079, ACAVAM125, ACAVAR131, ACHES044, ACHES056, ACHGK063, ACHGK065, ACHGK072, ACHGK074, ACHGS064, ACHGS065, ACHGS066, ACHGS067, ACHGS068, ACHGS070, ACHGS073, ACHGS074, ACHGS075, ACHGS076, ACHGS077, ACHGS079, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACPPS098

Research task:

Go to the Australian Government Bureau of Meteorology website:

<http://www.bom.gov.au/iwk/index.shtml>

Click on the community closest to where you live.

How does their seasonal calendar compare to the Western seasons?

ACAMAR079, ACAVAM125, ACAVAR131, ACHES044, ACHES056, ACHGK065, ACHGK072, ACHGK074, ACHGS064, ACHGS065, ACHGS066, ACHGS067, ACHGS068, ACHGS070, ACHGS073, ACHGS074, ACHGS075, ACHGS076, ACHGS077, ACHGS079, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFEW123, ACLFWU125, ACPPS098, ACSSU176, ACSSU177

Research task:

Availability of Indigenous animal and vegetable resources depends upon regions and seasons.

Research your local area to see what types of Indigenous produce are currently in season.

★ *Provide the source/s you used.*

ACAMAR079, ACAVAM125, ACAVAR131, ACHES044, ACHES056, ACHGK063, ACHGK065, ACHGK072, ACHGK074, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFEW123, ACLFWU125, ACLFWU128, ACPPS098, ACSSU176, ACSSU177

Research task:

State and rural fire services are now working closely with Indigenous rangers and Aboriginal Land Councils in fire management.

1. How has Indigenous knowledge been utilised?
2. What methods of Indigenous fire management are regularly used?

Further reading:

Creative Spirits website:

<https://www.creativespirits.info/aboriginalculture/land/aboriginal-fire-management>

ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES056, ACHGK063, ACHGK065, ACHGK072, ACHGK074, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFEW123, ACLFWU125, ACLFWU128, ACPPS098, ACSSU176, ACSSU177, ACSSU229, ACTDEK043

CHAPTER 4

What does the term 'deep history' mean here?

ACHGK065, ACHHS164, ACHHS182, ACSSU176, ACSSU177

What is some evidence of the first human occupation of Australia?

ACHHS164, ACHHS182, ACSSU176, ACSSU177

There are three main theories on the extinction of the megafauna in Australia. What are they?

ACHGK072, ACHHS164, ACHHS182, ACSSU176

1. How did sea levels change in the Holocene period?
2. What effects did this change have on Indigenous Australians?

ACHGK072, ACHHS164, ACHHS182, ACSSU176

Who were the Macassans?

ACHHS164, ACHHS182, ACSSU175

Research task:

The Torres Strait Islands are extremely vulnerable to rising sea levels. There are over 200 islands in the Torres Strait, of which around 18 are inhabited.

1. Investigate what measures have been employed or proposed to combat rising sea levels.
2. What is likely to happen if sea levels continue to rise? How will that affect the people of the Torres Strait Islands?

★ *Provide the source/s you used.*

ACHES044, ACHES056, ACHGK063, ACHGS064, ACHGS073, ACHHS164, ACHHS182, ACSSU175, ACSSU176

Research task:

A timeline of key events ranging from 70 000 years before the present to 1788 can be found at the very end of this book – *Environment and deep history from 70 000 years ago to 1788*.

Chapter 4 explores how a number of these events were evidenced through physical indicators, such as those resulting from sea level fluctuation, rock art, animal and human remains, shelters and stone tools. These physical remains can tell us a lot about where Indigenous peoples lived and when, their social networks, ritual practices, technological advances, and much more.

1. In what ways can a timeline be helpful in the representation of data?
2. Dating is only possible if physical remains are found.
 - a. What are some elements that these types of remains have in common?
 - b. What are some other types of remains from pre-contact Indigenous culture that have been dated?
 - c. By what method are most archaeological remains dated?
3. In chapter 5 *Technology and Material Culture* we see that Indigenous technologies of netting and basket and bag-making were among the most complex in the world at the time of contact.
 - a. These fibre-based technologies and their advances are not represented on the timeline. What reasons can you think of for this?
 - b. What could they have told us about the societies of these pre-contact times?

ACHES045, ACHES057, ACHGK069, ACHGS067, ACHGS076, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACSSU177, ACTDEK046

CHAPTER 5

What is a Kimberly Point?

ACHHS164, ACHHS182, ACSSU229, ACTDEK043, ACTDEK046

1. Describe the two different methods of spear-making.
2. What types of spear are there?

ACTDEK043, ACTDEK046

What is a spearthrower and how does it work?

ACHHS170, ACHHS188, ACSSU229, ACTDEK043, ACTDEK046

What is swidden horticulture?

ACHHS164, ACHHS182

Many adornments were made from pearl shell and bailer shell.

How do you think the bailer shell got its name?

ACAVAM125, ACTDEK046

Were bows and arrows used throughout Australia?

ACHHS164, ACHHS182, ACSSU229, ACTDEK043, ACTDEK046

Class discussion:

Shelters varied widely in size and shape and were made from many different materials. In most areas, more than one form of shelter was used, depending on the season, the length of stay and the ways in which people organised themselves into residential groups.

1. If your class was a society, what type of shelter or shelters would be needed? Think about where you are located, the season, availability of raw materials and numbers.
2. Would your type of shelter/s need to change throughout the year?
3. Choose an area in Australia which is extremely remote from where you are.

How would your shelter/s compare to what would be needed there?

ACHGK063, ACSSU176, ACTDEK046

Describe a traditional Torres Strait round house.

ACTDEK046

Research task:

[Conduct in groups of three to four students]

Some types of boomerangs are designed to return to the thrower after being thrown.

1. How do these differ in appearance from non-returning boomerangs?
2. Which are more effective as hunting tools – returning or non-returning boomerangs?
3. Why do returning boomerangs return to the thrower? List some of the physical properties involved.
4. What is the safest way to catch a returning boomerang?

★ *Provide the source/s you used.*

ACHES044, ACHES056, ACHGS064, ACHGS073, ACSSU229, ACTDEK043, ACTDEK046

Research task:

Pandanus is an evergreen palm-like plant and there are over 30 species in Australia. In many parts of tropical Australia, the leaves of *Pandanus spiralis* are processed into raffia-like strips and used for basket-making.

Pandanus is used for many purposes in Indigenous culture – not just basket-making.

Research the pandanus and its uses in traditional culture.

Describe four other ways the pandanus is used.

★ *Provide the source/s you used.*

ACHES044, ACHES056, ACHGS064, ACHGS073, ACSSU229, ACTDEK043, ACTDEK046

Research task:

There are numerous types of containers, baskets and bags in Indigenous culture. The methods of construction, materials, uses and distribution vary across the continent.

1. What are some of the ways baskets differed from bags in terms of materials and purpose?
2.
 - a. Who was mainly responsible for making the containers, baskets and bags?
 - b. Are there other responsibilities or roles in Indigenous hunter-gatherer societies which are mainly female or male?

ACAVAR131, ACHHS170, ACHHS188, ACLFWU125, ACSSU177, ACTDEK046

CHAPTER 6

There are many factors which determine where a person, Indigenous or non-Indigenous, chooses to live.

1. What factors can you think of?
2. What are some consequences of these factors upon a person's lifestyle, culture, education, etc.?

ACHGK065, ACHGK069, ACHHS164, ACHHS182, ACPPS097, ACPPS098

Why have the recorded figures for the Indigenous Australian population risen since the 1960s?

ACHGS065, ACHGS074, ACHHS164, ACHHS182

Class discussion:

Why would some Indigenous Australians not be willing to identify themselves as Indigenous?

ACAMAM074, ACAMAR078, ACHGK069, ACHHS164, ACHHS182

Describe the population distribution of Indigenous Australians at the time of colonisation.

ACHGK065, ACHHS164, ACHHS182

How were Indigenous populations affected by the colonial frontier?

ACHGK065, ACHHS164, ACHHS182

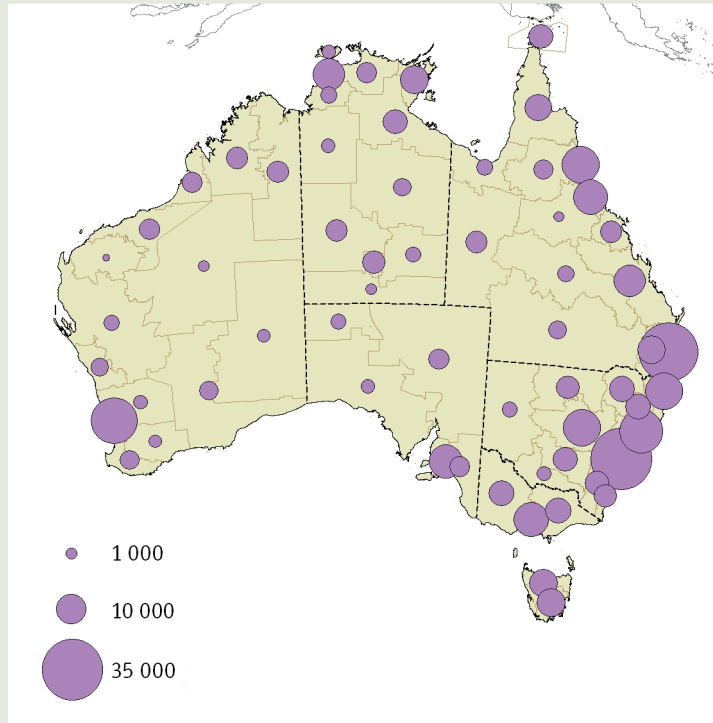
What are reserves?

