Unit 2: WALKING WITH THE WURUNDJERI

Level 2 and Level 3 Australian Curriculum (Years 2 and 3)

Overview
This unit is about local community and how it has changed over time. During the unit students investigate life as it is now and how it was in the past, identifying aspects of change and continuity. They listen to guest speakers, interview older family and community members, view photographs and pictures, as well as conducting simple research, to explore the ways of life of people from different times. They participate in local walks to describe what the local community looks like today, and imagine what it might have looked like in the past. During the unit they will investigate the local Aboriginal people, their ways of life and connection to the land today and prior to European settlement.

Key concepts
Change, continuity, place, belonging

Understandings
• Many different people have links to the local community both today and in the past.
• Aboriginal people have lived in and around the local area for thousands of years, and still have strong links today.
• The way of life for people in the local community has changed over time and will continue to change in the future.
• People and communities preserve and continue things that are important to them.

Rich Question
How has our community changed?

Contributing Questions
• What is our community like now, and what might it have looked like in the past?
• Who lives in our community now, and who lived here in the past?
• Who lived here first and how do we know?
• What aspects of the past can you see today? What do they tell us?
• What remains of the past are important to the local community? Why?
• What was life like for the people of the past?
• How and why have lifestyles changed?

Important Cultural Information
Before commencing this unit please check ‘Yarra Healing’ for important background information regarding Aboriginal and Torres Strait Islander histories and cultures. http://www.yarrahealing.catholic.edu.au /Teaching and Learning/Essential Learning and Understandings

Resources
Written texts
Wheatley, N. My Place, Kane/Miller Books, 1994
local background information, as well as identifying local places that could be incorporated into an excursion.


**Websites**

Local council websites often contain some information about the history of local Aboriginal groups.

[www.vaeai.org.au](http://www.vaeai.org.au) The website of the Victorian Aboriginal Education Association Incorporated (VAEAI). VAEAI represents Local Aboriginal Education Consultative Groups (LAECGs) on policy advice at a local, state and national level. Information about anything pertaining to LAECGs contact VAEAI and they will give you necessary information. VAEAI promotes culturally relevant educational programs which reinforce Koorie identity. It also aims to provide to the wider community an awareness of Koorie cultures and aspirations.

**Audio Visual**

Local Historical Society (N.B. The historical society in Gisborne was the local resource for the trial school, St Brigid’s. They proved to be a fantastic resource and had a wealth of knowledge about the local Aboriginal people that we were not able to find anywhere else.)

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### AusVELS Links

#### Level 2 History

**Historical Knowledge and Understanding**

- The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past (ACHHK044)
- The importance today of an historical site of cultural or spiritual significance; for example, a community building, a landmark, a war memorial (ACHHK045)
- The impact of changing technology on people’s lives (at home and in the ways they worked, travelled, communicated, and played in the past) (ACHHK046)

**Historical skills**

- Sequence familiar objects and events (ACHHS047)
- Distinguish between the past, present and future (ACHHS048)
- Pose questions about the past using sources provided (ACHHS049)
- Explore a range of sources about the past (ACHHS050)
- Identify and compare features of objects from the past and present (ACHHS051)
- Explore a point of view (ACHHS052)
- Develop a narrative about the past (ACHHS053)
- Use a range of communication forms (oral, graphic, written, role play) and digital technologies (ACHHS054)

#### History Achievement Standard

By the end of Level 2, students analyse aspects of daily life to identify how some have changed over recent time while others have remained the same. They describe a person, site or event of significance in the local community.

