

# Unit 11: My Story, Your Story, Our Story

**Year Level: 3/4**

**VELS Level: 3**

## Overview

This unit focuses on developing an understanding and appreciation of Australia's history and heritage through story. Students explore the different ways stories are told such as oral story telling, story through dance, song, drama, art, poetry and the written word. The stories they will experience will include Aboriginal and Torres Strait Islander legends, painting, dance and song. They will also explore traditional Australian stories by authors such as Banjo Patterson, Henry Lawson, CJ Dennis, Dorothea MacKellar, Oodgeroo Noonuccal as well as traditional ballads and paintings (Fred McCubbin, Tom Roberts, William Barak etc). They will use these stories to build a picture of what Australia was like in the past and how that contributes to Australia's identity today.

## Aboriginal Perspectives

- Aboriginal and Torres Strait Islander culture is the oldest living culture in the world.
- Aboriginal and Torres Strait Islander peoples pass on their stories through song, dance, painting and oral story telling.
- Aboriginal and Torres Strait Islander stories enable all Australians to find out about the heritage of their country.

## Concepts

Culture, story, change over time, identity, heritage, lifestyle,

## Understandings

- Over time, communities and aspects of people's lifestyle change due to a variety of factors.
- The lifestyles of people in the past are different in many ways to people today.
- Stories are a way of passing on important aspects of culture and the past.
- Knowing about the past can help people to understand who they are today.

## Rich Question

### Contributing Questions

- How has Australia changed over time?
- Why are traditional stories important to all Australians?
- How can stories teach us about our history and identity?
- Why is important to pass these stories on?
- How are stories told?
- How can we learn about Aboriginal culture and history through listening to their stories?
- How do we know the information in stories is true?

## Background Notes

From the Yarra Healing website: essential learnings.

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

- From the beginning of time, people have wondered at the beauty and power of nature and at humanity's relationship with it. They have developed powerful stories or myths to express their understanding of how life came to be.
- For many thousands of years, Indigenous people used songs and stories to express their beliefs about the origins and meaning of life and land forms, the cycles of nature, and the harmony and conflict among human life and the animal world.
- The Dreaming refers to how Indigenous peoples explain the beginning and the continuity of life.
- The Dreaming is not fixed in the ancient era of creation. It continues in the spiritual lives of Indigenous peoples today, and its influence is embedded in many aspects of everyday living.
- The Dreaming heritage carries special obligations to protect and preserve the spirit of the land and the life forms that are part of it. The Dreaming heritage also influences codes of behaviour, laws, family and social structures, and sacred duties.
- Different Indigenous groups in Australia have their own Dreaming beliefs, Dreaming stories and Spirit Ancestors.
- The Dreaming is passed on through a rich tradition of song, poetry, dance, art and storytelling.
- Indigenous paintings and engravings recorded such things as daily life, animals in an area, tools used, hunting expeditions, plants and landscape. Much of Indigenous art was essentially religious in that it represented and amplified themes concerning Dreaming stories and beliefs.
- Paintings and engravings, both everyday and sacred, were used as a means of communication within and among clans. The cultural diversity of the Indigenous nations, and nations within nations, is expressed through a wide range of artistic forms, styles and symbols. Dots, for example, were not traditionally used in Victoria as they were in other parts of Australia.

## Resources

### Written texts

Australian stories by authors such as: Banjo Patterson, Henry Lawson, Dorothea Mackellar

Aboriginal and Torres Strait Islander legends and Dreamtime stories

Australian Ballads

Australian Poetry

*"Meerreeeng-an. Here Is My Country"* by the Koorie Heritage Trust, 2010

*"The Rainbow Serpent of the Hopkins River"* by Patricia Clarke, One Day Hill, 1999

*"Old Tucker Man"* by Debbie Austin, One Day Hill, 2007

*"Digger J Jones"* by Richard J Frankland, Scholastic, 2007

*"First People"* by Gary Presland, Museum Victoria, 2010 (Fantastic teachers resource)

*"The Quinkins"* by Dick Roughsey and Percy Trezise, Collins, Sydney, 1978

*"The Goat Who Sailed the World"*, by Jackie French, Harper Collins, Australia, 2006.

*“Down the Hole”* by Edna Tantjingu Williams and Eileen Wani Wingfield, IAD press, Alice Springs, 2000.