ACHGK065, ACHHS164, ACHHS182

What is the Torres Strait diaspora?

ACHGK069, ACHHS164, ACHHS182

Compare map **6.8 Distribution of the Indigenous population, 2016** against its corresponding map shown here from the first edition.



6.7 Distribution of the Indigenous population, 2001

1. Have there been any significant changes between 2001 and 2016?
2. What trends do both maps share?

NB. 1. The population key ranges are slightly different in each map but you can still compare the patterns of distribution.

2. The map geography used for each map may be slightly different.

ACHGK069, ACHGS065, ACHGS066, ACHGS067, ACHGS068, ACHGS070, ACHGS074, ACHGS075, ACHGS076, ACHGS077, ACHGS079, ACHHS164, ACHHS182

Research task:

Since the 1970s, numerous small outstation or satellite settlements have been established in the remote north, the Kimberley and the desert regions by people returning to live on and care for their ancestral lands. The 'outstation movement' was made possible by the supportive attitude of the Whitlam federal Labor government (1972–75), and gathered force in the years leading up to the passing of the *Commonwealth Aboriginal Land Rights Act (Northern Territory)* in 1976.

1. Research the **outstation movement** and list four outstations or satellite settlements which were established as a result.

*NB. Other terms for the **outstation movement** are **homeland movement** or **homelands movement**.*

2. How do you think it benefits Indigenous people to live on their ancestral lands?

3. In recent years there has been much discussion regarding the viability of outstations, especially economically.

What reasons can you think of that would make them unviable?

★ *Provide the source/s you used.*

ACHES044, ACHES056, ACHGK065, ACHGK069, ACHGS064, ACHGS073

Research task:

Go to the **Australian Bureau of Statistics 2016 Census QuickStats** website: <https://www.abs.gov.au/websitedbs/D3310114.nsf/Home/2016%20QuickStats>

Go to the **Search Aboriginal and/or Torres Strait Islander Peoples QuickStats** section and enter your town or city.

Describe the differences and similarities between your town or city against the state or territory, and the country as a whole.

ACHES044, ACHES056, ACHGS064, ACHGS065, ACHGS066, ACHGS067, ACHGS068, ACHGS070, ACHGS073, ACHGS074, ACHGS075, ACHGS076, ACHGS077, ACHGS079

CHAPTER 7

What is a pidgin language, a creole language and a contact language?

ACLFWU123, ACLFWU125, ACLFWU126, ACLFWU128

1. What did the government policy of assimilation stipulate in relation to traditional Australian languages?

2. What effect did it have on Indigenous languages when it was introduced?

ACLFWU123, ACLFWU126, ACLFWU128

1. Looking at map 7.4, what is the word for 'horse' nearest to where you live?

2.

a. And looking at map 7.5, what about the word the word for 'police officer'?

b. What do you notice about the words in the Indigenous languages which have been adapted to include the meaning 'police officer'? Why do you think this is so?

ACHGS065, ACHGS066, ACHGS067, ACHGS068, ACHGS070, ACHGS074, ACHGS075, ACHGS076, ACHGS077, ACHGS079, ACLFWU123, ACLFWU125

How many Australian languages had more than 1000 speakers in 2016? What languages were they?

ACLFWU123, ACLFWU126, ACLFWU128

What are some of the reasons for language survival?

ACLFWU123, ACLFWU125, ACLFWU126, ACLFWU128

Research task:

On page 81 you will find nine traditional Australian languages which have more than 1000 speakers. Choose one of these languages.

1. Where is the language spoken?

2. Find a minimum of five words from that language and explain what each means.

★ *Provide the source/s you used.*

ACLFWU123, ACLFWU126, ACLFWU128

Research task:

palawa kani is a constructed Indigenous language of Tasmania.

NB. Capitalisation is not used in palawa kani, so placenames do not have a capital initial. However they are likely to appear capitalised in English text. Accordingly, the name of the language itself is in lower case, but will sometimes be seen with an upper-case initial.

The language palawa kani was created in the 1990s from the remnant records of the original Tasmanian languages. It is not known how many Indigenous languages there were, but it is estimated to be between 8 and 16. There are no living speakers of the original Tasmanian languages and only very few recordings. These recordings, along with wordlists compiled by explorers, linguists and anthropologists in the 1700s and 1800s, as well as knowledge passed on within communities, are the main sources used to create palawa kani.

1. How is palawa kani different from other Indigenous languages?
2. How many distinct Australian languages were spoken around Australia before 1788?
3. There are currently 13 places in Tasmania with official Aboriginal and Dual names.

What are they?

Further reading:

Tasmanian Aboriginal Centre website:

<http://tacinc.com.au/programs/palawa-kani/>

ACHES044, ACHES056, ACHGS064, ACHGS073, ACLFWU123, ACLFWU125, ACLFWU126, ACLFWU128

Research task:

The United Nations General Assembly has declared 2019 the International Year of Indigenous Languages (IY2019).

1. Why did the United Nations declare 2019 as the International Year of Indigenous Languages?
2. What are they trying to achieve?
3. Australia is only one of many nations where indigenous languages are at threat.
 - a. Name five other nations where indigenous languages are also at threat.
 - b. List some of the languages within those nations.
4. The Royal Australian Mint released a new 50 cent coin in April 2019 to celebrate the 2019 International Year of Indigenous languages. In its design, the coin features the word for 'coin' or 'money' from 14 different Australian languages.

What are the 14 languages represented on the coin?

Further reading:

UNESCO | 2019 International Year of Indigenous Languages website:

<https://en.iyil2019.org/>

Australian Government | National Indigenous Australians Agency website:

<https://www.indigenous.gov.au/news-and-media/stories/new-coin-celebrate-year-indigenous-languages>

ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES056, ACHGS064, ACHGS073, ACHHS164, ACHHS182, ACLFWU123, ACLFWU125, ACLFWU126, ACLFWU128

Research task:

More and more language programs and initiatives in Indigenous languages are being made available to the general public.

What types of programs, initiatives and resources do you have access to within your school and wider community?

ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES056, ACHGS064, ACHGS073, ACLFWU123, ACLFWU125, ACLFWU126, ACLFWU128

CHAPTER 8

What is the relationship between drainage basins and culture areas?

ACAVAM125, ACELT1633, ACELY1739, ACHGK063, ACHGK065, ACHGK069, ACHHS164, ACHHS170, ACHHS182, ACHHS188

Moieties are categories that divide the social world in half. For many groups who have moieties, the natural world is also divided between the two because different plant and animal species or their Dreamings also belong to one or the other moiety.

What is the difference between a patrimoiety and a matrimoiety?

Further reading:

The University of Sydney

<https://sydney.edu.au/about-us/vision-and-values/our-aboriginal-and-torres-strait-islander-community/kinship-module/learning-module/moiety.html>

ACAMAM074, ACAVAM125, ACELT1633, ACELY1739, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACLFWU125, ACLFWU128

What are some of the male maturity rites practised across Australia?

ACAMAM074, ACAVAM125, ACELT1633, ACELY1739, ACHGK069, ACHGS066, ACHGS075, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACLFWU125, ACLFWU128

Torres Strait Islanders have a distinctive secondary funerary rite called a ‘tombstone opening’.

1. Who takes responsibility of organising the ceremony?
2. When is a tombstone opening ceremony held?
3. What is involved in the ceremony?

ACAMAM074, ACAVAM125, ACELT1633, ACELY1739, ACHGK069, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACLFWU125, ACLFWU128

What are ‘Dreaming Tracks’?

ACAMAM074, ACAVAM125, ACELT1633, ACELY1739, ACHGK063, ACHGK065, ACHGK069, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACLFWU125, ACLFWU128

What were some of the impacts of Christian missionary activity on the lives of Indigenous Australians?

ACAVAM125, ACELT1633, ACELY1739, ACHGK069, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACLFWU125, ACLFWU128

1. What are the patterns of religious adherence for Indigenous people in 2016?

2. Compare these patterns with those of the era of missionisation.

What has stayed similar and what has changed?

ACAVAM125, ACHGK069, ACHGS067, ACHGS068, ACHGS076, ACHGS077, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU125, ACLFWU128

Research task:

There are numerous activities, rites and ceremonies throughout Indigenous culture in which only males or females are permitted to participate in certain roles. This is often referred to as 'men's business' and 'women's business'.

In male maturity rites, there is participation of both males and females, but they perform different roles.

Research how male maturity rites are conducted across different regions of the continent.

Is there variation in terms of gender roles, level of participation, etc.?

Collate the findings as a class.

ACAMAM074, ACAVAM125, ACELT1633, ACELY1739, ACHES044, ACHES056, ACHGK065, ACHGK069, ACHGS064, ACHGS067, ACHGS073, ACHGS076, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACLFWU125, ACLFWU128

CHAPTER 9

What is a songline?

ACAVAM125, ACELT1633, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACSSU229

Parts of **9.4 Star chart of the southern sky** are highlighted in yellow.

1. What does the yellow represent here?
2. How is the highlighting useful?

ACHGE076, ACHGS065, ACHGS066, ACHGS067, ACHGS074, ACHGS075, ACSSU229

The Pleiades have been important signifiers of seasonal change to peoples of both the northern and southern hemisphere since ancient times.

Using the Pleiades as seen in the southern hemisphere, describe how their different positions indicate which season we are in.

ACSSU229

Research task:

There are many Dreaming stories about the Milky Way.

