

## CLASSROOM NOTES FOR TEACHERS

### PUBLISHING DETAILS

Title: **Indigenous Australian Cultures**  
Author: Mary Colson  
Series: Global Cultures  
Publisher: Raintree  
Date: 2016  
Pages: 48  
ISBN: 9781474719971  
Binding: Hardback

### ABOUT THE BOOK

Written for primary school children, 'Indigenous Australian Cultures' is about the history, culture and achievements of Aboriginal and Torres Strait Islander peoples, dating from 60,000 years ago and reaching right up until the present.



The images show the traditional ways of life, emphasising the importance of the connection to land and place. The contribution to all aspects of modern Australian society is also celebrated, with short biographies of leading Indigenous people.

Throughout the text are many indigenous words and their meanings, with explanations in the context of the chapter. As well as the normal text in each section, the book also features sidebars and small text boxes. These, combined with the pastel coloured backgrounds, will make the book more easily accessible for children who are dyslexic.

**Useful text features:** timeline, map, glossary, contents page, index, further resources as well as topics to research.

### ABOUT THE AUTHOR

Mary Colson's online biography:

*"I am a teacher and a writer and I work in schools and lead workshops on non-fiction writing. I have taught English in secondary and FE since 1996 with lots of supply experience in primary schools. As a practising teacher, I am fully aware of the latest curriculum developments and am sensitive to inclusion and special needs issues."*

## AUSTRALIAN CURRICULUM CORRELATIONS

### CCP: Aboriginal & Torres Strait Islander histories and cultures

While this book covers all the nine 'Organising Ideas', it is particularly relevant for these below:

| Code | Cross Curriculum Priority Organising ideas   |
|------|--|
| OI.2 | <i>Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place throughout all of Australia.</i>                                |
| OI.3 | <i>Aboriginal and Torres Strait Islander Peoples have unique belief systems and are spiritually connected to the land, sea, sky and waterways.</i>   |
| OI.6 | <i>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.</i> |
| OI.9 | <i>Australia acknowledges the significant contributions of Aboriginal and Torres Strait Islander people locally and globally.</i>  |

### General Capability: Intercultural Understanding

*"The capability involves students in learning about and engaging with diverse cultures in ways that recognise commonalities and differences, create connections with others and cultivate mutual respect."*

### Australian Curriculum English

#### Year 1

Literature - ACELT1581 - *"identifying how spiritual beings are represented in Aboriginal and Torres Strait Islander stories."*

**See section on 'Spirit Ancestors' and 'The Quinkan' pages 8-9.**

#### Year 2

Language - ACELA1460 - *"spoken, non-verbal, written and visual communication from Aboriginal and Torres Strait Islander communities."*

**Words from a number of Aboriginal nations are translated throughout the book.**

#### Year 4

Language - ACELA1487 - *"identifying words used in Standard Australian English that are derived from other languages, including Aboriginal and Torres Strait Islander language."*

**Words from a number of Aboriginal nations are translated throughout the book.**

## Australian Curriculum Mathematics

### Year 3

Location and transformation - ACMMG066 - *"identifying symmetry in Aboriginal rock carvings or art."*

**Many examples of art work are shown. The symmetrical jewellery images are unusual and not often depicted.**

## Australian Curriculum Science

### Year 1

Science as a Human Endeavour - ACSHE022 - *"technologies used by Aboriginal and Torres Strait Islander people require an understanding of how materials can be used to make tools and weapons, musical instruments, clothing, cosmetics and artworks."*

**For example, see sections on body painting, clothing, fibre-craft, tools and weapons, etc.**

### Year 3

Science as a Human Endeavour - ACSHE051 - *"Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals."*

**For example, see pages 36-37 on 'Health and Healing'.**

### Year 6

Science as a Human Endeavour - ACSHE099 - *"learning how Aboriginal and Torres Strait Islander knowledge, such as the medicinal and nutritional properties of Australian plants, is being used as part of the evidence base for scientific advances."*

**For example, see pages 36-37 on 'Health and Healing'.**

## Australian Curriculum History

### Year 2

The Past in the Present - ACHHK046 - *"traditional toys used by Aboriginal and Torres Strait Islander children."*

**See page 35, 'Woggabaliri'.**

### Year 2

The Past in the Present - ACHHK045 - *"local sites, places and landscapes of significance to Aboriginal and Torres Strait Islander people."*

**See page 10, 'Sacred Sites and Ceremonies'.**

### Year 3

Community and Remembrance - ACHHK063 - *"examining the symbolism of flags (for example the Australian, Aboriginal and Torres Strait Islander flags)."*

**See page 41, 'One Country, Three Flags'.**

**Year 4**

First Contacts - ACHHK077 - *"studying totems in the lives of Aboriginal and/or Torres Strait Islander Peoples."*

**See pages 18-19 for an explanation of totems.**

**Year 6**

Australia as a Nation - ACHHK116 - *"considering notable individuals in Australian public life across a range of fields (for example the arts, science, sport, education), including Aboriginal and Torres Strait Islander people."*

**The book includes a number of brief biographies.**

## Australian Curriculum Geography

**Year 2**

ACHGK011 - *"connections of the local Aboriginal or Torres Strait Islander Peoples with the land, sea and animals of their place."*

**See the section on 'Family and Society' page 22.**

## Australian Curriculum Visual Arts

**Years F-2**

ACAVAM106 - *"considering ideas in artworks by Aboriginal and Torres Strait Islander artists."*

**See pages 14-19 for a description of different indigenous art styles.**

**Years 3 and 4**

ACAVAM110 - *"Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations."*

## Australian Curriculum Design and Technologies

**Years F-2**

ACTDEK003 - *"Aboriginal bush foods."*

**See page 27, 'Bushtucker'.**

**Years 3-4**

ACTDEP014 - *"different uses of materials in a range of products, including those from Aboriginal and Torres Strait Islander communities."*

**Throughout the book there are descriptions and pictures of the way traditional communities use natural resources to make the items they need.**



**LANGUAGE**

Ask the class to find a list of 5 or 10 Australian Indigenous words in the book. Then ask them to write down the meanings against each word. Which words are commonly used in the English language? Why are some words used by many Australians every day, while others are not? Think about the region the words come from, or the reason a word is borrowed to use in the English language.

**HISTORY / COMMUNITY**

Use the book to find a list of 5 things that Australian Indigenous children living in traditional communities might do every day that are different from the sorts of activities that children living in large cities would do. Think about how the lives of both groups are different. What are the good things about each life-style?

**ART**

Find 3 pictures of works of art in the book. Why were these works made? Think about the importance of religion, decoration and the celebration of nature. What are the types of paint, brushes or craft material used? What do you feel when you look at these works of art? Try to make a work of art using a similar style e.g. 'x-ray' drawings of animals, or a dot painting. What skills and knowledge do you need before you can do a work of art like this?

**SCIENCE & TECHNOLOGY**

What sort of materials do traditional Aboriginal communities use to make the things they need e.g. clothes, tools, toys, etc.? Find examples in the book. Think about how these materials have to be prepared before they can be used to make necessary items. How is making these items different from making things like cars, plastic bags and washing machines? How is the effect on the environment different?