*“My Place”* by Nadia Wheatley, Walker Books, NSW, 2008 (20<sup>th</sup> anniversary edition)

## **Websites**

<http://www.koorieheritagetrust.com>

[http://www.arts.vic.gov.au/Arts\\_in\\_Victoria/Indigenous\\_Art\\_in\\_Victoria](http://www.arts.vic.gov.au/Arts_in_Victoria/Indigenous_Art_in_Victoria)

<http://www.cultureandrecreation.gov.au/articles/indigenous/dreamtime/> The Australian Government cultural portal gives information about ‘The Dreamtime’ and the importance of song, dance and story in Aboriginal and Torres Strait Islander culture.

<http://www.the-great-barrier-reef-experience.com/captain-james-cook-journal-july19-25.html>) Find diary entries from Captain James Cook and Joseph Banks on this website.

## **Audio Visual**

<http://www.abc.net.au/dustechoes/default.htm> A series of 12 animated stories from Arnhem land which have a particular purpose and message for the Aboriginal people about how they should act or behave. Includes study guide and background notes about the stories.

Australian paintings: Fred McCubbin, Tom Roberts, Russell Drysdale, Arthur Streeton

***Dancing in the Dust*** DVD produced by Victorian College of the Arts in conjunction with the Catholic Education Commission of Victoria.

[http://www.nma.gov.au/kidz/learn\\_and\\_play/gold\\_rush/](http://www.nma.gov.au/kidz/learn_and_play/gold_rush/) This interactive from the National Museum of Australia allows students to explore what the conditions were like on the goldfields.

**Cultural Infusion.** This company provides an ‘Aboriginal for a Day’ incursion program where students are actively involved in song, dance, art, and storytelling. Contact details are as follows:

<http://culturalinfusion.org.au/default/index>

ph: 9412 6666 or 1800 010 069

email: [info@culturalinfusion.org.au](mailto:info@culturalinfusion.org.au)

# VELS Links

Standards are indicated in italics.

## Physical, Personal and Social Learning Strand

### INTERPERSONAL DEVELOPMENT

#### Building social relationships

At Level 3, students demonstrate respect for others and exhibit appropriate behaviour for maintaining friendships with other people. They support each other by sharing ideas and materials, offering assistance, giving appropriate feedback and acknowledging individual differences.

#### Working in teams

At Level 3, students cooperate with others in teams for agreed purposes, taking roles and following guidelines established within the task. They describe and evaluate their own contribution and the team's progress towards the achievement of agreed goals.

### 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. They sequence and describe some key events in Australia's democratic history. They describe symbols and emblems of national life in Australia and identify values related to symbols and national celebrations and commemorations.

## Discipline Based Learning Strand

### THE ARTS

#### Creating and making

At Level 3, students create and present works in a range of arts forms that communicate experiences, ideas, concepts, observations and feelings. They select and combine a range of arts elements, principles and/or conventions, and use a range of skills, techniques and processes, media, materials, equipment and technologies. They show evidence of arts knowledge when planning arts works for different purposes and audiences and identify techniques and features of other people's works that inform their own arts making. They refine their work in response to feedback and self-evaluation.

#### Exploring and responding

At Level 3, students comment on the exploration, development and presentation of their arts works, including the use of specific arts elements, principles and/or conventions, skills, techniques and processes. They identify and describe key features of arts works from their own and other cultures, and use arts language to describe and discuss the communication of ideas, feelings and purpose in their own and other people's arts works.

### 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 interpret the main ideas and purpose of 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 write narratives which include characters, setting and plot.

#### Speaking and listening

At Level 3, students vary their speaking and listening for a small range of contexts, purposes and audiences. They project their voice adequately for an audience, use appropriate spoken language features, and modify spoken texts to clarify meaning and information.

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, some key commemorations and celebrations including Anzac Day, and key aspects of the histories of cultural groups that make up their class, community and nation.