1. Search on the internet and choose the one you find most interesting.
2. Which region did this story come from?
3. Summarise the main points of the story.

* *Provide the source/s you used.*

ACAVAM125, ACELT1633, ACHES044, ACHES056, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACSSU229

Research task:

In 2018, the smallest, fifth star that makes up the Southern Cross constellation was officially named 'Ginan' by the International Astronomical Union. The Wardaman people of northern Australia have called the star by this name for thousands of years. They see the star as representing a small dilly bag full of knowledge, or songs of knowledge, that were passed on.

Three other stars were also officially given Indigenous names at that time: Larawag, Wurren, and Unurgunite.

Research each of these stars.

1. What was the designated name previously used for each star?
2. Where did each Indigenous star name come from?
3. What does each star name represent?

* *Provide the source/s you used.*

ACAVAM125, ACELT1633, ACHES044, ACHES056, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACSSU229

CHAPTER 10

The rock art of Australia has been grouped into three broad stylistic categories.

What are the three categories?

ACAMAR079, ACAVAM125, ACAVAR131, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACSSU177

What is the x-ray style of Indigenous art?

ACAMAR079, ACAVAM125, ACAVAR131, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACSIS 174

1. Why are art and craft centres important for Indigenous art and artists?

2. Look at map **10.11 Art and craft centres, 2017**.

In what ways would a remote community as a whole benefit from an art and craft centre operating in their location?

ACAMAR079, ACHCS084, ACHCS097, ACHGK069, ACHGK076, ACHGS070, ACHGS079, ACHHS164, ACHHS182, ACLFWU125, ACLFWU129, ACPPS097

Class discussion:

We can see that Indigenous art utilises a wide range of materials.

1. What are some of these materials?

2. What kinds of choices are artists making regarding materials, and what are their reasons?

3.

a. Do you think there is a distinct division between the materials chosen by urban-based artists and artists living in remote communities?

b. What do you think the reasons are for this?

ACAMAR079, ACAVAM074, ACAVAM125, ACAVAR131, ACTDEK046

What are some of the themes explored in the Indigenous artworks of this chapter?

ACAMAM074, ACAVAM125, ACAVAR131, ACHHS164, ACHHS170, ACHHS182, ACHHS188

What are some of the subjects often depicted in Indigenous art?

ACAVAM125, ACAVAR131, ACSSU 177

Research task for class presentation:

The National Gallery of Australia has a vast collection of Aboriginal and Torres Strait Islander art.

Go to the National Gallery of Australia website: <https://nga.gov.au/collections/atsi/>

1. Have a look through the collections and choose an artwork you find of interest.
2. What can you tell us about the artist?
3. What materials are used in the artwork?
4. What does the artwork represent? Is there a story or theme behind it?

NB. For questions 2 and 4, students may need to access other resources.

ACAMAM074, ACAMAR079, ACAVAM125, ACAVAR131, ACHES044, ACHES056, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188

Research task:

The National Gallery of Australia has *The Aboriginal Memorial* on permanent display.

Go to the National Gallery of Australia website: <https://nga.gov.au/aboriginalmemorial/home.cfm>

1. What is the history of the Memorial?
2. Where are the artists from in Australia?
3. What materials are used?
4. What are some of the styles used?
5. What is the meaning, significance and the purpose of this piece of art?

ACAMAR079, ACAVAM125, ACAVAR131, ACHES044, ACHES056, ACHGS064, ACHGS073, ACHHS164, ACHHS182

Research task: class debate

The Grampians (Gariwerd) National Park contains numerous rock-art sites. Around 90% of the known rock-art sites within the state of Victoria can be found here, and many of these are more than 20 000 years old. The national park is also a popular tourism site for rock climbing, and the number of climbers is continually increasing.

Early in 2019, Parks Victoria designated around 33% of the national park as 'Special Protection Areas'. These areas were established to protect specific natural or cultural sites which are particularly special or are at significant risk – in particular, Aboriginal rock-art sites. This effectively meant a ban on rock climbing as well as other activities within these areas.

Parks Victoria are concerned that the volume of rock climbers and the equipment that some rock climbers use, such as anchored climbing bolts in rock walls, are causing both environmental and cultural damage to sites which are known to contain rock art. Climbers are petitioning Parks Victoria to overturn the ban.

Debate topic: Should the ban on rock climbing in Special Protection Areas of the Grampians (Gariwerd) National Park be overturned?

Divide the class into two groups. Allocate each team an affirmative or negative position.

Allow one class period for teams to research the topic and collate arguments to support their position.

[TEACHER – you can choose to conduct a structured debate with three speakers from each group, rebuttals, and time restrictions, or engage all students of each team in presenting arguments for their side]

In a new class period, introduce the topic again.

Conduct the debate.

After the debate, discuss as a class which arguments were stronger and what the result of the debate should be.

ACHES044, ACHES056, ACHGS064, ACHGS073, ACHHS170, ACHHS188

CHAPTER 11

What are some of the traditional musical instruments?

ACAMAR079, ACAMUR105, ACLFWU123, ACSSU182

What are some elements of Torres Strait dancing?

ACADAR026, ACAMAR079, ACHGK065, ACLFWU123

Class discussion:

Along with a greater representation of Indigenous actors and directors in film and television, Australians now enjoy a wide range of Indigenous-produced programs through the National Indigenous Television (NITV) network.

In what ways do you think greater Indigenous representation across all of the arts is important both nationally and internationally?

ACAMAM074, ACELT1639, ACHGK065, ACHHS164, ACHHS182

Class discussion:

When Cathy Freeman won the 400 metres in the 1994 Commonwealth Games in Canada she did a lap of honour. She started the lap proudly displaying an Aboriginal flag. Partway through, she was also handed an Australian national flag and finished the lap of honour displaying both.

She was criticised by Australian team officials for carrying the Aboriginal flag but received wide support from the Australian public for her actions.

A year after the 1994 Commonwealth Games, the Aboriginal flag was recognised by the Australian Government as an official ‘Flag of Australia’ under the Flags Act 1953.

1. Do you think the official recognition of the Aboriginal flag as a ‘Flag of Australia’ was related to this event in any way?
2. Why did the Australian team officials criticise her actions?
3. Do you think the Australian team officials would have criticised if she had started her lap of honour with the Australian national flag and then added the Aboriginal flag?

Further reading:

Commonwealth Games Federation website:

<https://thecgf.com/stories/commonwealth-sports-moments-4-cathy-freeman-carries-aboriginal-and-australian-flags-victory>

ACAMAR079, ACHCS084, ACHCS097, ACHGK065, ACHHS164, ACHHS182, ACPMP104

What are mirlpa drawings?

ACHGK065, ACLFWU123

Research task:

The didgeridu is one of the most well-known Indigenous Australian instruments.

Research the didgeridu.

1. How is a didgeridu made?
2. How is it played?
3.
 - a. What is circular breathing?
 - b. Name one other instrument which is commonly played using circular breathing.
4. For whom is it culturally appropriate to play the didgeridu?

NB. There are some cultural restrictions for some Indigenous Australian peoples about women playing the didgeridu in ceremonial settings, but not in casual settings. These do not apply across all Indigenous Australian peoples. Research carefully.

ACAMUR105, ACSSU182

Research task:

[Conduct in groups of three to four students]

There are many different Indigenous Australian music groups and solo artists.

As a group, choose one of these music groups or artists.

Listen to some of their music.

What distinctive features can you hear? Think about whether the music involves any of the following:

- ★ Australian language
- ★ Storytelling
- ★ Indigenous instruments or rhythms
- ★ Sharing of personal experiences
- ★ Sharing of Indigenous experience with the non-Indigenous community
- ★ Ceremony

Present to the class a five minute synopsis of what you discovered about the artist/s and their music.

ACAMAM074, ACAMAR078, ACAMAR079, ACAMUR105, ACAVAM125, ACHES044, ACHES056, ACHGK065, ACHGS064, ACHGS073, ACHHS164, ACHHS182, ACLFWU123

Research task: class discussion

Like Nicky Winmar, pictured on page 133, the AFL player Adam Goodes is a strong opponent of racism.

The documentary *The Final Quarter* shows footage surrounding the final few years of dual Brownlow medallist Adam Goodes's AFL career during which he publicly called out racism and the events and inflammatory responses that followed.

The Final Quarter (2019)

Produced by Shark Island Productions

Directed by Ian Darling

★ *The Final Quarter is being made freely available to schools and registered sporting clubs within Australia.*

1. What was the 'booing' controversy?
2. In what ways did the AFL organisation respond?
3. What responsibilities do you think the AFL has to their players?
4. What responsibilities do you think the public has when attending a match?

There are many famous Indigenous sports people.

5. What are some of the issues Indigenous sports people face?
6. How do you think we can eradicate racism as a nation?

ACHCS084, ACHCS097, ACHES044, ACHES056, ACHGS064, ACHGS073, ACHHS164, ACHHS182, ACPMP104

CHAPTER 12

What does the term 'terra nullius' mean?

ACAMAR079, ACAVAM125, ACELT1633, ACHCK093, ACHCS084, ACHCS097, ACHGK065, ACHGK072, ACHGK074, ACHHS164, ACHHS170, ACHHS182, ACHHS188

What did the Day of Mourning achieve?

ACAVAM125, ACHCK093, ACHCS084, ACHCS097, ACHGK065, ACHGK072, ACHGK074, ACHHS164, ACHHS182

1. What was the Mabo judgment?
2. Why was it named the Mabo Judgment?

NB. Although there is a preference for the spelling of 'judgement' over 'judgment', there is a convention in the legal community to use the judgment spelling.

