Aboriginal Perspectives in K-6 English

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Connecting School Context and Syllabus

- Approaching the document with a purpose in mind: ATSI, Comprehension, digital/multimodal
- Clarified our goals and aims
- Time efficient and Target driven
Rationale

At BHNPS:

• (1) a priority that has been set for our students is to **learn about the histories and cultures of Aboriginal and Torres Strait Islander peoples**, of their contribution to Australia, and of the consequences of colonial settlement for Indigenous communities, past and present, while promoting respect for the cultural identity of Aboriginal and Torres Strait Islander people. We want our students to understand and acknowledge the value of Indigenous cultures and possess the knowledge, skills and understanding to contribute to, and benefit from, reconciliation between Indigenous and non-Indigenous Australians.

• (2) an English KLA target is the attainment of **a measurable improvement in the comprehension skills** of students through the consistent, systematic and explicit teaching of comprehension strategies

• (3) a Technology target is the **integration of digital/multimodal texts into English units of work** with a focus on students’ development of visual literacy skills
Learning across the curriculum

Cross-curriculum priorities:
Cross-curriculum priorities enable students to develop understanding about and address the contemporary issues they face.

- **Aboriginal and Torres Strait Islander histories and cultures**
- Asia and Australia’s engagement with Asia
- Sustainability
Aboriginal and Torres Strait Islander histories and cultures

Aboriginal and Torres Strait Islander histories and cultures

- The Aboriginal and Torres Strait Islander histories and cultures cross-curriculum area encompasses the concepts of Country and Place, People, Culture and Identity. In their study of English, students will have the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. Students will develop knowledge and understanding of Aboriginal and Torres Strait Islander history and culture in Australia. In their study of English, students explore a range of experiences and achievements of Aboriginal peoples in historical and social contexts and the links between cultural expression, language and spirituality.

  - English K-10 Syllabus p.27
Content and Text Requirements

In each Year students must study examples of:
- spoken texts
- print texts
- visual texts
- media, multimedia and digital texts.

Across a stage of learning, the selection of texts must give students experience of:
- texts which are widely regarded as quality literature
- a widely defined Australian literature, including texts that give insights into Aboriginal experiences in Australia
- a wide range of literary texts from other countries and times, including poetry, drama scripts, prose fiction and picture books
- texts written about intercultural experiences
- texts that provide insights about the peoples and cultures of Asia
- everyday and community texts
- a wide range of factual texts that present information, issues and ideas
- texts that include aspects of environmental and social sustainability
- an appropriate range of digital texts, including film, media and multimedia.

In selecting specific texts for study in English, teachers should consider the needs, interests and abilities of their students and the ethos of the school and its local community.
Early Stage One: Tom Tom

This quality text highlights the importance of family relationships and connectedness in Aboriginal society.
Tom Tom

Increases the students’ understanding of

- Aboriginal culture
- the similarities and differences between families within the class as well as similarities and differences with the student’s own family and Tom Tom’s family.
- spoken texts - how we can gain information from spoken texts.
- different languages and dialects for communication including Standard Australian English and Aboriginal English dialects.

Kinship and Family in Maningrida.m4v.mp4

- **Spoken text**
- Kinship and family in Maningrida.m4v (*Maningrida is an indigenous Aboriginal community in the heart of the Arnhem Land region in the Northern Territory.*)
Tom Tom and Me

<table>
<thead>
<tr>
<th>Me</th>
<th>Tom Tom</th>
</tr>
</thead>
<tbody>
<tr>
<td>My mum is giving me breafast.</td>
<td>Tom Tom goes to Lemonade Springs with his cousins.</td>
</tr>
</tbody>
</table>
Stage One: Badu

- *You and Me Murrawee* was the quality text that was the stimulus for the unit of work.
Stage One: Badu

A quality text that compares two girls’ experiences of a river environment, separated by 200 years.