#### 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.
<b>Interdisciplinary Strand</b>
<p><b>COMMUNICATION</b></p> <p><b>Learning focus:</b></p> <p>Students explore a range of aural, written and visual communication forms such as the Internet, film, texts and music which illustrate a variety of perspectives on a range of topics and ideas. They learn how to identify the main message, develop their own interpretation, and provide evidence to support it. They explore reasons for other interpretations not being the same as theirs and learn to respect the right of others to express opinions.</p> <p>When developing formal presentations, students experiment with various forms; for example, a dramatic performance and use of presentation software. With guidance, they reflect on their own and others' presentations and note the features that make them effective.</p> <p><b>THINKING PROCESSES</b></p> <p><b>Reasoning, processing and inquiry</b></p> <p>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.</p> <p><b>Creativity</b></p> <p>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.</p> <p>Reflection, evaluation and metacognition</p> <p>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.</p>

<b>Assessment Strategies</b>			
<b>When</b>	<b>What</b>	<b>Why</b>	<b>How</b>
Pre and post assessment. At the start of the unit and the end of the Building stage.	Placemat	To gather student's prior knowledge about the topic, and identify the development of their understandings during the course of the unit.  Civics and Citizenship, Humanities (History)	Students individually complete a placemat task responding to 4 questions about the topic -How can stories be told? -What Australian stories do you know? -What do you know about Australian history? -What do you know about Aboriginal history?  This activity will be repeated at the end to compare with the first one and identify how students' knowledge has developed.
End of Investigating stage.	Creating and presenting a story set in the past.	To assess students' understandings about life in a different time to their own, and their skills at creating a story and artistic performance of the story.  Civics and Citizenship, Humanities (History), The Arts, English, Communication and Interpersonal Development	Present students with a variety of photographs or pictures set in different times in Australia's past that they have already been exposed to. Have students work in small groups and choose a picture that they are particularly interested in. Students analyse the picture using the data chart framework to get a feel for that period of time. They each choose a character from the picture and try to imagine what it would be like from their perspective, and complete an open-minded portrait. Each group with then develop a 'story' around the picture and the people in it. Students present their 'story' in a creative way and evaluate their own performance.
During the Building Stage	Timeline Activity	To assess students' understandings about the sequence of events, and skills in recording on a timeline Humanities (History)	Students record some major milestones in their own family history on a timeline. They then choose some major events in Australia's history to add to the timeline.
Personalising stage. At the end of the unit.		To determine students' understandings about the main concepts in the topic.  Civics and Citizenship, Humanities (History)	Ask students to individually complete the sentences. <ul style="list-style-type: none"> <li>• Ways that Australia has changed over time are...</li> <li>• Some of the differences between my lifestyle and the lives of people in the past are ...</li> <li>• Some things that are similar about my lifestyle and the lives of people in the past are ...</li> <li>• Stories are a way of passing on ...</li> <li>• Stories teach us about ...</li> <li>• The things we have learned about Aboriginal culture are...</li> <li>• It is important to pass on stories because...</li> </ul>

## 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 gather students prior knowledge about the topic.</p>	<p><b>Prior Knowledge Task- Placemat Strategy</b>            Discuss the following with the students:</p> <ul style="list-style-type: none"> <li>• What is history?</li> <li>• How do we know what happened in the past?</li> <li>• Why do you think it is important to know about history?</li> </ul> <p>Then have students individually complete a placemat task responding to 4 questions about the topic:</p> <ul style="list-style-type: none"> <li>• How can stories be told?</li> <li>• What Australian stories do you know?</li> <li>• What do you know about Australian history?</li> <li>• What do you know about Aboriginal history?</li> </ul> <p>This activity will be repeated at the end to compare with the first one and identify how students' knowledge has developed.</p>	<p>If student responses show they are confused about what history is or what is meant by stories spend some time defining these terms.</p> <p>Collect and keep placemats for comparison at the end of the unit.</p>
<p>To engage students in the topic and immerse them in different Australian stories.</p> <p>To establish that stories are a way of finding out about Australia's past, and that there are many different ways of telling stories.</p>	<p><b>Immersion in story</b>            Students rotate around immersion activities designed to introduce them to a range of story telling styles as well as a range of periods or events in Australia's past. As they complete each activity discuss the questions:</p> <ul style="list-style-type: none"> <li>• What did we find out about what Australia was like in the past?</li> <li>• When do you think this story happened?</li> <li>• What do you think life would have been like for the people who lived there at that time?</li> <li>• How is this similar or different to today?</li> <li>• What do you think it would have been like to live in that place at that time?</li> </ul> <p><b>Suggested activities:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal story and art using the picture story book "The Quinkins" by Dick Roughsey and Percy Trezise. Discuss the story and the illustrations. Have students use a similar style of drawing to create their own Quinkin picture.</li> <li>• Listen to and sing some ballads that tell a story about the past, such as; 'Bound for Botany Bay' which reflects on our convict heritage, or the story of the bushranger Jack Doolan 'The Wild Colonial Boy'.</li> <li>• Read Australian poetry written by; Banjo Patterson, Henry Lawson, Dorothea Mackellar. Many of their famous poems have been published as picture storybooks. Have students respond to the poems by creating visual images to match the words.</li> <li>• Storytelling from the perspective of characters on the</li> </ul>	<p>Very often students of this age have difficulty with the concept of the past. Take time to explore what these stories and images are telling us about what life was like in the past rather than concentrating on the events of history. This will allow students to develop the concept of the past which is necessary for building an understanding of history in later years.</p>

