

Unit 5: MELBOURNE DREAMING

Level 3 VELs, Years 3 and 4

Overview

This unit is about the history and development of Melbourne. During this unit students investigate the people who make up the Kulin Nation, in particular the Wurundjeri and the Boon Wurrung and their role as traditional landowners of the area we now know as Melbourne. They will find out about significant people and events that have contributed to Melbourne's continuing story. They will identify changes that have occurred, and the effects of these changes on the people and the land. They will begin to consider why it is important to remember and preserve stories and artefacts from the past.

Understandings

- The people of the Kulin Nation have lived in the area we now call Melbourne for more than 40,000 years. The Kulin covered what is now central Victoria with the Wurundjeri and Boon Wurrung peoples belonging to their respective parts of the area now known as Melbourne.
- The landscape of Melbourne has changed dramatically over time, and especially since the arrival of Europeans.
- Life for Victoria's Aboriginal people changed dramatically with the arrival of Europeans.
- People and events of the past have influenced the development of Melbourne as a city.

Rich Question

How have changes in Melbourne affected the lives of people?

Contributing Questions

- Who were the original inhabitants of Melbourne?
- What was life like for them before the arrival of the early settlers?
- What did Melbourne look like before the arrival of the early settlers?
- How has Melbourne changed?
- How did these changes affect the local Aboriginal people?
- Who are the people who were involved in the development of early Melbourne?
- What are the events that led to the development of the city of Melbourne?
- Why is it important to remember and value the past?

Background Notes

From the Yarra Healing website: essential learnings.

About the Kulin Nation

When Europeans first settled the Port Phillip region it was already occupied by five Aboriginal language groups. These groups spoke a related language and were part of the KULIN (Koolin) nation of peoples. The people are:

- Woiwurrung (Woy-wur-rung) - The Wurundjeri People
- Boon Wurrung (Boon-wur-rung) - The Boon Wurrung People
- Wathaurung (Wath-er-rung) - The Wathaurung People
- Taungurung (Tung-ger-rung) - The Taungurung People
- Dja Dja Wrung (Jar-Jar wrung) - The Jaara People

Each of these groups consisted of up to six or more land-owning units called *clans* that spoke a related language and were connected through cultural and mutual interests, totems, trading initiatives and marriage ties.

Traditionally, the Kulin lived as hunters and gatherers for many generations. Seasonal changes in the weather and availability of foods would determine where campsites were located.

When developing units of work on this particular topic, the following learnings need to be considered:

- Estimates of the Aboriginal population in Victoria before 1834 vary quite considerably, but is believed to be approximately 100,000 people. By 1860 the number of Aboriginal people living in Victoria had fallen to less than 2,000.
- No treaties were made and no charter of rights was established to ensure the survival of the life and social organisation of Victoria's Aboriginal people. John Batman's questionable treaty was one exception, though even this was later invalidated by European authorities.
- By introducing stock, converting forests to farmland and destroying native flora and fauna, Europeans caused the destruction of the Aboriginal people's traditional ways of life.
- Conflict and violence were long and protracted. Aboriginal people did not cede their land passively or easily.
- In spite of heroic resistance by Aboriginal groups, their numbers were drastically reduced. European weaponry and the physical and psychological effects of the culture clash made resistance difficult.
- The Dreaming stories tell of aspects of Indigenous Australian lifestyles and law. They explain the creation of the land, the animals and the people. The Dreaming stories are a powerful way of educating young children about rules for living, the natural environment and the spiritual world.
- Dreaming stories vary from region to region, and different versions of the same story will exist because of differences in emphases and interpretation amongst Indigenous groups.

Resources

Written texts

Chapman, H, and Stillman, J, 2005, *Melbourne Then and Now*, Thunder Bay Press, San Diego, California

Eidelson, M, *The Melbourne Dreaming: A guide to the Aboriginal places of Melbourne*, Aboriginal Studies Press, Canberra, 1997. This book is helpful for teachers in building local background information, as well as identifying local places that could be incorporated into an excursion.

Presland, G, *Aboriginal Melbourne: The lost land of the Kulin people*, Harriland Press, Forest Hill, Australia, 2001. This book is helpful for teachers in building background information about the history of the Aboriginal people around the Melbourne area.