A cool breeze is picking up and it blows our hair in our faces.
It brings the scent of food and the smoke of campfires.
Our tummies rumble. I can smell sausages and onions frying.

For you, the fish, the eggs and roots are baking.
We share food with our families.
The ants clean the crumbs and take them back to their nest,
as they have always done.
Stage One: Badu
*Thukeri* lesson sequence

Increases the students’ understanding of:

- Aboriginal culture as seen through Dreaming stories, especially setting, activities (of the Ngarrindjerri people) and the “lessons” that the story teaches
- The connection between place or environment and beliefs and practices
- Viewpoint as represented in Dreaming stories
- Text purpose - informative for Aboriginal people; imaginative for non-Aboriginal people
- Text meaning through a deep appreciation of the composer’s context, experiences, beliefs
- Text meaning through explicit teaching of comprehension strategies and visual literacy
Stage Two: Journeys

Ties in with the ‘British Colonisation’ unit in HSIE

Increases students’ understandings of:

- European viewpoints on events and issues differed greatly from Aboriginal viewpoint
- The concept of ‘Belonging’ and the pull of family and country.
- Identifying actual and inferred meanings from visual texts
- Identifying the quality of primary and secondary sources from historical contexts.
Joseph Lycett and Daniel Boyd

- **Stage 2: Expressing Themselves**
  - Students will identify and compare the differences between texts from a range of cultures, languages and times

- **Stage 2: Reading and Viewing 1**
  - identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts (ACELY1686)
  - interpret text by discussing the differences between literal and inferred meanings
Joseph Lycett, 1775-1828

[Aborigines cooking and eating beached whales, Newcastle, New South Wales, ca.1817]
Venn Diagram

- Boomerangs
- Spears
- Live in tribes
- Hunt & capture food
- Work as a group
- Clothing made from animal skins
- Dreaming & creation stories
- Move around the land
- Wrap dead bodies in grass
- Tribes speak different languages
- Hands, sticks to cook
- Eat freshly killed food
- Canoes
- Law & punishment
- Funerals/respect
- Bury the dead
- Fire used to cook and heat
- Religion
- Use water as a way of travel and for transport
- Medicine for health
- Need:
  - Food
  - Water
  - Shelter
  - Love
- Bury dead bodies in coffins
- Ships
- Salted/pickled preserved food
- Guns
- Communicate
- Buy food from market and grow crops
- Buy things (with exchange of money)
- Clothing made from wool, knit, weave material
- Work as an individual
- Light skin
- Cool climate
- Stone/wooden houses
- English & Gaelic
- Utensils to cook and eat
Interpreting Joseph Lycett’s paintings

<table>
<thead>
<tr>
<th>Painting:</th>
<th>Look at the painting. What information is given about the life that Aboriginals lived in Early Australian history?</th>
</tr>
</thead>
</table>
| Aboriginals climbing a tree | - Wolves cut in the tree  
- Aboriginals were climbing trees  
- Aboriginals use spears and axes  
- Tall trees to climb |

What can you infer from this information?
- Aboriginals climb trees to look for food
- Aboriginals looking for danger
- Aboriginals cut trees so it’s easy to climb
Daniel Boyd, 1982

Francis Wheatley, 1786

Governor No Beard 2007
http://nga.gov.au/Exhibition/NIAT07
“I drew a European person’s hand together with an Aboriginal person’s hand to symbolise two different groups of people coming together to live peacefully” (Year 4 student).

“I turned Captain Arthur Phillip into a pirate with a wooden arm and kicked him off the ship after a mutiny” (Year 4 student).
Stage Three: Many Voices

- Timeline of Migration website (informative)
- Dust Echoes website (imaginative)
- Kevin Rudd’s Apology website (spoken, informative)
- The Rabbits by John Marsden and Shaun Tan (informative, imaginative, persuasive)
- The Burnt Stick by Anthony Hill (informative, imaginative)