	<p>Gold Rush, or Early Settlement, or Immigration. Have students listen to some storytelling then act out the stories.</p> <ul style="list-style-type: none"> <li>View some Australian paintings by artists such as; Fred McCubbin, William Barak, Albert Namatjira, Tom Roberts, Arthur Streeton and Russell Drysdale. Have students discuss what they think is happening in the picture and develop stories that could connect to the picture.</li> </ul> <p><b>Home groups:</b> After participating in all of the activities discuss with home groups: <i>What did we find out about what Australia was like in the past?</i> Collect students ideas as well as their wonderings- what else do we want to find out about?</p>	
To give students a first hand experience of Aboriginal and Torres Strait Islander stories, dance, music and art.	<p><b>Cultural Incursion or Excursion</b></p> <p>Organise an incursion or excursion where students can experience Aboriginal and Torres Strait Islander culture first hand. ‘<i>Cultural Infusion</i>’ is one company that provides this service. The experience should include storytelling through dance, song, art and oral tradition if at all possible.</p> <p>Discuss with students what they learned about Aboriginal and Torres Strait Islander people, their culture, and the past, through this experience. Have students respond by using ‘Head, Heart and Hands’</p> <ul style="list-style-type: none"> <li>Head- What do you know now that you didn’t know before?</li> <li>Heart- How do you feel about what you experienced?</li> <li>Hands- What did you do?</li> </ul>	See contact details for ‘Cultural Infusion’ in resources section.
To use visual images as a form of story, and finding out about the past.	<p><b>Every Picture Tells a Story</b></p> <ul style="list-style-type: none"> <li>Discuss with students what they think this phrase means.</li> <li>Use pictures or photographs from different times in Australia’s past, such as; a Roland Harvey cartoon from “The First Fleet” or “The Gold Rush”, Tom Roberts painting “Bailed Up” or “Shearing the Rams”, Aboriginal paintings that tell a Dreamtime story. Also use photographs from events in Australia’s past; gold rush, founding of Melbourne (Batman) Federation, William Barak (Corranderk) Marn Grook (Painting of Aboriginal and Torres Strait Islander clan playing a game called Marn Grook which may have been an early version of AFL.)</li> <li>Have students work in small groups with one picture. Have students discuss what story they think is being told in the picture, and what this tells them about Australia’s past. (See, think, wonder. What can you see in this picture, what do you think is happening in</li> </ul>	Make the link with students that one of the ways we can find out about the past is through studying visual images. Teach them to look for details as clues such as; people’s clothing, equipment, technology, etc.



	<p>this picture, what does this picture make you wonder about?)</p> <ul style="list-style-type: none"> <li>Each group reports back their ideas about their picture.</li> </ul>	
<p>To commence a timeline that can be added to during the unit, that will provide a framework for understanding sequence and time.</p>	<p><b>Timeline activity</b></p> <ul style="list-style-type: none"> <li>Model to the students how to create a personal timeline. Add events from your life to the timeline that students can relate to such as starting school. Explicitly teach how to construct a timeline and place events into a sequence.</li> <li>Have students develop their own family timeline including important events such as; when your family moved to the area, when you were born, parents born, migration to Australia, weddings, births, memorable events.</li> <li>Use photographs of different times in Australia's past to now create as a class a timeline of some important events in Australia's history. Include major events the students may have heard about such as the First Fleet and the Gold Rush. Ensure you also have some pictures (eg rock paintings) that represent pre-1770 so students understand that Aboriginal and Torres Strait Islander people have lived in Australia for a very long time.</li> <li>In groups discuss the pictures and have students try to place the picture in order of time of when they think it was taken (or painted).</li> <li>As a whole class create a master timeline. Have students justify why they placed pictures in a particular order. Add dates and names of major events to the timeline.</li> <li>Ask students if they know about other important times or events in Australia's history and where they would be situated on the timeline. Have students investigate if they are unsure.</li> </ul> <p><b>Assessment Task</b></p> <p>Have students choose some events in Australia's past they are interested in and add them to their personal timelines.</p>	<p>It would be good to set the personal timelines as a homework activity so family members can help their children to find out important dates and events in their family history.</p>
<p>To establish stories as being a source of information, not just entertainment.</p> <p>To recognise Cook's voyage in 1770 as a</p>	<p><b>Fact or Fiction?</b></p> <ul style="list-style-type: none"> <li>Read a chapter of "The Goat Who Sailed With Captain Cook" by Jackie French. (Chapter 39 page 170-174) This chapter tells the story of what happened at Endeavour River. The story is told from the perspective of Isaac the cabin boy. (The crew of the Endeavour have collected lots of seafood after being shown how to fish and forage for food by the local Aboriginal people. A group of Aboriginal men board the ship, which has been beached for repairs, and get angry when Joseph Banks won't share the catch. They</li> </ul>	<p>This is an introduction to perspective. It is important to scaffold the thinking when you ask students to put themselves in the shoes of the person in the</p>