Wheatley, N. *My Place*, Kane/Miller Books, 1994

Websites

www.yarrahealing.melb.catholic.edu.au The Yarra Healing website contains information about the 5 language groups that make up the Kulin Nation. It also contains descriptions of boundaries, stories about the language groups told by Elders and Dreamtime stories relating to the formation of particular landmarks such as the Yarra River.

www.museumvictoria.com.au/marvellous/index.asp contains a simply written history of Melbourne from 1835 onwards with paintings and photographs.

www.whitehat.com.au/melbourne/History/HistoryM.asp contains historical details regarding the early settlement of Melbourne

www.australianscreen.com.au/ Film clips of early Melbourne can be found on this website. Good clips for giving students a visual image of aspects of Melbourne include:

- Marvellous Melbourne: Queen City of the South, a documentary made in 1910
- The St Kilda Esplanade on Boxing Day, 1913
- Commuting by Cable: Mind the Curve, a documentary about the introduction of cable trams to Melbourne in 1885
- Marn Grook: The Game, excerpts from a documentary showing the origins of AFL football and its links to the Aboriginal and Torres Strait Islander game Marn Grook.

www.museumvictoria.com.au/MelbourneMuseum/WhatsOn/Current-Exhibitions/MelbourneStory/Favourite-Objects/ Features photographs and video clips about artefacts featured in the Melbourne Story exhibition at the Melbourne Museum.

www.emhs.org.au/gallery/early_melbourne East Melbourne Historical Society. This site contains pictures from early settlement days in Melbourne.

www.onlymelbourne.com.au/ This site contains a timeline showing *Significant dates and events/Melbourne*, note the amount of times the Yarra River has flooded. Also of interest is the Google Earth Alphabet made up of sites in Victoria.

www.melbourne.vic.gov.au/rsrc/PDFs/History/Historydates.pdf Another website citing key dates but only from 1835 onwards.

www.walkingmelbourne.com/city.html contains a brief overview of Melbourne and some good photographs of Melbourne today and in the past.

www.vaeai.org.au/regions/index.html You can find your Local Aboriginal and Torres Strait Islander Education Consultative Group (LAECG) through the VAEAI website.

Audio Visual

Photographs from the above websites. Families may also have some photographs of Melbourne or the local areas showing changes over time.

VELS Links

Standards are indicated in italics.

Physical, Personal and Social Learning Strand

CIVICS AND CITIZENSHIP

Civic knowledge and understanding

At Level 3, students demonstrate understanding of the contribution of people from the many culturally diverse groups that make up the Australian community.

Discipline Based Learning Strand

ENGLISH

Reading

At Level 3, students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They infer meaning from material presented in informative texts. They use several strategies to locate, select and record key information from texts.

Writing

At Level 3, students write texts containing several logically ordered paragraphs that express opinions and include ideas and information about familiar topics. They order information and sequence events using some detail or illustrative evidence, and they express a point of view providing some information and supporting detail. They combine verbal and visual elements in the texts they produce. They meet the needs of audiences by including appropriate background information.

Speaking and listening

They listen attentively to spoken texts, including factual texts, and identify the topic, retell information accurately, ask clarifying questions, volunteer information and justify opinions.

HUMANITIES

Humanities knowledge and understanding

At Level 3, students describe and sequence some key events in Australian history, and key aspects of the histories of cultural groups that make up their class, community and nation. They describe how aspects of places in their local area have changed over time. From direct observation or observation of a variety of media, they describe the human and physical characteristics of their local area and other parts of Victoria.

Humanities skills

At Level 3, students use a range of historical evidence, including oral history, artefacts, narratives and pictures, to retell events and describe historical characters. They develop simple timelines to show events in sequence. They explain some of the differences between different types of historical evidence, and frame questions to further explore historical events.

MATHEMATICS

Space

They locate and identify places on maps and diagrams. They give travel directions and describe positions using simple compass directions (for example, N for North) and grid references on a street directory.

Measurement, chance and data

At Level 3, students estimate and measure time using appropriate instruments. They recognise and use different units of measurement including informal and formal measures in appropriate contexts.

Interdisciplinary Strand

DESIGN AND CREATIVITY TECHNOLOGY

Investigating and designing

At Level 3 students, individually and in teams, generate ideas based on a design brief, demonstrating understanding that designs may need to meet a range of different requirements. They use words, labelled sketches and models to communicate the details of their designs, and clarify ideas when asked. They identify simple systems components and common materials/ingredients and explain the characteristics and properties that make them suitable for use in products. Students think ahead about the order of their work and list basic steps to make the product or system they have designed.

