

Stage 2 Units

Overview of Outcomes

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Units of Work

Cooperating Communities

Australia: You're Standing in It

British Colonisation of Australia

Places: Then, Now and Tomorrow

People and Their Beliefs

State and National Parks

Living in Communities

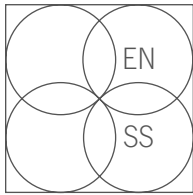
Who Will Buy?

Stage 2 Overview of Outcomes

Change and Continuity	
<i>Significant Events and People</i>	<p>CCS2.1</p> <p>Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.</p>
<i>Time and Change</i>	<p>CCS2.2</p> <p>Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.</p>
Cultures	
<i>Identities</i>	<p>CUS2.3</p> <p>Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.</p>
<i>Cultural Diversity</i>	<p>CUS2.4</p> <p>Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.</p>
Environments	
<i>Patterns of Place and Location</i>	<p>ENS2.5</p> <p>Describes places in the local area and other parts of Australia and explains their significance.</p>
<i>Relationships with Places</i>	<p>ENS2.6</p> <p>Describes people’s interactions with environments and identifies responsible ways of interacting with environments.</p>
Social Systems and Structures	
<i>Resource Systems</i>	<p>SSS2.7</p> <p>Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.</p>
<i>Roles, Rights and Responsibilities</i>	<p>SSS2.8</p> <p>Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.</p>

Stage 2 Outcomes in Units of Work

	CCS2.1	CCS2.2	CUS2.3	CUS2.4	ENS2.5	ENS2.6	SSS2.7	SSS2.8
<i>Cooperating Communities</i>								
<i>Australia: You’re Standing in It</i>								
<i>British Colonisation of Australia</i>								
<i>Places: Then, Now and Tomorrow</i>								
<i>People and Their Beliefs</i>								
<i>State and National Parks</i>								
<i>Living in Communities</i>								
<i>Who Will Buy?</i>								



Cooperating Communities

This unit provides opportunities for students to explore ways in which environments and social systems and structures in local areas meet people's needs, influence the lifestyles of people and contribute to community identity. The unit focuses on the opportunities people have to participate in the community, and their willingness to do so.

Unit Duration *Approximately 6–7 weeks*

Subject Matter Focus *In this unit, students learn about:*

- locations of major cities, rivers and mountains in NSW and the capital cities in Australia
- significant natural, heritage and built features in the local area, NSW and Australia, and their uses
- local and other Australian communities
- consumer and producer rights and responsibilities
- roles and responsibilities of citizens in local government
- services and contributions made by community organisations and groups
- changes in technologies in community organisations and systems, and effects on lifestyles and environments
- goods, services and facilities in communities
- contributions of paid and unpaid workers and voluntary organisations in the community
- local government structure and processes.

Implications for Learning *In this unit, students have opportunities to:*

- compare the features of their own community with those of other communities by using source material such as written and visual texts and selected bookmarked sites on the Internet
- locate and map their area with reference to NSW, Australia and the world, using maps and globes
- evaluate current uses of their local environment and consider possible future uses and issues
- evaluate systems in their community that have been designed to meet community needs
- examine the contribution of commercial and non-commercial services to community life
- consider their responsibilities within and towards a community system of goods and services
- investigate current community issues and link these issues to people and procedures in local government
- make connections between constitutions of various community clubs and organisations
- explore avenues, both formal and informal, for improving community life, including through local government agencies and procedures.

Literacy Notes

This unit provides opportunities for students to explore factual descriptions, discussions and explanations.

The HSIE teaching strategies/practices in this unit include mapping, interviews, diagrams, flow charts, prediction charts, surveys, retrieval charts and presentations.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Mathematics: Mapping skills used to scale and represent the local area.

Personal Development, Health and Physical Education: The use of leisure time, facilities available in the local area to pursue sport and other leisure activities. Relates to issues of fitness and lifestyle.

Science and Technology: Content from the Products and Services strand concerned with means of delivery, distribution and the environmental consequences of production and consumption.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Maps of the local community, including a council/shire/municipal map.

Resource material about diverse Australian communities from tourist information centres, travel agencies, libraries.

Discovering Democracy units of work (Curriculum Corporation, 1998) such as 'Rules and Laws' and 'Joining in'.

Visits by representatives from a variety of community services and organisations.

