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| **Year 5 History and Library Guided Inquiry Design (GID) IL Unit**  **A Tale of Two Stories – From Ship to Shore**  **By Elise Ellerman** | |
| **Key focus question for investigation**:  What impact did James Cook’s arrival have on the Indigenous people and the environment in Australia? | |
| **Inquiry duration:** 10 weeks - One term  1x 60 minute lesson per week in library | **Teachers**:  Classroom teacher (CT)  Teacher librarian (TL) |
| **Australian Curriculum Content Descriptions**:  **Historical knowledge**:   * [ACHASSK106](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/?year=12101&strand=Inquiry+and+skills&strand=Knowledge+and+Understanding&capability=ignore&capability=Literacy&capability=Numeracy&capability=Information+and+Communication+Technology+%28ICT%29+Capability&capability=Critical+and+Creative+Thinking&capability=Personal+and+Social+Capability&capability=Ethical+Understanding&capability=Intercultural+Understanding&priority=ignore&priority=Aboriginal+and+Torres+Strait+Islander+Histories+and+Cultures&priority=Asia+and+Australia%E2%80%99s+Engagement+with+Asia&priority=Sustainability&elaborations=true&elaborations=false&scotterms=false&isFirstPageLoad=false) * [ACHASSK107](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/?year=12101&strand=Inquiry+and+skills&strand=Knowledge+and+Understanding&capability=ignore&capability=Literacy&capability=Numeracy&capability=Information+and+Communication+Technology+%28ICT%29+Capability&capability=Critical+and+Creative+Thinking&capability=Personal+and+Social+Capability&capability=Ethical+Understanding&capability=Intercultural+Understanding&priority=ignore&priority=Aboriginal+and+Torres+Strait+Islander+Histories+and+Cultures&priority=Asia+and+Australia%E2%80%99s+Engagement+with+Asia&priority=Sustainability&elaborations=true&elaborations=false&scotterms=false&isFirstPageLoad=false)   **Historical skills**:  Questioning - [ACHASSI094](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/?strand=Inquiry+and+skills&strand=Knowledge+and+Understanding&capability=ignore&priority=ignore&year=12101&elaborations=true&cd=ACHASSI094&searchTerm=ACHASSI094#dimension-content)  Researching - [ACHASSI095](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/?strand=Inquiry+and+skills&strand=Knowledge+and+Understanding&capability=ignore&priority=ignore&year=12101&elaborations=true&cd=ACHASSI095&searchTerm=ACHASSI095#dimension-content), [ACHASSI097](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/?strand=Inquiry+and+skills&strand=Knowledge+and+Understanding&capability=ignore&priority=ignore&year=12101&elaborations=true&cd=ACHASSI097&searchTerm=ACHASSI097#dimension-content)  Analysing - [ACHASSI098](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/?strand=Inquiry+and+skills&strand=Knowledge+and+Understanding&capability=ignore&priority=ignore&year=12101&elaborations=true&cd=ACHASSI098&searchTerm=ACHASSI098#dimension-content) , [ACHASSI099](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/?strand=Inquiry+and+skills&strand=Knowledge+and+Understanding&capability=ignore&priority=ignore&year=12101&elaborations=true&cd=ACHASSI099&searchTerm=ACHASSI099#dimension-content) , [ACHASSI100](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/?strand=Inquiry+and+skills&strand=Knowledge+and+Understanding&capability=ignore&priority=ignore&year=12101&elaborations=true&cd=ACHASSI100&searchTerm=ACHASSI100#dimension-content)  Evaluating and reflecting - [ACHASSI101](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/?strand=Inquiry+and+skills&strand=Knowledge+and+Understanding&capability=ignore&priority=ignore&year=12101&elaborations=true&cd=ACHASSI101&searchTerm=achassi101#dimension-content)  Communicating - [ACHASSI105](https://www.australiancurriculum.edu.au/f-10-curriculum/humanities-and-social-sciences/hass/?strand=Inquiry+and+skills&strand=Knowledge+and+Understanding&capability=ignore&priority=ignore&year=12101&elaborations=true&cd=ACHASSI105&searchTerm=ACHASSI105#dimension-content)  **General Capabilities (GC):**  **Critical and Creative Thinking (CCT)**: Inquiring – identifying, exploring and organising information and ideas  Reflecting on thinking and processes  Analysing, synthesising and evaluating reasoning and procedures | |
| **Assessment**:  Inquiry Journal (IJ), Inquiry Chart (IC) and Inquiry Log (IL)  SLIM Toolkit questionnaire  TL - assess CCT CG as per the rubric documented at the end of the unit plan.  CT - assess the final piece for the exhibition according to the History content descriptors. | |

