

Young Dark Emu Unit Plan – 8 weeks

As a result of engaging in this unit, students ***will understand that*** They can break down Indigenous racial stereotypes and contribute to reconciliation in Australia by examining, interpreting, analysing and evaluating various Indigenous texts, including The Young Dark Emu.

Know –

The truth about Australia’s Indigenous history and its contribution to racism against Indigenous Australians.

How Indigenous people lived by examining, interpreting, analysing and evaluating the bias, choice of language, vocabulary and images in various Indigenous texts, including The Young Dark Emu.

Be able to -

Examine, Interpret, analyse and evaluate bias, choice of language, vocabulary and images in the Indigenous texts, including The Young Dark Emu to break down Indigenous stereotypes and contribute to reconciliation.

Essential Question:

How do texts written by Indigenous peoples like the Young Dark Emu breakdown Indigenous Stereotypes and contribute to reconciliation?

Week	Topic	Video and Resources
9	Lesson 1 Introduction to Stereotypes What do we know questions and group activity?	Lesson 2 Stereotype activity and worksheet
10	Lesson 1 Gender Stereotypes Stereotypes worksheet and teachers notes https://www.youtube.com/watch?v=G3Aweo-74kY This reveals what young students think about what gender does which jobs. Did this surprise you? What is a stereotype? Start by getting students to draw firefighter, fighter pilot, surgeon. Why do you think this is the case?	Lesson 2 The invisible discriminator video https://www.youtube.com/watch?v=7FUdrd0Mg4 What did you notice? Groups and then share. Why do we think this? Where did this come from? What happens if we flip this on its head? BBQ Area - https://www.youtube.com/watch?v=tacxxzg8vNM What is your perception now? Cathy Freeman documentary
1	Introducing the text – What does the cover tell us? Make a prediction in your quick write books. Literature questions – page 1 (teachers notes)	Read about the author – last page The Land Grab Read with class p 7-9

	<p>Video - Bruce Pascoe interview Read with class Introduction p 7-9</p> <p>A real history of Indigenous Australians – Bruce Pascoe</p> <p>https://www.youtube.com/watch?v=fqgrSSz7Htw</p> <p>Video - Everyday life of the Duang people Introduce the Timeline Vocabulary Key</p>	<p>Unpacking concepts – unpacking truth – writing task. (Teachers notes p1)</p>
2	<p>Sacred places p 66 Option 4 – Tradition - writing task (Teachers notes p1)</p>	<p>Agriculture p 16-34, 16-20 Option 2 – Evidence - writing task (Teachers notes p1)</p>
3	<p>Agriculture p 16-34, 23-27 Option 2 – Knowledge - writing task (Teachers notes p1)</p>	<p>Agriculture p 16-34, 28-33 Inferring - writing task Use one of the following starters. Reading between the lines I think.. I would expect that The authors clues were My conclusion is...because in the text it says.. I think what is really going on is.. What the author is really saying is..</p>
4	<p>Aquaculture p34-42, 34-37 Explain summarising The ability to recognise key words, facts and phrases The ability to take notes After reading with the class – get the class to take notes and share these</p>	<p>Aquaculture p34-42, 38-41 Summarising Take notes then summarise Use the following options: The most important thing to know is.. The main point the author is making is.. The main idea of the text is.. The most important point is.. In my own words, the story is about..</p>
5	<p>Home p. 44-55, 44-50 Inferring - writing task Use one of the following starters. Reading between the lines I think.. I would expect that The authors clues were My conclusion is...because in the text it says.. I think what is really going on is.. What the author is really saying is..</p>	<p>Home p. 44-55, 52-55 Summarising Take notes then summarise Use the following options: The most important thing to know is.. The main point the author is making is.. The main idea of the text is.. The most important point is.. In my own words, the story is about..</p>
6	<p>Food storage p. 56-60</p>	<p>Fire p 62-64</p>

	<p>I come from the country that invented bread – Australia – How does this link to our learnings about the Young Dark Emu?</p> <p>Journal Writing Response – Text to text This reminds me of ... This sounds familiar to me because..</p>	<p>Language Use</p> <p>Role of visuals</p>
7	<p>Sustainable Futures p. 68-73 Respond to this chapter or another chapter using colour, symbol, image word box</p>	<p>Rubric</p>
8	<p>My people die young Stan Grant – 9mins Write a response to this video –</p> <p>What parts surprised you. 'I am shocked by...' 'I learnt that...' 'I will use this knowledge to...'</p>	<p>The final quarter Refer to Part A of the teachers notes About Adam Goodes handout - printed The final quarter preview video. What do you think this video is about?</p>
9	<p>The Final quarter movie – watch (go to link in teachers notes) Password: Youngdarkemu01! Promo Key pvOGTwhx</p> <p>Part B – sensitive issues</p>	<p>The Final quarter movie Reflection (teachers notes)</p>

[Teachers notes](#) – Young Dark Emu