Students sequence events in order, using a range of terms related to time. They pose questions about the past and use sources provided (physical, visual, oral) to answer these questions. They compare objects from the past and present. Students develop a narrative about the past using a range of texts.
Level 3 History
Historical Knowledge and Understanding
- The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) (ACHHK060)
- ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)
- The role that people of diverse backgrounds have played in the development and character of the local community (ACHHK062)

Historical Skills
- Sequence historical people and events (ACHHS065)
- Use historical terms (ACHHS066)
- Pose a range of questions about the past (ACHHS067)
- Identify sources (ACHHS215)
- Locate relevant information from sources provided (ACHHS068)
- Identify different points of view (ACHHS069)
- Develop texts, particularly narratives (ACHHS070)
- Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071)

History Achievement Standard
By the end of Level 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Cross Curriculum Priorities
Aboriginal and Torres Strait Islander Histories and Cultures
Country and Place
OL.2 Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.
OL.3 Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.
Culture
OL.6 Aboriginal and Torres Strait Islander Peoples have lived in Australia for tens of thousands of years and experiences can be viewed through historical, social and political lenses.
People
OL.7 The broader Aboriginal and Torres Strait Islander societies encompass a diversity of nations across Australia.
OL.8 Aboriginal and Torres Strait Islander Peoples have sophisticated family and kinship structures
OL.9 Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.

Intercultural Understanding
End of Year 2
Recognising culture and developing respect
- describe and compare the way they live with people in other places or times
- describe ways that diversity presents opportunities for new experiences and understandings
Reflecting on intercultural experiences and taking responsibility
- identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts

**End of Year 4** (NB students at level 3 are working towards descriptors at end of Year 4)

**Recognising culture and developing respect**
- describe and compare a range of cultural stories, events and artefacts
- identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation

**Reflecting on intercultural experiences and taking responsibility**
- identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences

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**BUILDING**

Activities planned during this stage of the unit are designed to build the foundational knowledge and skills the students will need to investigate this topic.

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<tr>
<th>Purpose</th>
<th>Activity</th>
<th>Teacher notes</th>
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<tr>
<td>To establish a time frame and help students to develop a concept about the past that will be explored during the unit.</td>
<td><strong>Visual timeline</strong>&lt;br&gt;As a class, sequence photos/pictures from today, long ago and a long, long time ago. (Eg. Jesus, horse and cart, people in olden day clothes, ancient Egyptians, Aboriginal people from the past and present, computer, aeroplane, etc.) Start with 3 pictures. Which is the oldest? Why? Which is the most recent? Why do you think that? Slowly fit in another picture one at a time. Keep asking students to justify their decisions. Introduce 3 headings, <em>today</em>, <em>long ago</em> and <em>long, long ago</em>. Match the headings to the pictures. Write a description for each era such as; <em>long ago</em> could be when their grandparents were children, or when the town had just been built. <em>Long, long ago</em> is before the town or local community or Melbourne was established.</td>
<td>Because time is a very difficult concept for younger children the use of the terms <em>long ago</em> and <em>long long ago</em> are open-ended. You could use actual dates if students are comfortable with this.</td>
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<td>To identify what students already know or think they know about Aboriginal people, and about what the local area land daily life was like in the past.</td>
<td><strong>Prior knowledge activity</strong>&lt;br&gt;Students complete the following pre-assessment tasks individually. Discuss with students:&lt;br&gt;- Divide a piece of A3 paper into 3. Students draw what their local community looks like now, what they think it looked like a long time ago and what it might look like a long, long time ago. Draw people going about their daily lives in each of the 3 pictures. What might they look like? What might they be doing?&lt;br&gt;- Have students annotate their pictures justifying or explaining their choices.&lt;br&gt;- Refer to the timeline activity and the descriptions of the terms from the previous activity to support these tasks. <strong>(Assessment opportunity complete as both a pre and post assessment task to identify development of thinking)</strong></td>
<td>Keep the original drawings for comparison later when students repeat the tasks at the end of the unit.</td>
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<td>To establish what life is like today. This will determine categories that</td>
<td><strong>Carousel activity- lifestyles in our local community today</strong>&lt;br&gt;• Set up stations/tables with ‘artefacts’ or pictures from today in the categories of; education, food, family,</td>
<td>The class information report could be made into a class book with</td>
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will be used to classify information that can be used for comparisons with the past later on.