ACAMAR079, ACAVAM125, ACHCK093, ACHCS084, ACHCS097, ACHGK065, ACHGK072, ACHGK074, ACHHS164, ACHHS170, ACHHS182, ACHHS188

Is there a difference between land rights and native title?

Further reading:

New South Wales Aboriginal Land Council – Fact sheet: Comparison of Land Rights and Native Title in NSW

Go to: <http://alc.org.au/publications/fact-sheets.aspx>

Click on: Native Title: 1 - Comparison of Land Rights and Native Title in NSW

ACAMAR079, ACAVAM125, ACHCK093, ACHGK065, ACHGK072, ACHHS164, ACHHS170, ACHHS182, ACHHS188

What is the difference between exclusive possession and non-exclusive possession in native title law?

ACAVAM125, ACHCK093, ACHCS084, ACHCS097, ACHGK065, ACHGK072, ACHGK074, ACHHS164, ACHHS182

1. What was the Akiba judgment?
2. Does any land rights act grant exclusive possession of the seas?

NB. Although there is a preference for the spelling of 'judgement' over 'judgment', there is a convention in the legal community to use the judgment spelling.

ACAMAR079, ACAVAM125, ACHCK093, ACHCS084, ACHCS097, ACHGK065, ACHGK072, ACHGK074, ACHHS164, ACHHS170, ACHHS182, ACHHS188

Research task:

Australian songwriters Paul Kelly and Kev Carmody co-wrote a song called *From Little Things Big Things Grow*. Some years later the National Museum of Australia developed and presented an exhibition called *From Little Things Big Things Grow: Fighting for Indigenous Rights 1920–1970*.

Go to the National Museum of Australia website: <https://www.nma.gov.au/exhibitions/from-little-things-big-things-grow/home>

Also look at the ‘About the exhibition’ page.

1. Who was Vincent Lingiari and what part did he play in the events related in the song?

Go to the link: Song lyrics

2. Who was the ‘Vestey’ the song refers to?

3. Who was the tall stranger who appeared?

4. What was the outcome of the story told through the song?

ACAMAR079, ACAMUR105, ACAVAM125, ACELT1633, ACELY1739, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES056, ACHGK065, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188

Research task:

Determinations of native title have been made over only a small fraction of the Australian coastline. However, native title claims apply to much of the coast. In the Northern Territory, over 80 per cent of the coastline is subject to the stronger set of rights granted under the ALRA and upheld in the Blue Mud Bay case. To learn more about the Blue Mud Bay High Court decision (*Gawarrin Gumana & Ors vs Northern Territory*) go to the Creative Spirits or Northern Land Council websites:

<https://www.creativespirits.info/aboriginalculture/land/blue-mud-bay-high-court-decision>

<https://www.nlc.org.au/our-land-sea/sea-country-rights>

1. What instigated the Blue Mud Bay case?
2. There has been a lot of focus on marks of high and low tide throughout the course of the Blue Mud Bay case.
 - a. How is the point of low tide determined?
 - b. How is the point of high tide determined?
 - c. What does intertidal mean?
 - d. How do each of these factors affect commercial fishing rights?
3. The Yirrkala bark paintings known as the Saltwater Collection proved to be an essential part of the case.

What are they, and why were they so important?

4. The Australian National Maritime Museum house the Saltwater Collection. A number of the artworks with brief descriptions can be viewed on their website:

<http://collections.anmm.gov.au/search>

[Type 'Saltwater' in the search field. Click on filter, then Material, then select Painting - bark]

Students should select three artworks from the collection and compare the artworks and their descriptions.

What similarities do they share?

5. How do the native title claims of the Northern Territory coast compare with what is happening in the Murray-Darling Basin river system?

Explore the Murray Lower Darling Rivers Indigenous Nations website: <http://www.mldrin.org.au/>

ACAMAR078, ACAMAR079, ACAVAR131, ACHCK093, ACHCS084, ACHCS097, ACHGK065, ACHGK069, ACHGK076, ACHGS067, ACHGS076, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACLFWU128, ACPPS098

Research task: class presentation

Divide the class into three groups. Allocate each a region to research: Emu, Maralinga and the Monte Bello Islands.

NB. The Monte Bello Islands are now more commonly known as the Montebello Islands.

Each group to present their findings to the class.

Between 1953 and 1963, the British government conducted a series of atomic bomb tests at Emu and Maralinga in South Australia, and on the Monte Bello Islands off the coast of Western Australia. Patrol officers were sent out to remove Indigenous people living in areas likely to be affected by the blasts and fallout. However many were exposed to fallout in the form of a 'black mist' – and some were blinded. People were subsequently denied access to their contaminated traditional lands.

1. What was the region known for before atomic bomb testing was conducted?
2. When did the atomic bomb tests occur?
3. How many tests were there?
4. What are some of the effects the atomic bomb testing had on the environment and people of the region?
5. Have there been any attempts to 'clean up' the contamination?
6. Why did the Australian government allow the British to conduct these tests?
7. What does the region look like today in terms of population, industry, etc.?

ACAVAM125, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES056, ACHGK065, ACHGK072, ACHGK074, ACHGS064, ACHGS068, ACHGS073, ACHGS075, ACHGS077, ACHHS164, ACHHS170, ACHHS182, ACHHS188

CHAPTER 13

Class discussion:

Why do you think introduced diseases such as influenza, tuberculosis, measles and leprosy had such a fatal effect on the Indigenous population?

ACHHS164, ACHHS182, ACPPS095, ACPPS098

1. What is a dry community?
2. List some of the ways alcohol abuse can affect people.

ACHES045, ACHES057, ACHHS164, ACHHS182, ACPPS097, ACPPS098

1. What does ANTaR stand for?
2. What is its primary purpose?

Further reading:

<https://antar.org.au/>

ACPPS097, ACPPS098

Class discussion:

Why do you think that services for remote areas are so important?

ACPPS098

1. When was the Royal Flying Doctor Service founded?
2. What is its primary function?

3. Class discussion:

How would people in remote areas be affected if the Royal Flying Doctor Service ceased to operate?

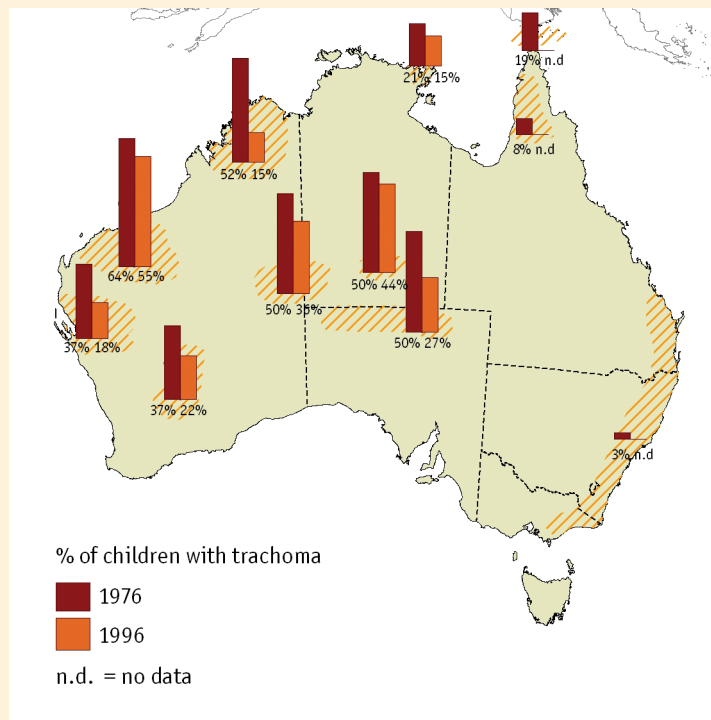
Further reading:

<https://www.flyingdoctor.org.au/>

ACHGK076, ACHHS164, ACHHS182, ACPPS097, ACPPS098

In 2015, 40 communities still had incidences of trachoma. They are primarily remote and very remote Indigenous communities in the Northern Territory, South Australia and Western Australia, although there are isolated pockets of the disease in New South Wales and Queensland. Australia is the only developed country in which trachoma still occurs.

1. What is trachoma?
2. What caused the prevalence of trachoma in children to drop from 21% in 2008 to 4.6% in 2015?
3. What did the early colonists call trachoma?
4. Compare map 13.13 **Trachoma prevalence, 2015** with the accompanying map from the first edition 13.25 **Prevalence of trachoma among children in some regions, 1976 and 1996**



You can see that each map uses different mapping conventions.

- a. What are some of the different conventions used?
- b. In the map from the first edition we can see the changes in prevalence from 1976 to 1996. Statistics for 11 regions are given. How do the statistics for these 11 regions compare with the updated figures of 2015 in map 13.13 **Trachoma prevalence, 2015**.

Further reading:

<https://www.hollows.org/au/home>

ACHCK093, ACHES045, ACHES057, ACHGK076, ACHGS075, ACHHS170, ACHHS188, ACPPS095, ACPPS097, ACPPS098

Research task:

In pre-contact times, people relied on their detailed knowledge of the medicinal properties of native flora and fauna to treat health problems. There were (and still are) men and women who are acknowledged as expert healers in the physical, spiritual and emotional realms, and today several health services employ traditional healers to work alongside their medical staff.

1. Research what types of native flora and fauna are used in bush medicine.
2. Collate the findings as a class.

ACHHS164, ACHHS182

Research task:

Choose an Indigenous health issue such as drug and alcohol use, infant mortality, trachoma, petrol sniffing, and research this issue.

