

UNIT 2

Subject Area: Intercultural Understanding **Age:** 8-9 yrs+ **Year Level:** 4

Timing: 2-4 50 minute sessions

Unit Objectives: Using the Ancestry Atlas, students will research places that places that have relevance for them, their family and their histories within their community and in overseas locations. The significance of these places will be compared Aboriginal and Torres Strait Islander peoples' relationship to place. Students present a project that compares a place significant to them to a place significant Aboriginal and Torres Strait Islander peoples through craft making or digital means.

Australian Curriculum Objectives:

The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)

The importance of environments, including natural vegetation, to animals and people (ACHASSK088)

The custodial responsibility Aboriginal and Torres Strait Islander Peoples have for Country/Place, and how this influences views about sustainability(ACHASSK089)

Cross Curriculum Links:

Literacy
Personal and Social Capability
Intercultural Understanding
Health Education
Ethical Understanding
ICT Capabilities

Rationale

Students are encouraged to focus on some previous experience upon which to form their learning around Aboriginal culture and place. In this lesson students explore places significant to themselves and use it as a point of comparison with Aboriginal and Torres Strait Islander perspectives in order to develop Inter-cultural Understanding.

Procedure:

1. Using the Ancestry Atlas image use what students discover about themselves to begin discussing significant places around the world. These can be things such as the wonders of the world (the great wall etc.), natural phenomenon or even places of personal significance such as where you were born.
2. Have students' list significant places and then describe what is special to them or others about them. They could have a place in history, they could be symbolic and so on. This could be brief reflections and discussions or extended into larger project.
3. Compare these places. Use the list that you compile and attempt to categorize them if possible. One method for this is through the use of sticky notes. The places can be put on sticky notes and placed into columns that are drawn on the board. Some potential categories for places are:
 - a. Religious or spiritual (such as places of worship, places in religious texts etc.)
 - b. Historical (places where significant events took place or places associated with figures from history)
 - c. Personal (a family's ancestral home, a birthplace of a relative, a favorite place to go)
 - d. Natural (a famous river, rock formation, forest, jungle etc.)
 - e. Architectural/Building (a famous landmark or building such as the Sydney Opera House or the Empire State Building)
4. Switch the focus to the area surrounding your school or the town/city in which your school is located. Choose from some of following questions
 - a. What is a significant place surrounding your school? What meaning does it have for you or your family?
 - b. Find a place that is significant for the original people's of your region, what is different or similar? Does it say something about what different people feel is important?
 - c. What aboriginal groups have lived in your local area? Was there one nation or many? What evidence is available of their lives and culture past or present?
5. Try the sticky notes exercise again in relation to local places
6. Have students explore the resources below about significant places for Aboriginal and Torres Strait Islander Peoples. Have them list some characteristics about the cultural meaning of the places for them and see if they can arrange them into similar categories as before with the sticky notes exercise. Is there much crossover between the categories you have used?

Resources

- Meaning of Land to Aboriginal People <https://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people>
- Cultural Heritage of Aboriginal People <https://australianmuseum.net.au/indigenous-australia-cultural-heritage>
- Some discussion ideas around place and the original Aboriginal guardians of the land <https://www.nla.gov.au/digital-classroom/year-3/themes/connection-to-country>
- Map of NSW sacred sites <http://www.environment.nsw.gov.au/heritageapp/heritagesearch.aspx>
- Indigenous Protected Areas <https://youtu.be/e086HKxpo1E>
- Sacred sites of Australia <http://magicplanet.org/oceania/australia/index.html> or <http://www.crystalinks.com/aussacredsites.html> or <https://www.creativespirits.info/aboriginalculture/land/guide-to-aboriginal-sites-and-places>
- What does land mean to Aboriginal people <https://www.creativespirits.info/aboriginalculture/land/meaning-of-land-to-aboriginal-people>
- What is a sacred site? <http://www.aapant.org.au/sacred-sites/what-sacred-site>