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| To encourage students to imagine and investigate life in the past, and how their local community has changed. | Shared Book
Read the text ‘My Place’ by Nadia Wheatley with the students.
Discussion points:
• Who is telling the story?
• What has changed?
• What has stayed the same?
• How do you know how long ago it is?
• What are the signs it is from long ago?
• Use the categories to explore changes in food, education etc. What did they have then that we don’t have now? What do we have now that they didn’t have then?
• How might our community have changed over time?
• How might lifestyles of people who live in our local community have changed over time?
• How could we find out?

Share ideas and discuss. Use this discussion to generate wonderings about the topic and commence a wonderings and discoveries board. | This is a very complex text and may be best read over several sessions. The discoveries and wonderings board will ensure the investigations are student-centred and will give students more ownership of the inquiry. This should be revisited on a regular basis. |

**INVESTIGATING**

Activities at this stage of the unit are designed to take the investigation deeper. Students are required to work more independently and apply the skills and the knowledge they have developed.

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| To encourage students to start to | Guest speakers
Organise for some guest speakers (parents, grandparents, great grandparents, older members of the community) to speak to the students about what like was | If you have accessibility to several speakers |
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<th>Consider what life was like in the community long ago.</th>
<th>Like for them when they were children. If possible use people who grew up in the local area and perhaps attended the school. Encourage the guest speakers to bring along any old photos or artefacts. Have students prepare questions for them linked to the categories of daily life.</th>
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<tr>
<td>• Record what students have discovered about lifestyles of the past (long ago) either as a class information report, individual or class journals, a visual display or discoveries on a wonderings and discoveries board.</td>
<td>Students could listen to one speaker in a small group. Each group could present their information to the whole class.</td>
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| To give students a first hand experience of what it was like to be a child long ago. | **Theme day- Life in the Olden Days**
Set up some hands on activities designed to give students a glimpse of what it was like to be a child in the olden days. Activities could include: |
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<td>• Games</td>
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• Cooking Anzac biscuits, |
• Chalkboard writing, |
• Discipline and routines; rows of tables, singing the national anthem, Angelus |
• Dressing up |

Students respond to their day by writing and drawing. In groups they complete PMI (Plus, Minus, Interesting) about going to school long ago. *(Assessment opportunity)* |

| To establish visually what the local community looked like in the past. | **Local community walk**
• Tell the students you are going to visit the local community again to try and find signs of what it looked like long ago. Discuss how you know when things are old. 
• Go on a local community walk and take photos of any historical buildings or features. 
• Organise to speak to people along the way who can help to enhance the student’s concept of life in their local community long ago. (Eg. historical society, RSL, traders who have had the same shop in their family for generations) 
• Upon return from walk create a class map or streetscape using photos of older buildings or natural features and students drawings of representations of what they think it would have looked like to replace newer buildings etc. 
• Use old photos or pictures of what the main street or significant buildings looked like in the past and compare them to the today images. |

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<th>To establish Long, Long Ago</th>
<th><strong>It is important to for students to</strong></th>
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<td>• Refer back to the last page of Nadia Wheatley’s ‘My *</td>
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understandings that Aboriginal people lived in the local area for a long, long time before the current community was built. To develop understandings about the lifestyle of Aboriginal people before settlement in the local area.

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<th><strong>Place</strong>. (Or save the last page until this time). Discuss who might have been here before our local community was built, long, long ago.</th>
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<td><strong>Draw on any local Aboriginal groups or people to come and speak to the students about the Aboriginal people now and the history of these groups.</strong></td>
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<td><strong>Acknowledge that the way Aboriginal people lived in the local area long, long ago is very different to the way Aboriginal people live in the community today.</strong></td>
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<td><strong>Establish the fact that there are Aboriginal people still living in the community now.</strong></td>
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<td><strong>Organise an excursion to a local Aboriginal site, or a cultural centre such as; the Koorie Heritage Trust, Living Museum of the West, Melbourne Botanic Gardens Education Centre, CERES, or Galeena Beek Living Cultural Centre.</strong></td>
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<tr>
<td><strong>Supplement this information with research into your local Aboriginal group and ways of life prior to European settlement using information texts.</strong></td>
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<tr>
<td><strong>Record what students have discovered about lifestyles of Aboriginal people prior to European settlement (long, long ago) either as a class information report, individual or class journals, a visual display or discoveries on a wonderings and discoveries board.</strong></td>
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| **To help students to visualise what the local area looked like before the current community was built.** |
| **Collage** |
| In small groups create collages of what the students think the local area would have looked like before the community was built and when the Aboriginal people were living there. They can draw on the information gathered from the guest speakers and the excursion. If they were not able to gather enough information to help them visualise this use further resources including websites, local nurseries, photographs and pictures. |
| **(Assessment opportunity)** |