1. What is the issue?
2. Why is this issue a problem?
3. What are some causes of this issue?
4. What are some solutions/programs that have been introduced to address this issue?
5. What are the positives and negatives of past or current programs/policies which have attempted to deal with this issue?
6. Can you think of any other ways that might successfully address this issue?

ACHCK093, ACHES044, ACHES056, ACHGK076, ACHGS064, ACHGS073, ACPPS095, ACPPS097, ACPPS098

Research question:

[Conduct in groups of three to four students]

Chapter 13 looks at the health and wellbeing of Indigenous Australians. While one often affects the other, they are quite different things.

1. What is the difference between the terms 'health' and 'wellbeing'?

2.

a. Do you think there is a relationship between health and wellbeing?

b. In what different ways could they affect each other?

3. The National Aboriginal Community Controlled Health Organisation (NACCHO) is a national peak body which represents 143 Aboriginal Community Controlled Health Services (ACCHS) across the country on Aboriginal health and wellbeing issues.

Explore their website:

<https://www.naccho.org.au/>

a. How does NACCHO define Aboriginal health?

b. What is the difference between an Aboriginal community-controlled health service and a general health service?

4. Allocate each group a NACCHO program to investigate.

NB. Some programs have more than one program in that field.

Each group to present a summary of their program to the class.

ACAMAM074, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES056, ACPMP104, ACPPS095, ACPPS097, ACPPS098

CHAPTER 14

1. Where is the highest concentration of home ownership of Indigenous Australians in cities?
2. What are some reasons this could be the case?

ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGS065, ACHGS066, ACHGS068, ACHGS070, ACHGS074, ACHGS075, ACHGS077, ACHGS078, ACHGS079, ACHHS164, ACHHS170, ACHHS182, ACHHS188

Class discussion:

What are some of the reasons social housing is important for Indigenous Australians?

ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGS068, ACHGS078, ACHHS164, ACHHS170, ACHHS182, ACHHS188

What is a discrete Indigenous community?

ACHCK093, ACHCS084, ACHCS097, ACHGK076, ACHGK080, ACHGS068, ACHGS078, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACPPS098

1. What are some issues with infrastructure in discrete Indigenous communities?
2. Aside from town water and electricity from state grids, how is water and electricity supplied to discrete Indigenous communities?

ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHGK080, ACHGS065, ACHGS066, ACHGS068, ACHGS070, ACHGS074, ACHGS075, ACHGS078, ACHGS079, ACHHS164, ACHHS182, ACPPS098

Map **14.17 Hostels operated by Aboriginal Hostels Limited, 2017** can be viewed in more detail on the Australian Government Aboriginal Hostels Limited website:

www.ahl.gov.au/our-hostels

Go to this site.

1. Where and when did Aboriginal Hostels Limited open their first hostel?
2. You will see that some locations have more than one hostel operating. Discuss reasons why this may be.
3. Underneath the map there are letters A, M, MP, R, SE and TET which all stand for different things.

How do these letters relate to the hostels?

4. Look at the locations and the types of the hostels at the bottom of the web page.
 - a. What type of hostel has the most representation?
 - b. What type of hostel has the least representation?

5. Class discussion:

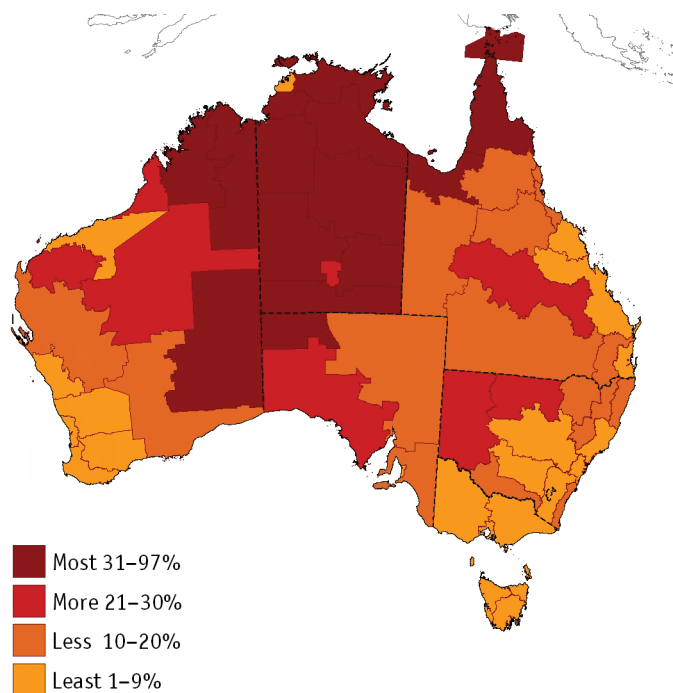
What do you think the importance of having this type of accommodation is?

ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHGK080, ACHGS065, ACHGS066, ACHGS068, ACHGS070, ACHGS074, ACHGS075, ACHGS077, ACHGS078, ACHGS079, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACPPS098

Research task:

In 2001, 13 per cent of Indigenous households across Australia were in community rental housing, rising to more than 45 per cent in remote areas of north and central Australia. By 2016, with the policy push towards public rental housing in remote areas, Indigenous households in community rental had fallen dramatically to just 3 per cent.

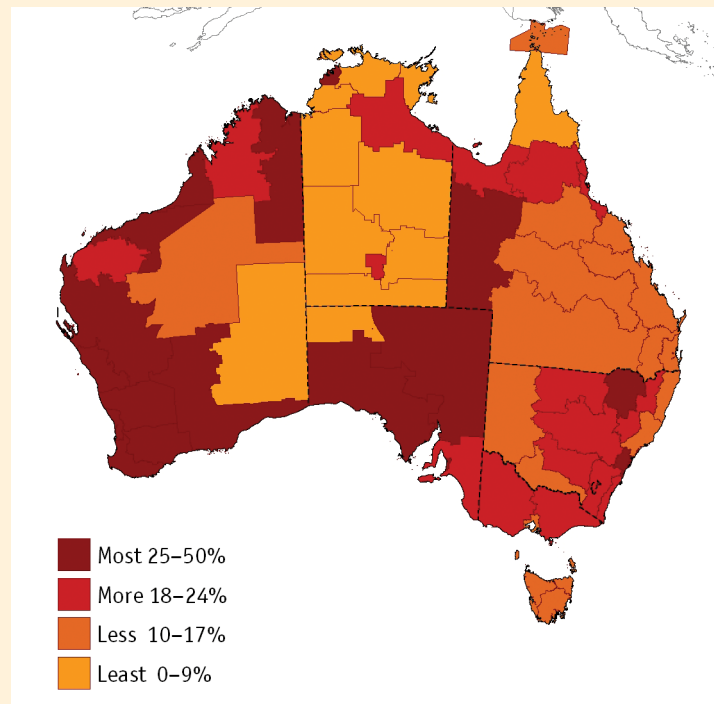
1. Explain the difference between public rental housing and community rental housing.
2. Map 14.7 **Households in community rental housing, 2016** looks at the number of Indigenous households across Australia in community rental. Compare this with the map shown here from the first edition which shows data from 2001.



NB. There are differences in regional boundaries and percentage brackets.

- a. What overall trends can you see?
- b. How are the remote areas in particular affected?

3. Map 14.4 **Households in public rental housing, 2016** looks at the number of Indigenous households across Australia in community rental. Compare this with the map shown here from the first edition which shows data from 2001.



NB. There are differences in regional boundaries and percentage ranges.

- a. What overall trends can you see?
- b. How are the remote areas in particular affected?

4. The National Partnership Agreement on Remote Indigenous Housing was signed by the states and territories in 2008, and by the Commonwealth in 2009. The roles and responsibilities of the Commonwealth are different to the those of the states and territories.

Go to the Australian Government | Aboriginal Housing Office website:

<https://www.aho.nsw.gov.au/housing-providers/nparih>

Click on the link [The National Partnership Agreement on Remote Indigenous Housing (NPARIH)] to download the Agreement.

- a. What are the roles and responsibilities of each party?
- b. Why would different roles and responsibilities be allocated to different levels of government?

5. **Class discussion:**

The National Partnership Agreement on Remote Indigenous Housing has had an extraordinarily large effect upon community rental housing, especially in remote areas.

- a. What reasons can you give for this?
- b. What are the implications of the shift from community association housing to the public housing model?

ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK069, ACHGK076, ACHGK080, ACHGS067, ACHGS068, ACHGS070, ACHGS076, ACHGS077, ACHGS079, ACHHS164, ACHHS182, ACPPS097, ACPPS098

CHAPTER 15

How can the Indigenous economy be described?

ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGK076, ACHGK080, ACHGS068, ACHGS077, ACHHS164, ACHHS182

Using the maps and text in **15.4 Adults who were employed in cities**, which city has the highest average of Indigenous adults employed?

Which city has the lowest average of Indigenous adults employed?

ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGK076, ACHGK080, ACHGS065, ACHGS066, ACHGS067, ACHGS068, ACHGS070, ACHGS074, ACHGS075, ACHGS076, ACHGS077, ACHGS079, ACHHS164, ACHHS182

Where are Indigenous businesses most concentrated?

ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGK076, ACHGK080, ACHGS065, ACHGS066, ACHGS067, ACHGS068, ACHGS070, ACHGS074, ACHGS075, ACHGS076, ACHGS077, ACHGS079, ACHHS164, ACHHS182

What is the largest category of Indigenous business?

ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGK076, ACHGK080, ACHGS065, ACHGS066, ACHGS067, ACHGS068, ACHGS070, ACHGS074, ACHGS075, ACHGS076, ACHGS077, ACHGS079, ACHHS164, ACHHS182

1. What is the customary sector?

2. What are some activities that form the customary sector?

ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGK076, ACHGK080, ACHGS068, ACHGS077, ACHHS164, ACHHS182

Research task:

The Aboriginal Liaison Officer program started in Alice Springs Hospital in 1992.

1. What is its primary role?

2. Are Aboriginal Liaison Officers based only in the Northern Territory?

3. Do Aboriginal Liaison Officers work in industries other than healthcare?

4. What advantages does access to Aboriginal Liaison Officers bring to the Indigenous public?

★ *Provide the source/s you used.*

ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGK076, ACHGK080, ACHGS064, ACHGS068, ACHGS073, ACHGS077, ACHHS164, ACHHS182

Research task:

On mainland Australia and islands in the Torres Strait, the Community Development Program (CDP) operates in around 1000 discrete Indigenous communities across 60 regions. Although the scheme is open to all citizens, some 83 per cent of participants are Indigenous. The CDP, like the former CDEP, is designed predominantly for regions with weak labour markets and so operates mostly within the remote parts of the country.

1. The CDP previously operated as the Community Development Employment Projects (CDEP) scheme.

From what years did the CDEP scheme operate?

2. What is the main aim of the CDP?

3. How many hours a week of work is required in return for CDP payment?

4. There are some concerns over the CDP, including penalties for not satisfying requirements as well as the lack of community control over the CDP's delivery.

What are some of the consequences that come from these concerns?

★ *Provide the source/s you used.*

Further reading:

<https://www.pmc.gov.au/sites/default/files/publications/cdp-regions.pdf>

<https://www.niaa.gov.au/indigenous-affairs/employment/cdp>

<https://www.abc.net.au/news/2018-10-04/cdp-community-development-program-region-penalties-map/10329118>

ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGK076, ACHGK080, ACHGS064, ACHGS068, ACHGS073, ACHGS077, ACHHS164, ACHHS182

CHAPTER 16

What has the legacy of Western education been for many Indigenous Australians?

ACAMAM074, ACAMAR079, ACELT1633, ACELY1739, ACHCK093, ACHCS084, ACHCS097, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLEA1770, ACPPS098

On average, what percentage of Indigenous children aged 4–5 attend preschool?

ACAMAM074, ACAMAR079, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHGK080, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLEA1770, ACPPS098

As the distance from metropolitan regions increases, fewer adolescents and young adults are likely to engage in study.

What do you think some of the reasons may be for this?

ACAMAM074, ACAMAR079, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHGK080, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLEA1770, ACPPS098

What is culturally based learning?

What are some examples of culturally based approaches?

ACAMAM074, ACAMAR079, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK065, ACHGK069, ACHGK076, ACHGK080, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLEA1770, ACLFWU126, ACLFWU128, ACLFWU129, ACPPS097, ACPPS098

What are some challenges for Indigenous students wanting to attend universities or other tertiary institutions?

ACAMAM074, ACAMAR079, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHGK080, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLEA1770, ACPPS098

Research task:

For thousands of years before the arrival of Europeans, Indigenous Australians provided education to their children and young adults. Children first learnt about their country and its flora and fauna, the rules of kinship and the spiritual realm through a mix of informal instruction and observation. For older children, formal ritual instruction was part of the process of becoming an adult, and learning in ceremonial contexts was a lifelong process. These forms of education continue to varying degrees across the continent.

Western education is generally very institutionalised. In Australia, it is a legal requirement for children to attend school between certain ages, with some exemptions made for children being home-schooled. In some remote communities, there have been high levels of non-attendance.

Research this issue to answer some questions:

1. Why do think there is so much non-attendance in some remote communities?
2. Compare traditional Indigenous methods of teaching with those used in a typical Western school.

The Indigenous STEM Education Project aims to increase participation of Aboriginal and Torres Strait Islander students in the STEM subjects science, technology, engineering and mathematics. Information about this project can be found on the CSIRO website:

<https://www.csiro.au/en/Education/Programs/Indigenous-STEM>

In 2018, ABC News published an article highlighting ways in which Aboriginal culture can be incorporated into the teaching of maths and science:

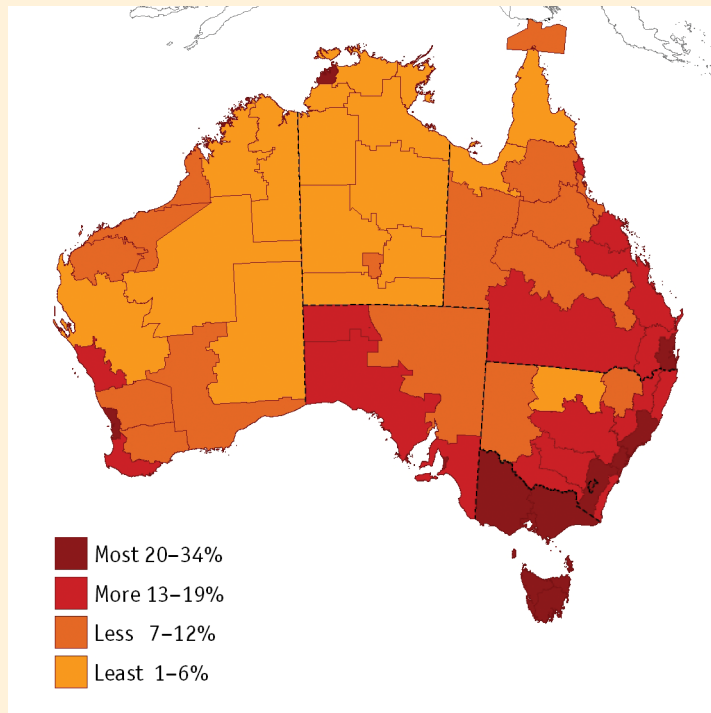
<https://www.abc.net.au/news/2018-08-31/boomerangles-learning-maths-and-chemistry-through-culture/10174930>

3. What are educators doing to incorporate elements of traditional Indigenous culture into the teaching of the Western curriculum?
4. In what ways can the teaching of traditional Indigenous culture in the Western curriculum be of benefit to students?

ACAMAR078, ACELY1749, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK063, ACHGK065, ACHGK069, ACHGK072, ACHGK080, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACPPS097, ACPPS098, ACSIS174, ACSSU176, ACSSU177, ACSSU188

Research task:

Map 16.22 **Dwellings with Indigenous resident(s), percentage with internet access, 2016** looks at areas and statistics of internet access. Compare this with the map shown here from the first edition which shows data from 2001, **16.22 People using the internet, 2001**.



NB. 1. There may be slight differences in region boundaries. 2. The current map looks at dwellings whereas the comparison map is of people.

1.
 - a. What is the difference in percentages for each category: Most / More / Less / Least?
 - b. What is the overall trend?
2. What advantages do you think the large increase of access to, or use of, the internet provides?
3.
 - a. Can you see any issues comparing maps which measure two slightly different materials, in this case, dwellings and people?
 - b. Does this affect the overall trend you found in question 2?
4. There are still some regions in Australia without internet access.
 - a. Look at ways you use the internet in an average day of your life.
 - b. How would people in these regions complete these same tasks?
 - c. Can you think of any ways where not having access to the internet would be of benefit?

ACAMAM074, ACAMAR079, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHGK080, ACHGS065, ACHGS066, ACHGS067, ACHGS068, ACHGS070, ACHGS074, ACHGS075, ACHGS076, ACHGS077, ACHGS079, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLEA1770, ACPPS098

CHAPTER 17

1. How were non-Indigenous explorers viewed by colonial society?

2. Class discussion:

Do you think this view of the explorers has changed over time?

ACAMAM074, ACAMAR078, ACAMAR079, ACAVAM125, ACELT1633, ACELT1639, ACELY1739, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHHS164, ACHHS170, ACHHS182, ACHHS188

1. What were some motives for the frontier massacres?

2. What proportion of Aboriginal people killed on the frontier were as a result of the frontier massacres?

Further reading:

Explore the University of Newcastle's historical timeline and map of frontier massacres:

<https://c21ch.newcastle.edu.au/colonialmassacres/>

ACAMAM074, ACAMAR078, ACAMAR079, ACAVAM125, ACAVAR131, ACELT1633, ACELT1639, ACHCK093, ACHES045, ACHES057, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123, ACLFWU126

1. What was the official purpose of the Native Police?

2. How did this official purpose compare with their actions in practice?

3. Class discussion:

a. In what ways do you think the Native Police were recruited?

b. Do you think all were voluntary?

Further reading:

ABC News article

<https://www.abc.net.au/news/2019-07-24/native-mounted-police-indigenous-history-aboriginal-troopers/11296384>

ACAMAM074, ACAMAR078, ACAMAR079, ACAVAM125, ACAVAR131, ACELT1633, ACELT1639, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHHS164, ACHHS170, ACHHS182, ACHHS188

In 1970, Charles Rowley argued that the geographically determined sequence of occupation had resulted in two different colonial regimes.

1. What distinctions does he make between the terms ‘colonial’ and ‘closely settled’?
2. How are these reflected in map **17.13 The Rowley map: two Australias?**

3. Class discussion:

Do you think the Rowley line is still representative as of today’s situation?

ACAMAM074, ACAMAR078, ACAMAR079, ACAVAM125, ACAVAR131, ACELT1633, ACELT1639, ACELY1739, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123

What were some forms of protest used by Aboriginal people?

ACAMAM074, ACAMAR078, ACAMAR079, ACAVAM125, ACAVAR131, ACELT1633, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123

What is meant by ‘assimilation’?