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| **Introductory Lesson Plan for:**  **Year 5 History and Library Guided Inquiry (GI) IL Learning Unit** | | |
| **Learning scenario:**  Students investigate the key focus question using the GID/ISP Information Literacy model. Students will work collaboratively and individually to choose their preferred method (digital, non-digital, literary, artistic or dramatic response) to create a final piece demonstrating the impact of European colonisation on the Indigenous people and/or the environment. The exhibition will be titled, ‘The Tale of Two Stories – From Ship to Shore’ and located in the library. | | |
| **Phase of GI**  **Open Phase** | **Learning Intentions**  **Students are learning to:**   * Understand how Aboriginal people lived in Australia prior to Cook’s arrival. * Use the GID model to research. * Develop questions to learn about people, events and places. | **Success criteria**  **Students can:**   * Explain some of the ways Aboriginal people lived, used the land and developed technology prior to Europeans arriving. * Understand there are different phases in the GID model used by all researchers when researching. |
| **Time** | **What teaching team are doing (TL and CT)**  **and resources** | **What students are doing** |
| Introduction  15 minutes | * A boat and a globe placed on desks to pique interest about key focus question. Used as stimulus to respond to questions in Appendix A. | * Use think pair share routine to answer questions in response to the stimulus pieces. Share ideas with class. |
| Body  40 minutes | Set the scene - 1788, Australia   * CT - Briefly Discuss Australia’s first inhabitants. Explorers came and this affected Australia’s history. * CT - Discuss primary sources (written, pictorial, artefacts) * TL - Use primary sources, paintings from *The Lycett Album,* to draw conclusions about Australia prior to 1788 * **Resource** – Source for *The Lycett Album*   <https://www.nla.gov.au/sites/default/files/thelycettalbum.pdf>   * TL - Introduce GID task, key focus question to investigate and how research will be used for the exhibition (briefly explain exhibition) * TL - Display Reading and Analysing Nonfiction (RAN) chart and attach to wall/noticeboard. * TL - Introduce the GID model by using posters of each icon. Briefly discuss each phase. * TL - Use the river analogy by Lee FitzGerald to reinforce learning.   **Resource** - Source for *River Analogy* PowerPoint <https://guidedinquiryoz.edublogs.org/practice-2/> (scroll down to River Analogy)   * TL - Emphasise the dip is normal and reinforce this with a graphic from <https://www.challenginglearning.com/learning-pit/free-graphics/> * TL - Direct students to the Inquiry Journal (IJ) on OneNote. Explain purpose of this – reflections and notes. | * Work in group of 3-4. Each group is allocated one of Lycett’s paintings. Complete table shown in Appendix B – the Lycett Album Activity (Student access via OneNote) * One group member shares their responses with the class. TL records responses on whiteboard. Photograph responses and uploads to OneNote * Begin to fill in RAN chart. Students are given sticky notes and asked to consider writing a response for either column 1 or 4 and attach their sticky note to the RAN table. * Students are each given a coloured circle (8 different coloured circles are required) with the exception of three students who will be allocated other roles. Use the colours to create groups. * Once in groups, students are given cards containing the icons for the different phases of the GID model. * In groups, students place the icons in the correct order. * Once finished, the three students review together placement of the cards, two students agree with the placement and one does not. The group has to determine who they agree with and revaluate their response if required. * Revise phases – icon cards displayed on wall. * TL allocates each group a phase - they are to create an emoji on their coloured circle relating to the feelings one may experience while in a certain phase. Display on wall next to each corresponding icon. * Students upload table and photo of white board responses into their IJ’s. |
| Reflections  5 minutes | * TL explains Reflection activity for IJ   What are you most looking forward to in this unit?  What do you find interesting about this topic?  What challenges do you feel you may have? Can you think of any strategies to help overcome these? | Students respond to reflection questions in IJ |