| **To extend students and personalise the investigation. To engage students in the historical research process.** |
| **Personal investigation** |
| Encourage students to investigate an aspect of the past either from any era that they are particularly interested in. Support them in developing a question (wondering) for investigation based on their interest that is able to be researched. |
| Explicit teaching of research skills can be taught through literacy. Students could use a range of resources to investigate such as; information texts, websites, film archives, local libraries, interviewing older family or community members, visiting the Melbourne Museum, Koorie Heritage Trust, or local historical society, |
| Encourage students communicate their findings in a gain first hand experiences rather than read about the Aboriginal people of the past in books. If you can't find any local contacts VAEAI can connect you with your Local Aboriginal Education Consultative Group. The Koorie heritage Trust also has a library that you can access for information on request. |

| **The Botanical Gardens and Iramoo can assist with finding out about indigenous plant species and vegetation.** |

| **Students will need to be supported in developing their research skills. Explicit teaching of skills including: Posing good questions, identifying good resources, locating information, note taking.** |
creative way:
- Imagine you were a child living in this era. Write a narrative, diary or description of your life.
- Role-play or create a short film depicting the lifestyle of a particular era.
- Create a model of an historic landmark and explain it’s significance.
- Create a model or streetscape of the local community. Include people going about their daily lives.
- Create an information text (written or electronic) informing people about your findings.
- Create a visual timeline of the development of the local community or lifestyles of the past.

(Assessment opportunity)

### PERSONALISING

Activities at this stage of the unit are designed to help students reflect on and put into practise what has been learned in real life contexts.

| To identify changes in daily life and the local community today, long ago, and long long ago. | **Venn diagrams and PMIs**
Use Venn diagrams or a 3T chart to compare what has changed and what has stayed the same across these 3 different time spans. Students could work in groups taking one aspect of daily life or the local community each. They can use words and pictures.

They then complete a PMI showing what they think are the pluses and minuses about each era.  
(Assessment opportunity) |
|---|---|

| To track the development of students understanding s about the past and the local Aboriginal people. | **Pre and post assessment tasks**
Repeat the 2 draw and label prior knowledge activities.
- Who are the Aboriginal people? What do they look like? What do they do? Where do they live? What were they like in the past? What are they like now? Students draw 2 pictures- past and present to represent their ideas.
- Divide a piece of A3 paper into 3. Students draw what their local community looks like now, what they think it looked like a long time ago and what it might look like a long, long time go.
Compare these with the originals and discuss how the student's ideas have changed.
(Assessment opportunity- compare to pre-assessment drawings and have students verbalise how their ideas have changed.) |
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| To reinforce understanding s and apply them in a real life context. | **Acting on the Learning**
What have learnt in this unit and is it important?
Now that we know this about our local community what can we do about it?
Brainstorm with students possible actions, plan and |
|---|---|

It is important that students determine the action and take ownership of
implement the action.

Possible actions could include;
- Creating a piece of artwork to record the history they have discovered.
- Creating a plaque or holding a ceremony to acknowledge the traditional owners of the land.

| Links to Literacy | Reading for information- texts about life in the past
|                  | Listening to guest speakers
|                  | Reading My Place by Nadia Wheatley- follow up activities could include- timelines, visual comparisons, cross classification charts to record and compare information over the decades
|                  | Oral histories of family members (remember when) |

| Links to Numeracy | Mapping, Time and timelines |