

Geography Alive: Stage 1 Geography (Topic 1: Features of Places)

Lesson 5: Indigenous Australian's seasonal knowledge		
<p>Content focus:</p> <p>In this lesson, students focus on the seasons from an Indigenous perspective. They note that Indigenous knowledge of the seasons is based on changes they observe in weather and the ways these impact on the environment and their activities. The Yolngu people of Northeast Arnhem Land are used as an example.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Resource Sheet 1: Indigenous Australian's seasonal knowledge • Worksheet 1: Indigenous Australian's seasonal knowledge
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • What is the basis of the seasonal knowledge of Indigenous Australians? • What role does weather play in the determination of Indigenous seasons? • What impact do seasonal variations in weather have on the activities of Indigenous Australians? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • explains that Indigenous Australian see seasons in terms of changing environmental conditions, especially the weather experienced at different times of the year • interprets data presented in a table • interprets photographs. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: With the aid of Resource Sheet 1, introduce students to the basis of the seasonal knowledge of Indigenous Australians. Emphasise that changes in the environment were central to the Indigenous understanding of seasons, especially changes in weather. • Step 2: Work through the seasons recognised by the Yolngu people of Northeast Arnhem Land in Table 1 (Resource Sheet 1). Note the weather conditions experienced and how these affect the activities of the Yolngu people throughout the year. • Step 3: Using Worksheet 1 ask students to draw a series of drawings to show the weather experienced in each season (Task 1). They then have the opportunity to present a series of drawings depicting the activities the Yolngu engage in each season. Enlarge Worksheet 1 to A3 size if considered appropriate. • Step 4: Ask students to study Figures 1–4 on Resource Sheet 1. Ask them to describe the landscape of Northeast Arnhem Land. What might it be like during the Wet season? How might it look during the Dry? Why do Indigenous Australian burn the grasses of the region during the Dhaarratharramirri season? Why is it important to protect the rock art of the area (Figure 2)? • Step 5: Ask students to share their illustrations with their peers. In doing so, they should explain what they have depicted in their drawings.