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| **Overview of the Year 5 History and Library Guided Inquiry (GI) IL Learning Unit** | | |
| **Phase of GI** | **What teaching team are doing (TL and CT)**  **and resources** | **What students are doing** |
| Open  Week 1 | Refer to detailed lesson plan above. |  |
| Immerse  Week 2 | * TL refer to Immerse icon and explains this phase * Explain *Read View Listen Connect* scaffold   Source: <https://guidedinquiryoz.edublogs.org/guided-inquiry-process/immerse/>   * Video: Why did Europeans settle in Australia? <https://www.australianhistorymysteries.info/casestudies/primary-first-fleet/> * Video: First Australians, Episode 1 – They have come to stay – communicates Indigenous perspective to Cook’s arrival [https://aso.gov.au/titles/documentaries/first-australians-episode-1/clip2/#](https://aso.gov.au/titles/documentaries/first-australians-episode-1/clip2/) * TL reads *The Rabbits* by John Marsden and Shaun Tan * TL discuss symbolism in story | * Students view videos to build background knowledge * Individually fill in Read View Listen Connect scaffold sheet (on OneNote and upload to IJ). * In pairs, complete Step Inside activity. For each of the four parts of this routine - respond from the point of view of the Aboriginal people and from the Europeans perspective (add to IJ). * After hearing story, brainstorm in groups some of the impacts of colonisation. Record responses in IJ. Class discussion to share responses.      * Reflection: Think, Puzzle, Explore activity. Record in IJ thoughts about the impact of colonisation, puzzling questions about it and what might be explored further. |
| Explore  Week 3 | * TL refers to Explore icon and explains this phase. * Welcome guest authors – Rhonda Collard-Spratt and Jackie Ferro to share their book, *Grandfather Emu and How the Kangaroo got her Pouch*, a Dreaming Story. Aunty Rhonda will also discuss the relationship Aboriginal people have to the land, the term Terra Nullius and her experience as a survivor from the Stolen Generations. * TL explains Building Knowledge Scaffold   Source: <https://guidedinquiryoz.edublogs.org/guided-inquiry-process/explore/>   * Explain to students the SLIM Toolkit Reflection Sheet 1. | * Opportunity to ask questions. * Reflection: Students begin Building Knowledge scaffold in IJ on OneNote. Return to this. * Students complete SLIM Toolkit Reflection Sheet 1. |
| Explore  Week 4 | * TL explains inquiry circles (ICs) and the different curated Exploration Stations. Remind students to “dip” into the different sources to explore a topic they are most interested in. (FitzGerald, 2015, p.10 and Bonanno, K 2015, p. 34) * Details for the Exploration Stations are in Appendix C. * The 4 topics are (4 ICs): * Topic 1: The impact the introduction of animal and plant species as well as different farming practices had on the environment; or Factors that contributed to the decline of Aboriginal population with British settlement. Consider one of the following: * Topic 2: The introduction of diseases * Topic 3: Dispossession of land * Topic 4: Conflicts * TL and CT conference with groups about areas of interest. | * Work in small interest based groups (4-6) in an inquiry circle (same topic). Individually, students scan information and complete KWLH chart. Upload to IJ * Source for KWLH chart: <https://guidedinquiryoz.edublogs.org/guided-inquiry-process/explore/> * Students share findings in ICs. |
| Identify  Week 5 | * TL refers to Identify icon and explains this phase. * Explain formulating a quality and relevant focus question. Discuss scaffold titled: Developing an inquiry question for your research.   Source: <https://guidedinquiryoz.edublogs.org/guided-inquiry-process/identify/> and explain Compass Points thinking routine - to use before deciding on focus question for group.  Source: <https://www.inquisitive.com/blog/2019/03/27/visible-thinking/#Compass-Points>   * TL and CT visit groups, check progress of question formulation and provide support. * Explain to students the SLIM Toolkit Reflection Sheet 2. | * In ICs formulate a focus question for their group. In IJ complete scaffold titled: Developing an inquiry question for your research. * Students employ Compass Points thinking routine and record in IJ. * Students complete SLIM Toolkit Reflection Sheet 2. |