Producing

At Level 3, students use their list of steps and are able to choose appropriate tools, equipment and techniques to alter and combine materials and assemble systems components.

Analysing and evaluating

At Level 3, students test, evaluate and revise their designs, products or simple systems in light of feedback they have gained from others. They identify what has led to improvements and describe what they consider to be the strengths and drawbacks of their design, product or simple system. They consider how well a

product or simple system functions and/or how well it meets the intended purpose.

THINKING PROCESSES

Reasoning, processing and inquiry

At Level 3, students collect information from a range of sources to answer their own and others' questions. They question the validity of sources when appropriate. They apply thinking strategies to organise information and concepts in a variety of contexts, including problem solving activities. They provide reasons for their conclusions.

Creativity

At Level 3, students apply creative ideas in practical ways and test the possibilities of ideas they generate. They use open-ended questioning and integrate available information to explore ideas.

Reflection, evaluation and metacognition

At Level 3, students identify strategies they use to organise their ideas, and use appropriate language to explain their thinking. They identify and provide reasons for their point of view, and justify changes in their thinking.

Assessment Strategies			
When	What	Why	How
Pre and post assessment. At the start of the unit and the Personalising stage.	Write and draw	To identify the development of students' understandings about how Melbourne has changed over time. Humanities, Thinking Processes	Ask students to imagine what Melbourne would have looked like 100 years ago and 200 years ago (prior to European settlement)(Is it possible to use the term "colonisation" as I feel that describes the situation more truly. "Settlement" implies a peaceful existence. Individually draw and write on 2 separate pages, what you think Melbourne looked like 100 years ago and 200 years ago. Include any landmarks, natural vegetation and the people who would have lived there going about their daily life. Repeat the activity at the end of the unit. Ask students to identify how and why their ideas have changed.
At the end of the Building stage	Model of a Melbourne landmark or scene from the past.	To assess students' understandings of how Melbourne has changed over time. To evaluate their skills in designing, making and evaluating a model. Humanities and DCT	Individually or in pairs students choose a scene or landmark in Melbourne eg- the Yarra, Federation Square, the MCG etc. They investigate what it looked like then and now. Students design make and evaluate a model of this scene as it would have been in the past. They attach a photograph of that same scene today to show how it has changed. They design and construct the model using materials to make it as authentic as possible. Students present their model and explain what they included and why, and how it has changed. Students then complete a self and peer assessment.
At the end of Investigating	Individual research project	To assess students' ability to locate, organise and present historical information. English, Humanities	Students select a person, group of people (eg the Wurundjeri) or event from Melbourne's past that they want to find out more about. They collect and record their information on a data chart. They present their information at a class expo.

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.

Purpose	Activity	Teacher notes
<p>To engage students in the topic and draw out their prior knowledge about the topic.</p>	<p>Prior knowledge activity</p> <ul style="list-style-type: none"> • As a class brainstorm what the students already know about Melbourne. Write one of the following prompts on 5 separate posters: What landmarks (places, buildings, parks etc) would you find in Melbourne? What other things might you see if you visited Melbourne? What would you definitely not see in Melbourne? Who are some significant people associated with Melbourne and what do they do? What do you know about the history of Melbourne? In small groups students add what they know to the posters. Rotate the posters around and allow each group to work on each poster for approx 10 mins. Tell students they cannot repeat anything that has already been written. • Discuss the posters as a whole class. Identify any of the information written which they are unsure of- is this definitely true? • Tell students that the first settlement by Europeans in Melbourne was established in 1835 if this has not already come up. • In small groups create collages of the important features of Melbourne today. Use drawings, photographs, pictures from magazines and travel brochures. 	<p>This activity and the following pre-assessment task are interchangeable If your students visit Melbourne frequently and would be able to visualise it easily complete the pre-assessment task first. If not, it may be necessary to tune them in with the prior knowledge activity first.</p>
<p>To gather information about students' individual understandings for comparison at the end of the unit.</p>	<p>Pre-assessment task</p> <p>Ask students to imagine what Melbourne would have looked like 100 years ago and 200 years ago (prior to European settlement). Individually draw and write on 2 separate pages, what you think Melbourne looked like 100 years ago and 200 years ago. Include any landmarks, natural vegetation and the people who would have lived there going about their daily life.</p>	
<p>To begin to develop a visual image of what Melbourne might have looked like in the past. To gather student wonderings</p>	<p>My Place</p> <ul style="list-style-type: none"> • Read "My Place" by Nadia Wheatley- especially the pages from 100 years ago and 200 years ago. Discuss who the people are on the last page of the book. Although this book is set in Sydney encourage students to make links to the way Melbourne may have developed. Compare these to their predictions in their pre-assessment tasks. • View some photographs or film clips of Melbourne in the past (see resources listed). Ask students to identify 	<p>Revisit the wonderings regularly throughout the unit to identify any questions that can be answered. Students record these in</p>