ACAMAM074, ACAMAR078, ACAMAR079, ACAVAM125, ACAVAR131, ACELT1633, ACELT1639, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123

Research task:

In 2019 there was a landmark ruling in Queensland about the wages taken from Indigenous Australians under protectionism, *Pearson v the State of Queensland*. Lead applicant Hans Pearson took the Queensland government to the federal court to claim wages he earned but did not receive. His class action covered the period 1939 to 1972, during which he and his fellow Indigenous workers had their pay given to the state under the Protection Act.

Each state and territory had slightly different Acts of ‘protection’, however all treated wages in a similar way.

1. What were the main points of the Protection Act policy regarding wages during this time?
2. In what ways did this policy affect the people it was supposed to protect?
3. In what ways do you think the *Pearson v the State of Queensland* ruling will affect other states and territories?

Further reading:

<https://www.abc.net.au/news/2016-09-23/queensland-class-action-over-unpaid-wages-for-indigenous-people/7871078>

<https://www.theguardian.com/australia-news/2019/jul/09/indigenous-workers-receive-190m-stolen-wages-settlement-from-queensland-government>

ACAMAM074, ACAMAR078, ACAMAR079, ACAVAM125, ACAVAR131, ACELT1633, ACELT1639, ACELY1739, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGK076, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123

Research task:

In some protest actions, non-Indigenous people have shown solidarity with Indigenous people. In 1965, young white activists, inspired partly by the movement for African American civil rights in the USA, joined with Aboriginal activists in what became known as the 'Freedom Ride'. Two years before, the New South Wales government had repealed laws discriminating against Aboriginal people, but customs of racial segregation had remained in some towns.

1. What were some of the aims of the Freedom Riders?
2. What did the Freedom Riders do in the attempt to achieve these aims?
3. Describe the involvement of Charles Perkins and Ann Curthoys in the Freedom Ride.
4. What type of reception did the Freedom Riders get in the small country towns?
5. What happened in the town of Moree?
6. In what ways do you think the Freedom Ride was successful?

Further reading:

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS) website:

<https://aiatsis.gov.au/exhibitions/1965-freedom-ride>

National Museum of Australia website:

https://indigenoustrights.net.au/civil_rights/freedom_ride_1965

ACAMAM074, ACAMAR078, ACAMAR079, ACAVAM125, ACAVAR131, ACELT1633, ACELT1639, ACELY1739, ACHCK093, ACHES044, ACHES045, ACHES056, ACHES057, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLFWU123

Research task: class debate

For many years, there have been calls to change the date on which Australia Day is held.

Debate topic: Should the date of Australia Day be changed?

Divide the class into two groups. Allocate each team an affirmative or negative position.

Allow one class period for teams to research the topic and collate arguments to support their position.

[TEACHER - you can choose to conduct a structured debate with three speakers from each group, rebuttals, and time restrictions, or engage all students of each team in presenting arguments for their side]

In a new class period, introduce the topic again.

Conduct the debate.

After the debate, discuss as a class which arguments were stronger and what the result of the debate should be.

ACAMAM074, ACAMAR078, ACAMAR079, ACAVAM125, ACAVAR131, ACELT1633, ACELT1639, ACELY1739, ACELY1749, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188

CHAPTER 18

When the Constitution for the Federal Commonwealth of Australia was being developed prior to Federation in 1901, Indigenous Australians were not included in the various conferences and conventions held to debate its content. The resulting document had only two references to Indigenous people – both exclusionary in nature.

1. What did Section 127 and Section 51 (xxvi) state?

2.

a. By what method can the Constitution be changed?

b. Can it be changed by any other method?

Class discussion:

3a. Why do you think Indigenous Australians were excluded at this time?

3b. Do you think the 1901 Constitution would have been different if Indigenous Australians had been involved in the preparation?

Further reading:

Parliamentary Education Office website:

https://www.peo.gov.au/uploads/peo/docs/closer-look/CloserLook_Constitution.pdf

ACAMAM074, ACAMAR079, ACELT1633, ACELT1639, ACELY1739, ACHCK093, ACHCS084, ACHCS097, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLEA1770

1. What was being voted upon in the 1967 referendum?

2. Did all states and territories vote in the 1967 referendum?

3. Which state had the highest percentage of population voting yes in the 1967 referendum?

Further reading:

Parliamentary Education Office website | video '1967 referendum' from ABC's behind the News program:

<https://www.peo.gov.au/multimedia/videos/1967-referendum.html>

National Archives of Australia website:

<http://www.naa.gov.au/collection/fact-sheets/fs150.aspx>

ACAMAM074, ACAMAR079, ACELT1639, ACHCK093, ACHCS084, ACHCS097, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188

What does Makarrata mean?

ACAMAM074, ACAMAR079, ACELT1633, ACELT1639, ACELY1739, ACHCK093, ACHCS084, ACHCS097, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188

Class discussion:

Why is Indigenous representation in parliament important?

ACAMAM074, ACAMAR079, ACELT1639, ACHCK093, ACHCS084, ACHCS097, ACHGK076, ACHHS170, ACHHS188

1. What do the colours on the Aboriginal flag represent?
2. What do the colours on the Torres Strait Islander flag represent?

ACAMAM074, ACAMAR078, ACAMAR079, ACELT1639, ACHCK093, ACHCS084, ACHCS097, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188

Research task:

National Indigenous representative bodies have been part of Australian Indigenous governance arrangements since 1973. The National Aboriginal Consultative Committee (NACC, 1973–77), the National Aboriginal Conference (NAC, 1977–85) and the Aboriginal and Torres Strait Islander Commission (ATSIC, 1990–2005) were all created by the Australian Commonwealth Government in an attempt to give Indigenous people a voice at the national level of government. After the abolition of ATSIC in 2004–05, Indigenous people developed a more independent national Indigenous representative body, the National Congress of Australia's First Peoples (NCAFP).

Divide the class into four groups. Allocate each a national representative body to research from the following:

- ★ The National Aboriginal Consultative Committee (NACC, 1973–77)
- ★ The National Aboriginal Conference (NAC, 1977–85)
- ★ The Aboriginal and Torres Strait Islander Commission (ATSIC, 1990–2005)
- ★ The National Congress of Australia's First Peoples (NCAFP, 2010–)

1. What were/are the aims of the body?
2. Did the body achieve any or all of their aims? If not, why do you think they didn't?
3. Why do you think these bodies have been re-formed so often under different names?
4. How do you think these types of bodies would be different to traditional Indigenous governance?

ACAMAM074, ACELY1739, ACHCK093, ACHCS084, ACHCS097, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188

Research task:

1. What did the Uluru Statement from the Heart call for?
2. As of 2019, has any action been taken by the government on the Uluru Statement from the Heart?

3. Class presentation:

The Uluru Statement of the Heart is one of a number of important statements made by Indigenous Australians in regard to recognition and sovereignty.

Divide the class into four groups. Allocate each group one of the following:

- ★ Yirrkala bark petitions, 1963
- ★ Larrakia Petition, 1972
- ★ Barunga Statement, 1988
- ★ Redfern Statement, 2016

Each group to research, collate findings, and present findings to the class.

ACAMAM074, ACAMAR079, ACELT1633, ACELT1639, ACELY1739, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES056, ACHGK076, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188

Research task:

1. The Aboriginal Tent Embassy of 1972 was in response to a policy statement by Prime Minister McMahon.

What was the policy statement in question?

2. What were the aims and goals of the Aboriginal Tent Embassy?
3. How did Charles Perkins and the minister for the Australian Capital Territory negotiate its peaceful removal?
4. Why was the Aboriginal Tent Embassy re-established in 1992?
5. Can the Aboriginal Tent Embassy now be removed?
6. Are there similar embassies in other states or territories of Australia?

Further reading:

Creative Spirits website:

<https://www.creativespirits.info/aboriginalculture/history/aboriginal-tent-embassy-canberra>

ACAMAM074, ACAMAR079, ACELT1633, ACELT1639, ACELY1739, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES056, ACHGK076, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188

CHAPTER 19

The reader is sometimes asked to use caution when looking at maps and data relating to social issues.

What reasons could there be for this?

ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188

What is the meaning of the term recidivist?

ACAMAM074, ACAMAR079, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188

Class discussion:

Indigenous people experience generally high rates of imprisonment. In 1994, in some areas of the country, more than one-quarter of the adult Indigenous population (18 years old and over) had been arrested at some time in the last five years. Comparable data is not available for more recent times.

1. What information have the Human Rights and Equal Opportunities Commission (HREOC) and the Australian Institute of Health and Welfare (AIHW) put forward which relates to the high rates of Indigenous imprisonment?

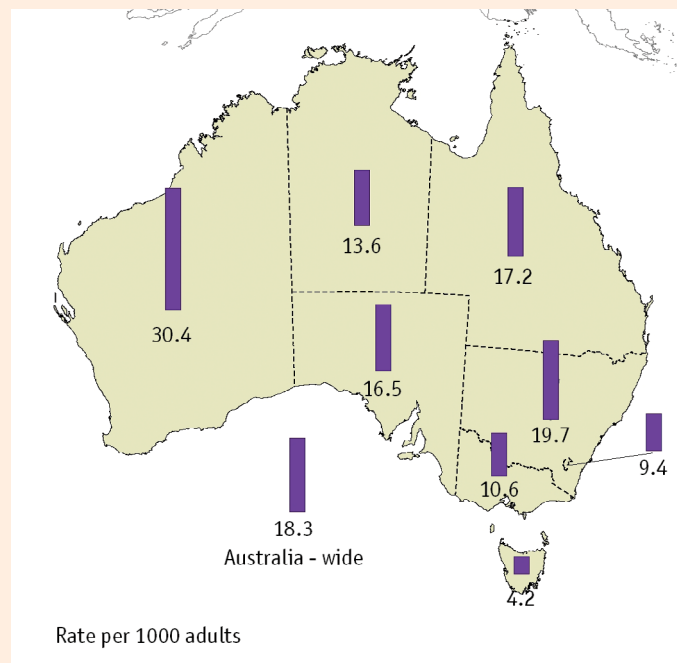
2. In what ways do you think the following factors contribute to high rates of imprisonment, or if you do not think a factor does, why not?

