

NAIDOC Week Lesson Plan Concept Map Humanities 1 Olivia Beaton, 32001993

Humanities

Geography - The location of Australian states, territories, capital cities and major regional centres of Western Australia and the location and identifying attributes of Australia's major natural features (e.g. rivers, deserts, rainforests, the Great Dividing Range, the Great Barrier Reef) (ACHASSK066)

Students will mark on a map of Australia where major Aboriginal and Torres Strait Islander colonies settled. They will also add in major natural features such as rivers and bush.

The similarities and differences between places in terms of their type of settlement, the diversity of people (e.g. age, birthplace, language, family composition), the lives of the people who live there, and feelings and perceptions about places (ACHASSK069)

Compare the lives lived by early Aboriginal and Torres Strait Islander people and the lives lived today. Include living arrangements, food accessibility, health care in your discussion. Identify both similarities and differences.

Language groups of Australia's Aboriginal and Torres Strait Islander Peoples divides their country/place and differs from the surveyed boundaries of Australian states and territories (ACHASSK066)

Research the different language used by different Aboriginal and Torres Strait Islander tribes. Allocate a different tribe to small groups of students. Students will be required to research key words used by that tribe. Students will share the translations to the class when completed.

English

Discuss texts in which characters, events and settings are portrayed in different ways, and speculate on the authors' reasons (ACELT1594)

Reading texts in which Aboriginal and Torres Strait Islander children/young people are the central characters/protagonists and making links to students' own lives, noting similarities

Create texts that adapt language features and patterns encountered in literary texts, for example characterisation, rhyme, rhythm, mood, music, sound effects and dialogue (ACELT1791)

Compose a song or piece of poetry

Work in a group to research significant Indigenous people. Choose one significant person and construct a powerpoint including all of the individuals key information, including what they did, when they did it, why they did it and if they have received any awards

Listen to and contribute to conversations and discussions to share information and ideas and negotiate in collaborative situations (ACELY1676)

Plan and deliver short presentations, providing some key details in logical sequence (ACELY1677)

Work in small groups to research what the 2019 theme and why is it important? Based on the theme students will create an informative poster

Begin by looking at the different dreamtime stories. After studying a handful of the most popular stories the children will create their own dreamtime story.

Language - Understand that languages have different written and visual communication systems, different oral traditions and different ways of constructing meaning (ACELA1475)

Health and Physical Education

Actions in daily routines that promote health, safety and wellbeing: healthy eating, appropriate levels of physical activity (ACPPS036)

Compare the daily routines of an Aboriginal and Torres Strait Islander elder compared to a person today. As well as the daily activity compare eating habits.

Discuss with students the adversities and challenges faced by the early Aboriginal and Torres Strait Islanders (eg, sickness, hunting for food, sleeping arrangements, weather conditions) and how overcoming these challenges brought unity to their settlement. Bring discussion back to modern day lives and discuss modern day examples of where adversity brings unity.

Factors that strengthen personal identities such as the influence of family, friends and school (ACPPS033)

The Arts

Music

- Construct rain-sticks that can be used to explore Aboriginal music
- Reasons why people make music across different places, events or occasions (ACAMUR087)

Dance

- Appropriate responses to, and respect for, dance of others as performers and audience members (ACADAR008)
- Incursion where Aboriginal and/or Torres Strait Islander dancers perform and students are given the opportunity to join in and learn
- At the conclusion of the incursion students will be tasked with constructing a reflective piece commenting on how the drama made them feel. (ACADRR034)

Visual Arts

- Exploration of artwork from other cultures, such as styles and symbols of Indigenous Australian and Asian cultures (ACAVAM110)
- Collaged Tissue Paper Aboriginal Flag - Students will be given tissue paper in the three colours of the aboriginal flag which they will be required to tear and glue on the appropriate section of the flag
- Decorate a hand template using dot painting
- Each student will be provided with a template of a hand. Students will begin by placing their name on the front of their hand so that it can be seen when it is displayed within the classroom. They will then need to construct a dot painting on the hand using the symbolic colours: black, yellow and red. Once all hands have been completed display the hands to create a tree like shape.
- Research some of the most famous Aboriginal art pieces. Study each of them and explore, the features and characteristics of the art piece and explore the meaning behind the art and how the message has been conveyed.
- Appreciation and respect for a variety of artwork (ACAVAR113)
- Ask students to write a piece responding to how the painting made them feel and why.
- Example - The painting by Aboriginal artist, Peter Farmer, that represented the Aboriginal and Torres Strait Islander soldiers that fought in WW1 <https://www.abc.net.au/news/2016-04-28/artist-peter-farmer-with-his-painting/7367778>

Mathematics

Collect data, organise into categories and create displays using lists, tables, picture graphs and simple column graphs, with and without the use of digital technologies (ACMSP069)

Research the themes for the last 10 years of NAIDOC week. Construct a timeline that displays each year and the theme.

Science

Heat can be produced in many ways and can move from one object to another (ACSSU049)

- Research the production of heat in Aboriginal and Torres Strait Islander peoples' methods of cooking, such as the use of ground ovens, using sticks to make fires
- Brainstorm the heat processes that will be used during the cooking of Damper

Science knowledge helps people to understand the effect of their actions (ACSHE051)

Research Aboriginal and Torres Strait Islander people's knowledge of the local natural environment, such as the characteristics of plants and animals

Technologies

Create and communicate ideas and information safely (ACTDIP013)

Working in groups students will design and create their own communication device using materials that can be found within the school.

Investigate the communication devices used by early Aboriginal and Torres Strait Islander people.

When the communication device has been created students will produce a report on the effectiveness of the communication device.

Types of food and fibre produced in different environments, cultures or time periods, including the equipment used to produce or prepare them (ACTDEK012)

- Native plants - onions, spinach, tomatoes, berries, and grass seeds
- Research the native plants and animals the Aboriginal people ate that became known as bush tucker.
- Native meats - Explore how bush tucker varies depending on the region, climate, and season. Kangaroo, emu, and possum are available all year round while lizards, frogs, and turtles, are most often enjoyed during the summer.