about the topic.	<p>what is similar and what is different from today.</p> <ul style="list-style-type: none"> • Create a Discoveries and Wonderings board. Students brainstorm questions they have about Melbourne and how it has changed and place on Wonderings board. 	the discoveries.
To establish the Aboriginal origins of the Melbourne area and build students knowledge about the Kulin Nation.	<p>Yarra Healing Introduce the students to the Yarra Healing website as a shared reading experience. Identify the 5 language groups that make up the Kulin Nation. Using a map of Victoria locate the places associated with each of the groups. Listen to some of the oral stories such as; Birrarung (the Yarra) and Bunjil the Eagle. Divide students into 5 groups to investigate each of the 5 language groups using the information on the Yarra Healing website.</p> <ul style="list-style-type: none"> • Boon Wurrung • Dja Dja Wrung • Taungurung • Wathaurong • Wurundjeri <p>Each group makes a poster recording what they have found out and shares this with the rest of the class.</p>	If possible also arrange for a guest speaker from your local Aboriginal group to speak about the history of their people. Contacts can be found on the VAEAI website.
To give students a first hand experience of Melbourne including its Aboriginal heritage.	<p>Excursion to Melbourne Organise an excursion to Melbourne including a session at the Koorie Heritage Trust; <i>Introduction to Koorie Culture</i>. Other activities could include a bus tour of the major landmarks, a walking tour of Birrarung Marr identifying key areas such as the MCG and the Yarra River, a visit to Melbourne skydeck to gain a 'birds eye' view of Melbourne today, or a viewing of the Melbourne Story exhibition at the Melbourne Museum. Take photos to be used later in the unit.</p> <p>After the excursion brainstorm with students what they found out about Melbourne today and in the past. Record on a T chart. Return to discoveries and wonderings board and add any new information.</p>	If possible ask students to take their own photos of things they find interesting about Melbourne.
To identify aspects of change and make generalisations about the types of change Melbourne has undergone.	<p>Visual comparisons In pairs or 3s students compare photos of Melbourne today including the photos taken on the excursion and photos of the same or similar scenes from the past. They use a Venn diagram to identify the similarities and differences and suggest reasons why these have changed or stayed the same. Students share their findings with the whole class then make generalisations about the types of changes they have identified. Complete a PMI on different stages of Melbourne's development to identify the positive and negative affects of these changes.</p>	Students could annotate these photos using an interactive whiteboard.

<p>To give students the opportunity to demonstrate their understandings of how Melbourne has physically changed using the DCT process.</p>	<p>Creating a model Individually or in pairs students choose a scene or landmark in Melbourne eg- the Yarra, Federation Square, the MCG etc. They could choose one of the scenes depicted in the previous activity. They investigate what it looked like then and now using photographs and other visual resources listed. Students design make and evaluate a model of this scene as it would have been in the past. They attach a photograph of that same scene today to show how it has changed. They design and construct the model using materials to make it as authentic as possible. Students present their model and explain what they included and why, and how it has changed. Students then complete a self and peer assessment.</p>	
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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.