- Discrimination
- Socio-economic status
- Employment opportunities
- Violent behaviour towards Indigenous people by non-Indigenous people
- Family violence
- Substance abuse
- Health and wellbeing

3. Are there other factors you can think of which may contribute to high rates of imprisonment?

4. Nearly all of these factors can also be experienced by non-Indigenous people but their proportionate rate of imprisonment is lower. What reasons can you give for this?

5. Compare the map **19.7 Rate of imprisonment, adults, 2017** with its corresponding map shown here from the first edition.



19.8 Rate of imprisonment, 2001

How does the data shown in 2017 compare against the data as shown in 2001?

NB. Students will need to make key rate ratios match before making comparisons.

ACAMAM074, ACAMAR079, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACPPS097, ACPPS098

Which state or territory had the lowest proportion of longer prison sentences (more than five years)?

ACAMAM074, ACAMAR079, ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHGK076, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACPPS098

Research task: class presentation

The *Bringing them Home Report* (1997) is available in full on the Australian Human Rights Commission website:

<https://www.humanrights.gov.au/publications/bringing-them-home-report-1997>

For this task we will be looking at **Part 3: Consequences of Removal**. Part 3 is made up of chapters 10, 11 and 12.

Chapter 10: Children's Experiences

Chapter 11: The effects of separation from the primary carer

Chapter 12: Reunion

Divide the class into three groups and allocate each a chapter to research.

Each group is to summarise the most important points discussed, collate, and then present to the class.

ACAMAM074, ACAMAR079, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGK076, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACPPS098

Research task:

There are Link-Up services within every state and territory except for the ACT and Tasmania. Websites for each state or territory can be found on the AIATSIS website:

<https://aiatsis.gov.au/research/finding-your-family/where-get-help/link-up-services>

Go to the web address for the state or territory you live in. *

Outline five aims or services your Link-UP service provides for Indigenous Australians.

★

1. For students in the ACT, search on NSW; for students in Tasmania, search on Victoria.

2. There are two Link-Up services in WA, and a separate Link-Up service for Central Australia.

ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGK076, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACPPS098

Research task:

The National Apology to the Stolen Generations can be found on the Australian Government website: <https://www.australia.gov.au/about-australia/our-country/our-people/apology-to-australias-indigenous-peoples>

NB. You can also download a video version from this web page.

1. What year was the Apology given?
2. Who was the prime minister of Australia at that time?
3. What did the Apology cover?
3. Outline three things assured for the future.

4. Class discussion:

- a. Had previous governments considered giving a national apology?
- b. Why do you think previous governments had never given a formal apology?

ACAMAM074, ACAMAR079, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES045, ACHES056, ACHES057, ACHGS064, ACHGS073, ACHHS164, ACHHS182, ACPPS098

Research task:

In the class discussion of this chapter we looked at the high rates of imprisonment for Indigenous people.

There are many communities who have brought in practices, initiatives, resources, etc., which have successfully brought down rates of Indigenous imprisonment for their area.

Find some methods which have been effective and explain why.

ACAMAM074, ACAMAR079, ACAVAM125, ACHCK093, ACHCS084, ACHCS097, ACHGK065, ACHGK069, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACPMP104, ACPPS097, ACPPS098

CHAPTER 20

Class discussion:

A significant proportion of the official placenames in Australia derive from an Indigenous placename or other word.

1. Why do you think so many placenames come from Australian languages?
2. What is the importance of Indigenous placenames in Australia?
3. A number of Indigenous placenames are now being reinstated.
 - a. What does 'reinstated' mean here?
 - b. What do you think happens to the placename it has replaced?

ACELY1749, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES056, ACHGK065, ACHGK069, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLEA1770, ACLFWU125, ACLFWU126, ACLFWU128, ACLFWU129, ACSSU177

Are there any issues with orthography (spelling) in placenames derived from Australian languages?

ACELY1749, ACHGK065, ACHGK069, ACLEA1770, ACLFWU125, ACLFWU126, ACLFWU128, ACLFWU129, ACSSU177

1. What are some compound elements or suffixes which mean 'water'?
2. How are they used?
3. What types of things do they indicate?

ACELY1749, ACHGK065, ACHGK069, ACLEA1770, ACLFWU125, ACLFWU126, ACLFWU128, ACLFWU129, ACSSU177

Research task:

1.

- a. Find 10 official placenames of Indigenous origin in your state or territory.
- b. What Australian language does each come from?
- c. What is the Indigenous meaning of each placename?

2. Does your state or territory have an official dual naming policy in place?

ACT

ACT Government | Environment, Planning and Sustainable Development Directorate – Planning | Place name policies

https://www.planning.act.gov.au/tools_resources/place_names/place_name_policies

NSW

NSW Government | Geographical Names Board

http://www.gnb.nsw.gov.au/place_naming/dual_naming

NT

NT Government | Place Names Committee

<https://placenames.nt.gov.au/policies/dualnaming>

Qld

Queensland Government | Naming Principles

<https://www.qld.gov.au/environment/land/title/place-names/naming/principles>

SA

SA Government | Geographical names guidelines

<https://www.sa.gov.au/topics/planning-and-property/planning-and-land-management/suburb-road-and-place-names/geographical-names-guidelines>

Tas.

Tasmanian Government | Place Naming (Nomenclature) in Tasmania

<https://dpipwe.tas.gov.au/land-tasmania/place-naming-in-tasmania>

Vic.

Victoria State Government | Naming places, features and roads | Aboriginal place naming in Victoria

<https://www.propertyandlandtitles.vic.gov.au/naming-places-features-and-roads/aboriginal-place-naming-in-victoria>

WA

Langate | Western Australian Land Information Authority | Geographic Names Committee

<https://www.landgate.wa.gov.au/RequestRoadName/GeographicNamesNamingPolicy.pdf>

3. Are there any natural landscape features in your state or territory currently under consideration for reinstatement of an Indigenous name or introduction of a dual placename?

4. Class discussion:

Why do you think there has been a shift in reinstating Indigenous names for places or instituting dual placenames?

ACELY1749, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES056, ACHGK065, ACHGK069, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188, ACLEA1770, ACLFWU125, ACLFWU126, ACLFWU128, ACLFWU129, ACSSU177

Research task: class presentation

Divide the class into small groups (ideally of 2 or 3 students).

Direct them to the ABC website <https://www.abc.net.au/indigenous/features/thisplace/>

The *This Place* project is produced by the ABC in partnership with First Languages Australia. Each short video talks about one or more placenames, and the story behind it/them.

Allocate each group a different video story. Each story is approximately 2 to 4 minutes long.

Allow the groups 15 minutes to watch and make a summary of their video.

Each group to then present their summary to the rest of the class.

ACELY1749, ACHGK065, ACHGK069, ACLEA1770, ACLFWU125, ACLFWU126, ACLFWU128, ACLFWU129, ACSSU177

CHAPTER 21

What are some issues with how research on Indigenous Australia has been conducted in Australia?

ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHHS164, ACHHS170, ACHHS182, ACHHS188

What are some of the issues around the data used in research on Indigenous Australia?

ACHCK093, ACHCS084, ACHCS097, ACHES045, ACHES057, ACHHS170, ACHHS188

1. What types of people were doing research between 1850–1925?
2. List some of the methods of research used.

ACELT1639, ACHCS084, ACHCS097, ACHHS164, ACHHS182

1. Who was David Unaipon?
2. What were some of his achievements?

3. **Research task:**

David Unaipon had a very interesting life.

Research David Unaipon further and list five facts you find interesting.

Further reading:

Australian Dictionary of biography

<http://adb.anu.edu.au/biography/unaipon-david-8898>

ACAMAM074, ACELT1639, ACHES044, ACHES045, ACHES056, ACHES057, ACHGS064, ACHGS073

What were the focuses of the reports and surveys the Yawuru people undertook?

ACAMAM074, ACELT1639, ACHCK093, ACHES045, ACHES057

Research task:

[Conduct in groups of four to five students for question 3]

On 13th September 2007 the *United Nations Declaration on the Rights of Indigenous Peoples* was adopted by the General Assembly of the United Nations.

Information about the Declaration can be accessed on the United Nations' website:

<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

and through the page's FAQ link.

The Declaration itself can be accessed at:

<https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html>

1. Who does the Declaration concern?
2. How long did the negotiations and consultations with the Indigenous peoples worldwide take before the Declaration was adopted? Discuss within class reasons it may have taken so long.
3. There are 46 articles covered in the Declaration. Allocate four articles to each group from articles 1 to 37. Groups to summarise their articles and present findings to the class.
4.
 - a. What implications do you think the Declaration has for the development of the Indigenous Data Sovereignty movement?
 - b. Gathering data is an expensive and time-consuming process.
Who do you think pays for this?

ACAMAM074, ACHCK093, ACHCS084, ACHCS097, ACHES044, ACHES056, ACHGS064, ACHGS073, ACHHS164, ACHHS170, ACHHS182, ACHHS188