

Geography Alive: Stage 2 Geography (Topic 1; Unit 2)

Lesson 7: My Place's Indigenous heritage		
<p>Content focus:</p> <p>In this lesson students focus on those elements of the book that explore the relationship between Indigenous Australians and Country. In doing so, they reflect on the relationship between Aboriginal and Torres Islander peoples and the land and identify key events in the post-1788 experience of Indigenous Australians. Also addressed is the diversity of the Australian population and the changing nature of the family.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • Class set of <i>My Place</i>
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • What are the principal features and characteristics of specific places and environments? • How do people, places and environments interact? • How do people perceptions about places differ? • In what ways does the meaning of 'home' for Indigenous Australian's differ from that of non-indigenous Australians? • What factors have contributed to the diversity of the Australian population? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • demonstrates a developing appreciation of the concepts of place, change, connections and environment • describes features and characteristics of places and environments • describes some ways in which people, places and environments interact • explains, in simple terms, the meaning ascribed to Country by Indigenous Australians • identifies important events in the post-1788 lives of Indigenous Australians • recognises the diversity of Australia's population. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Direct students to the 1788 double-page spread and the following two pages. Ask them to read the relevant text and study the map included. Discussion questions: <ul style="list-style-type: none"> - What is meant by the statement 'Everywhere we go is home'? How does this differ from the meaning attached to 'home' in the rest of the book? - What is special about the nature of Barangaroo's family? - What role does the creek play in the life of Barangaroo and her family? - What celebration did Barangaroo participate in? What does this tell us about the relationship between Aboriginal people and the environment? • Step 2: On the very last page of <i>My Place</i>, Barangaroo climbs to the top of the big fig tree and dreams that she is the only person in the world. Barangaroo's grandmother makes the point: 'We've always belonged to this place.' ... 'For ever and ever'. What is meant by the grandmother's statement? • Step 3: Class discussion. Based on your students' developing understanding of Country pose the question: How and why do Indigenous Australians and non-indigenous Australian's often perceive places differently. How might this impact on the ways we protect places. • Step 4: Ask the students to revisit the timeline on Pages 1 & 2 of <i>My Place</i>. Identify the key events in Australia's Indigenous history noted in the timeline. Why are they significant? • Step 5: Barangaroo lives with her extended family – parents, siblings, grandparents, aunts, uncles and cousins. Ask students to reflect on the ways in which families have changed over the time span covered by <i>My Place</i>. • Step 6: Have students study their <i>My Place: Story Summary Sheet</i> completed in Lesson 2. What was each family's country of origin? What does the information reveal about the changing composition of the Australian population? What is meant by the term 'multiculturalism'?