| Gather  Week 6 | * TL refers to Gather icon and explains this phase –“go deep and broad”. (FitzGerald, L, 2015, p. 10)   Examples:   * Artworks by Guugu Yimithirr artist Wanda Gibson -tell story from Aboriginal perspective. Website: <https://www.slq.qld.gov.au/blog/talbot-family-treasures-wall-wanda-gibson-artworks?cid> * Video (3m 42s) – ABC Education Clip: Aboriginal Ingenuity: Charles Sturt’s encounter in 1846.   <https://www.abc.net.au/tveducation/programs/aboriginal-ingenuity-charles-sturts-encounter/13502800>   * Video (start 45s, stop at 2m:45s) in the Sydney Royal Botanic Gardens - Cadi Jam Ora Aboriginal garden –explores Indigenous plants and those brought by Europeans.   <https://www.skillsone.com.au/vidgallery/horts-at-the-royal-botanic-gardens/>   * Introduce Inquiry Log (IL) * Teach skills for finding information – effective search terms and Boolean operators. Watch video titled, Web Search Strategies. Video Source: <https://www.commoncraft.com/video/web-search-strategies> * Place following sources in OneNote for future student reference: * Search skills - <https://www.youtube.com/watch?v=6TUkruTUp-8> * Navigation skills –   <https://www.youtube.com/watch?v=VC5gFRRohDk>   * Referencing –   <https://www.youtube.com/watch?v=QomyMuAs7GU>   * Revise evaluating sources and watch video about TRAAP test.   Source: <https://www.youtube.com/watch?v=Q_ZbckRPCpQ>   * Revise note taking skills , Cornell Notetaking scaffold and how to create a bibliography (refer to IL). | * In pairs, discuss response to paintings and two videos using the Connect Extend Challenge routine in relation to the big inquiry question. Document ideas in IJ   Source: <https://www.inquisitive.com/blog/2019/03/27/visible-thinking/#Connect-Extend-Challenge>   * Revise research skills through videos and listening to explicit teaching and questioning from TL. * Students work independently in ICs - research inquiry question, consult wide variety of sources. |
| Gather  Week 7 | * TL and CT conference with students, monitor progress and provide support. | * Continue gathering sources. * Record notes and bibliographical details in IL. * Work collaboratively through issues. * Discuss findings in ICs. |
| Create  Week 8 | * TL refers to Create icon and explains this phase. * TL introduces Inquiry Chart. * TL discusses options for the exhibition. Provides ideas to consider (on OneNote). | * Use notes from IL to make an Inquiry Chart – create a mind map using Bubbl.us * Plan how to communicate information to respond to key focus question. * Begin creating. |
| Create  Week 9 | * TL and CT conference with students. * Explain peer assessment strategy for feedback - Sandwich Strategy (identify two strengths and one area for improvement which is sandwiched between the positives). | * Continue to create pieces. * Begin setting up exhibition. * In pairs, conduct peer assessment and record in IJ. |
| Share  Week 10 | * TL refers to Share icon and explains this phase. * Create jigsaw groups from inquiry circles to share knowledge and explain final piece for exhibition. | * Jigsaw groups listen to each student’s response to the key focus question. Nominate one person to share their piece and knowledge with class. * Place final piece in position. Explore exhibition. |
| Evaluate  Week 10  (an additional lesson allocated for this) | * TL explains PQP peer review * Source: <https://guidedinquiryoz.edublogs.org/guided-inquiry-process/evaluate/> * TL discusses SLIM Toolkit Reflection 3 * TL and CT – culmination conversation about the process and unit. Agenda as per template: <https://guidedinquiryoz.edublogs.org/guided-inquiry-process/evaluate/> | * Complete a PQP peer review for one student from each of the four IC’s * Complete SLIM Toolkit Reflection Sheet 3 |

