

## Geography Alive: Stage 3 (Topic 1: Factors that shape places)

Lesson 4: Indigenous management of the environment		
<p><b>Content focus:</b></p> <p>In this lesson, students investigate how Indigenous people have changed the natural environment in Australia over time. They also explore how the environment influences the human characteristics of places, especially key cultural understandings, in this case, 'Country'. Students examine the ways people influence the characteristics of places, including the management of environments. Students explore how Aboriginal people use fire.</p>		<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Resource Sheet 1: Indigenous management of the environment</a></li> <li>• <a href="#">Worksheet 1: Indigenous management of the environment</a></li> </ul>
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• How do people and environments influence one another?</li> <li>• What is meant by the term 'Country'? Why is it so important to Indigenous Australians?</li> <li>• What was the nature of the relationship Aboriginal Australians have with the environment?</li> <li>• How was fire used as a management tool?</li> <li>• What impacts did Aboriginal Australians have on the Australian environment over the 60,000 years they occupied the Australian continent?</li> </ul>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• explains interactions and connections between people, places and environments</li> <li>• demonstrates an understanding of 'Country' and its significance to Indigenous Australians</li> <li>• appreciates the nature of the relationship Indigenous Australians have with the environment</li> <li>• acquires, processes and communicates geographical information using geographical tools for inquiry.</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Using <b>Resource Sheet 1</b>, introduce students to the concept of 'Country'. Emphasise that 'Country' refers to a family's origin and association with particular parts of Australia. It is central to the wellbeing of Indigenous Australians.</li> <li>• <b>Step 2:</b> Have students study the quote by Tom Dystra. Use student responses to structure a discussion about the nature of the relationship between Aboriginal and Torres Strait Islander people and 'Country'.</li> <li>• <b>Step 3:</b> Ask your students to study the two Lycett paintings. What evidence is there of the ways the people he depicted used the land? The Lycett paintings show Aboriginal people and the environment in which they lived. Ask your students to draw a picture of their family showing the environment in which they live.</li> <li>• <b>Step 4:</b> Ask students to read the sections dealing with the Indigenous use of fire and the environmental impacts of Aboriginal land management practices including the fate of Australia's megafauna. Ask students to complete the activities on <b>Worksheet 1</b>.</li> <li>• <b>Step 5:</b> Use questioning to ascertain the level of student understanding.</li> </ul>