<p>milestone on the Australian history timeline.</p> <p>To introduce the idea of perspective.</p>	<p>then set fire to the camp the sailors have made on shore.)</p> <ul style="list-style-type: none"> <li>As a class list some of the facts in the story.</li> <li>Discuss with the students that some authors research the past and so their stories have some fact, and only the characters are imaginary. (Jackie French details this in the author's notes at the back of the novel.)</li> <li>Read to the students some of Captain Cook's diary from this time. (Diary entry for 19<sup>th</sup> July 1770: <a href="http://www.the-great-barrier-reef-experience.com/captain-james-cook-journal-july19-25.html">http://www.the-great-barrier-reef-experience.com/captain-james-cook-journal-july19-25.html</a>) (N.B there is also a diary entry from Joseph Banks as well.) Explain to the students that these diaries are called first hand sources; people who were actually there at the time tell the story. Compare the facts they present to the ones presented by Jackie French.</li> <li>Discuss with students what it would be like to have been at Endeavour River. <i>Who was involved? What do you think the people involved would have been thinking and feeling?</i></li> <li>Ask students to complete an open-minded portrait from the perspective of an Aboriginal person, and a person on the Endeavour. (In an open-minded portrait, students draw a head and shoulders portrait of one of the characters in the story. They cut around the outline of the head. They then think about how this person might have been feeling and what they may have been thinking at this time. This is then recorded on the back of the portrait in first person.)</li> <li>Ask students to share their work.</li> </ul>	<p>story, and ask them to consider how this person might be feeling and what they may be thinking. It may need modelling if students have not done this before.</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														
To give students a framework for exploring what life was like in the past more deeply.	<div>Exploring Australia's Past Through Stories</div> <ul style="list-style-type: none"><li>Provide a range of stories (pictures, paintings poetry, picture storybooks, oral stories) from a variety of times in Australia's past, for students to explore.</li><li>Discuss with students; <i>What can we learn about the past from these stories?</i> Introduce the framework on the data chart below to help them look for clues.</li><li>Use one story and model how to find information from the story and record it on the data chart.</li><li>Have students work in small groups with a story of their choice and complete the data chart.</li></ul> <table><tr><td>Story</td><td>Time frame</td><td>clothing</td><td>Jobs/ chores</td><td>education</td><td>transport</td><td>interesting facts</td></tr><tr><td>Eg. 'The</td><td>1850's- the</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Story	Time frame	clothing	Jobs/ chores	education	transport	interesting facts	Eg. 'The	1850's- the						If students are still confused about the concept of the past, work together as a class on one aspect of Australia's past rather than giving them a range of different times.
Story	Time frame	clothing	Jobs/ chores	education	transport	interesting facts										
Eg. 'The	1850's- the															