Purpose	Activity	Notes									
<p>To deepen students' knowledge and understanding of the people and events in Melbourne's past.</p>	<p>Research activities Using books, information from websites in resources section, students research some of the key people and events in Melbourne's history. This could be done as a carousel activity with students rotating through the different resources available, or as a jigsaw with groups of students responsible for finding out about particular people and events and feeding that back. People who could be featured in this research include:</p> <ul style="list-style-type: none"> • William Barak • Billibellary • Derrimut • John Batman • John Pascoe Fawkner • William Buckley • Robert Hoddle • Caroline Chisholm • William Lonsdale • Charles LaTrobe • Govenor Bourke <p>Students record their findings on a graphic organiser as they are researching.</p> <table border="1" data-bbox="360 1809 1125 1935"> <thead> <tr> <th data-bbox="360 1809 616 1906">Who and when</th> <th data-bbox="616 1809 871 1906">What</th> <th data-bbox="871 1809 1125 1906">How</th> </tr> <tr> <td data-bbox="360 1906 616 1935">Name of person, date, and their role or position</td> <td data-bbox="616 1906 871 1935">What did they do that was important?</td> <td data-bbox="871 1906 1125 1935">How did they change things?</td> </tr> <tr> <td data-bbox="360 1935 616 1964"></td> <td data-bbox="616 1935 871 1964"></td> <td data-bbox="871 1935 1125 1964"></td> </tr> </thead></table> <p>Share the information and use this to identify some key</p>	Who and when	What	How	Name of person, date, and their role or position	What did they do that was important?	How did they change things?				<p>These activities could be explored through Literacy sessions as there is an explicit focus for reading.</p>
Who and when	What	How									
Name of person, date, and their role or position	What did they do that was important?	How did they change things?									

	events in the development of Melbourne such as John Batman's treaty and the Gold Rush. Create a class timeline of key people and events. Include what they know about Melbourne prior to 1835 from their excursion to the Koorie Heritage Trust and the Yarra Healing website activity.	
To allow students to go further and research an area of particular interest to them. To give students a real audience for the presentation of their findings.	<p>Individual research project</p> <p>Students select a person, group of people (eg the Wurundjeri) or event from Melbourne's past that they want to find out more about. They collect and record their information on a data chart. They present their information at a class expo. Invite other classes or parents to come and find out about what Melbourne was like in the past. At the expo display the posters, timeline and the models the students previously created. Students can then present their individual research in a variety of ways:</p> <ul style="list-style-type: none"> • Poster or visual display • Powerpoint presentation • Oral presentation (student to get dressed and give the information 'in character') • Video or imovie of a simulated interview with the character (they will need a partner for this) 	
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 the learning that has taken place as a class over the unit.	<p>Prior Knowledge posters</p> <p>Return to the original prior knowledge posters students created at the start. Review the information we gathered then. What else do we now know? What information did we record originally that we now know is wrong or different to what we originally thought?</p>	
To track changes in students' thinking over the unit.	<p>Pre and Post assessment</p> <p>Complete the write and draw activities again; what Melbourne would have looked like 100 years ago and 200 years ago? Hand back students original drawings to compare. Ask students how have their ideas changed and why?</p>	Students could also predict what Melbourne might look like in another 100 years.
To allow students to respond personally to what they have learned and	<p>Tour Guide activity</p> <p>In pairs or threes ask students to reflect on what they would take an overseas visitor to see in Melbourne. They plan their route around the city and include the landmarks they would stop at and the information they would tell them at each site.</p>	

what they found most interesting.		
To give students the opportunity to reflect on the rich question and identify the impact of change on the people of Melbourne.	<p>Reflection</p> <p>Review the timeline of major events and people that contributed to the development of Melbourne as it is today. Discuss the impact of the changes on the people concerned. Eg how did the Gold Rush affect the settlers in the fledgling town of Melbourne? How did European Settlement affect the Aboriginal and Torres Strait Islander people?</p> <p>How is Melbourne changing now? Who might this affect?</p>	Students may make links to current issues such as Reconciliation and the National Apology or the diversity of our population.
Taking action on the learning enables students to transfer their understandings into a real life context.	<p>Taking Action</p> <p>Ask the students to reflect on what they have learned during this unit. Consider the question; why is it good to know about our history? Why is it important to remember and value the past? Discuss how they would like to act on what they know now. Actions could include:</p> <ul style="list-style-type: none"> • Creating a time capsule for future generations who want to find out about the past. • Creating a photo gallery of how the school has changed over time to be continued each year. • Contacting the local Aboriginal people (LAECG) to organise a ceremony/celebration to commemorate the traditional landowners of Melbourne. • To publish their findings to a wider audience (eg through the school website or newsletter or local newspaper) so more people can find out about the origins of their city. 	It is important that the students are involved in the choice of action.

Links to Literacy	<p>Reading for information</p> <p>Note taking</p> <p>Locating the main idea</p> <p>Summarising in own words</p> <p>Visual literacy- finding information from visual sources</p> <p>Making comparisons</p> <p>Giving oral presentations</p>
Links to Numeracy	<p>Mapping</p> <p>Perspective drawing, visual representation</p> <p>Time- timelines</p>