Assessment of GCs

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| **(CCT)** | **Not attempted** | **Seldom** | **Sometimes** | **Frequently** | **Always** |
| **Inquiring – identifying, exploring and organising information and ideas** |  | | | | |
| Poses questions to expand knowledge |  |  |  |  |  |
| Analyses to make connections |  |  |  |  |  |
| Identifies main ideas and selects relevant information from a range of sources |  |  |  |  |  |
| Gather information from a range of sources and organise it to clearly express ideas |  |  |  |  |  |
| **Reflecting on thinking and processes element** |  | | | | |
| Reflect on, explain and revise the process used to draw conclusions while considering constructivism criticism |  |  |  |  |  |
| Identify relevant information for the inquiry |  |  |  |  |  |
| **Analysing, synthesising and evaluating reasoning and procedures** |  | | | | |
| Identify and apply appropriate reasoning and thinking strategies to justify a claim, conclusion or outcome |  |  |  |  |  |
| Use evidence when drawing a conclusion |  |  |  |  |  |
| Explain and justify ideas and outcomes |  |  |  |  |  |
| Evaluate effectiveness of ideas, products and course of action against in peer review assessments |  |  |  |  |  |

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**Part B**

**Appendix A** – Questions inspired by stimulus pieces on desks.

* If you could explore any part of the world where would you go and why?
* What challenges do you think you could encounter in a “new” country?
* What would you take with you? Would these provisions impact the people and land in the “new” country?
* If it appears as though there are no people living in the area, would it be reasonable to claim the land?
* If people were living there and it appeared to you that they lacked a social or religious structure, do you think you could or should claim the land as your own? Justify your response.

**Part B**

**Appendix B** – The Lycett Album Activity

**Your task**: See Table 1 below for Lycett’s painting you are to analyse in your group and then with your group, create and complete Table 2 on your own iPad.

Click on the following website address to access *The Lycett Album*:

<https://www.nla.gov.au/sites/default/files/thelycettalbum.pdf>

Table 1 – Lycett’s Paintings listed for group work

|  |  |  |
| --- | --- | --- |
| **Group Number** | **Title of Painting** | **Page in album** |
| 1 | **Plate 2** *Aborigines Climbing a Tree with Two Aborigines Sitting beside a Fire, Others Spearing Birds* | 38 |
| 2 | **Plate 3** *Aborigines Hunting Waterbirds* | 39 |
| 3 | **Plate** 5 *Fishing by Torchlight, Other Aborigines beside Camp Fires Cooking Fish* | 41 |
| 4 | **Plate 7** *Two Aborigines Spearing eels* | 43 |
| 5 | **Plate 8** *Aborigines Feeding from Beached Whales* | 44 |
| 6 | **Plate 9***Aborigines Hunting Kangaroos* | 45 |
| 7 | **Plate 14** *Aborigines Spearing Fish, Others Diving for Crayfish, a Party Seated beside a Fire Cooking Fish* | 50 |
| 8 | **Plate 17** *Aborigines Using Fire to Hunt Kangaroos* | 53 |

Table 2

Title of Painting: ­­­­­­­­­­­­­­­­­­­­­­­­\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **Life in Australia prior to 1788:** | **Evidence, clues and information from the painting about life in Australia prior to 1788** |
| What was the environment like? |  |
| What made up the Aboriginal diet? |  |
| What evidence is there of science and technology being used in the environment (consider use of fire, tools as well as resources used to make these). |  |
| What differences exist between then and now? |  |
| What similarities exist between then and now? |  |
| Any other observations? |  |

**Part B**

**Appendix C** – Exploration Stations

This is a list of a few suggested materials that could be included in each station.

Station 1 – Picture books

* *Grandfather Emu and how the Kangaroo got her Pouch* by Rhonda Collard-Spratt and Jacki Ferro
* *Heroes, Rebels and Innovators: Inspiring Aboriginal and Torres Strait Islander People from History* by Karen Wyld and illustrated by Jaelyn Biumaiwai
* *Sea Country* by Aunty Patsy Cameron and illustrated by Lisa Kennedy
* *The Rabbits* by John Marsden and illustrated by Shaun Tan
* *Walking in Gagudju Country : Exploring the Monsoon Forest* by Ben Tyler and illustrated by Emma Long

Station 2 – Informative texts

* Diary entries
* Paintings
* Artefacts
* Databases
* Nonfiction books
* Digital

Station 3 – Video Clips (access via QR codes)

Station 4 – Virtual experiences

* Virtual tours in Uluru-Kata Tjuta National Park <https://storyspheres.com/search?q=uluru>
* National Museum of Australia – Digital excursions <https://www.nma.gov.au/learn/digital-outreach>
* Virtual reality program to celebrate First Nations cultures <https://createdigital.org.au/indigenous-creator-builds-virtual-reality-program-first-nations-cultures/>

Station 5 – Human Library (pre-organise people to attend lesson - in person or virtually - to engage in conversation with students and students have the opportunity to ask questions)

* Survey school community for possible interest and involvement with this
* Local authors and illustrators could be used
* Speakers from Museum (check education programs and Museum educators)
* Historians
* Lecturers
* Aboriginal Elders