	<table><tr><td>Night We Made the Flag: A Eureka Story'</td><td>Gold Rush and Eureka Stockade</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Eg. 'Dancing in the dust' DVD and 'Down the Hole' (book)</td><td>!930-50 the Stolen Generation</td><td></td><td></td><td></td><td></td><td></td></tr><tr><td>Eg. 'My Place' by Nadia Wheatley</td><td>Spans 1788-1988. Encourage students to select one decade</td><td></td><td></td><td></td><td></td><td></td></tr></table>	Night We Made the Flag: A Eureka Story'	Gold Rush and Eureka Stockade						Eg. 'Dancing in the dust' DVD and 'Down the Hole' (book)	!930-50 the Stolen Generation						Eg. 'My Place' by Nadia Wheatley	Spans 1788-1988. Encourage students to select one decade						<p>The students at Holy Cross New Gisborne became very interested in The Stolen Generation and also the Gold Rush.</p> <p>'Dancing in the Dust' presents a story from the stolen generation which is appropriate (with support) for students in Years 3-6</p>
Night We Made the Flag: A Eureka Story'	Gold Rush and Eureka Stockade																						
Eg. 'Dancing in the dust' DVD and 'Down the Hole' (book)	!930-50 the Stolen Generation																						
Eg. 'My Place' by Nadia Wheatley	Spans 1788-1988. Encourage students to select one decade																						
<p>To give students the opportunity to explore a time or story they have become particularly interested in and retell the story in a creative way.</p>	<p><b>Telling Our Story Assessment Task</b></p> <p>Present students with a variety of photographs or pictures set in different times in Australia's past that they have already been exposed to. Have students work in small groups and choose a picture that they are particularly interested in. Students analyse the picture using the data chart framework to get a feel for that period of time. They each choose a character from the picture and try to imagine what it would be like from their perspective, and complete an open-minded portrait. Each group with then develop a 'story' around the picture and the people in it. (Remind students about how Jackie French creates stories about imaginary people but includes facts and details from the past.)</p> <p>Students choose from one of the following story-telling modes to present their in a creative way:</p> <ul style="list-style-type: none"><li>Picture Story Book</li><li>Visual Artwork (painting sketching)</li><li>Photo-story (ICT)</li><li>Photo-exhibition</li><li>Song</li><li>Performing Arts (Drama)</li></ul>	<p>Use pictures that the students are familiar with, or from times you have already introduced them to. The pictures need to show plenty of 'clues' about when it might have been taken, and include several people or characters.</p>																					
<p style="text-align: center;"><b>PERSONALISING</b></p> <p>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.</p>																							
<p>To give students the opportunity to</p>	<p><b>Sharing Our Stories</b></p> <p>Have students share their stories and give each other feedback.</p>	<p>Students will benefit from developing a</p>																					

present their work to an audience and gain feedback.	Ask students to evaluate their own performance and those of the members in their group.	criteria for their performance to help them with their feedback and evaluations.
To determine students' understandings about the main concepts in the unit.	<p><b>Reflection</b></p> <p>Complete the Prior knowledge task again and compare to the original. What do you know now that you didn't know before? How have your ideas about Australia's past and Aboriginal and Torres Strait Islander peoples and their stories developed?</p> <p>Use these sentence starters to determine students' understandings about the main concepts in the unit. Students individually complete the sentences.</p> <ul style="list-style-type: none"> <li>• Ways that Australia has changed over time are...</li> <li>• Some of the differences between my lifestyle and the lives of people in the past are ...</li> <li>• Some things that are similar about my lifestyle and the lives of people in the past are ...</li> <li>• Stories are a way of passing on ...</li> <li>• Stories teach us about ...</li> <li>• The things we have learned about Aboriginal culture are...</li> <li>• It is important to pass on stories because...</li> </ul>	These sentence starters are adapted from the unit understandings. The students' responses will also be able to be used as unit reflection for teachers.
To enable the students to act on their learning in a real life context.	<p><b>Possible actions to discuss with students</b></p> <ul style="list-style-type: none"> <li>• Sharing our stories with others who we feel would benefit from learning about the past, eg. other students, parents.</li> <li>• Videotaping presentations as a resource for other classes in the future to help them learn about the past.</li> <li>• Putting their narratives into the library.</li> <li>• Doing something about Aboriginal reconciliation eg putting the apology poster in a prominent place in the school or organising a prayer gathering.</li> <li>• Recording and preserving our own stories for children in the future. (Because we now know why it is important to pass down our stories.)</li> </ul>	

<b>Links to Literacy</b>	Visual literacy- comprehension Distinguishing fact from fiction Reading and writing narratives Reading and writing poetry **A book study on 'My Place' using the book or the DVD series, would provide rich literacy activities that would support the unit.
<b>Links to Numeracy</b>	Measurement- time