The Community Services section of your local council.

An excursion to the local council.

Cooperating Communities

Outcomes and Indicators

ENS2.5

Describes places in the local area and other parts of Australia and explains their significance.

- *names and locates natural, built and heritage features in their community and evaluates their significance*
- *locates and names the capital city of Australia and of each State/Territory, and major regional centres*
- *uses geographical terminology to describe natural and built features in their community*
- *examines possible consequences if a system changes in some way*
- *discusses Aboriginal place names.*

SSS2.7

Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.

- *examines a variety of systems that have been designed to meet needs in communities and identifies the advantages and disadvantages of their use*
- *identifies the components of a system that provides goods and services and how the components need to interlink.*

SSS2.8

Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.

- *describes how decisions are made in local government and the roles and responsibilities of those involved*
- *explains the processes involved in civic action within the community*
- *describes rights of individuals and groups*
- *contributes to decision-making processes in the class and school.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: What Are Communities and Where Are They?

- Using a map of Australia, point out the main political and physical features.
- Use the map to jointly recall and identify those States, places, regions and landscapes of Australia with which the students are familiar. Add labels, photographs and pictures to create a display. Discuss Aboriginal place names and nations. ☆
- Locate and label the students' community within Australia. Discuss the meaning of the term 'community'.
- Introduce the unit, 'Cooperating Communities': how and why do people cooperate in communities?
- Point out that in pre-colonial Australia, Aboriginal communities cooperated and relied upon each other across the continent for material and cultural exchange.
- Select, locate and label a variety of communities in diverse regions of Australia.
- Establish e-mail links with schools in these communities or gather information from tourist information or travel centres, library resources and/or websites to find out about:
 - natural and built features: What is a natural feature? What are built features?
 - employment and leisure opportunities: What is the difference between employment and leisure?
 - ways in which people meet their needs — food, water, flora, fauna, clothing
 - what students like about their community
 - what students would like to improve in their community.

Learning Sequence 2: Identifying the Community – Where Is Our Community and What Is It Like?

- Jointly study NSW, city shire or municipality maps to locate the local community, then identify and label its major natural and built features. Have students collect photographs and pictures of these features. ☆
- Ask students to gather information about the work and leisure activities of people in the community by surveying their family members. Organise the survey results on class tally charts and graphs to identify patterns of work and leisure in the community.
- Have students generalise in order to write descriptions of the local community, eg whether it is urban, rural, industrial; the benefits of its location; the things that give it its identity.
- Jointly construct a class description about the community, eg Chapter 1: 'What Is Our Community Like?'.

Learning Sequence 3: Community Services and Facilities – What Do People in Communities Share and Why?

- On a community walk, ask students to observe and list the variety of facilities that community members share, eg libraries, drains, street rubbish bins. Students could then draw associations between these facilities and the needs of community members.
- Arrange for students to interview a variety of people who provide community services or facilities. Student-devised questions could acquire information about, for example, what service they provide and for whom; why they provide the service or facility; how they obtain funding and how they operate.
- Collate information from the interviews on a chart or database for analysis and discussion.
- Discuss the information in order to generalise about ways in which services and facilities can be organised and funded by individuals, businesses, organisations or governments to provide for the shared needs of community members. Display findings. ☆
- Have groups construct prediction/consequence charts showing how the lives of community members could change if particular services or facilities were not available. ☆

Learning Sequence 4: Local Government – What Does Our Local Council Do?

- Have students gather information on the roles, responsibilities and decision-making procedures of the local council from printed/electronic texts or by visiting the local council. Ask the community services officer at the local council how ordinary people can be responsible community members.
- Ask students to organise information about the local council onto retrieval charts using categories such as roles and responsibilities. ☆
- Ask students to locate media articles about local council activities or people voicing their views about local activities, issues or projects. ☆
- Have students write letters to the local council that compliment existing council projects or that request projects that the students consider to be necessary. Ensure that students have developed and included supporting arguments for their requests.
- Discuss the local council's commitment to youth participation in celebrations, eg Australia Day celebrations, Reconciliation.

Learning Sequence 5: Interdependence of Communities – How Are Communities Similar and Different?

- Jointly investigate a different type of community (eg a community identified in Learning Sequence 1) and record the gathered information on a retrieval chart.
- Jointly compare this community with the local community, noting their respective locations, resources and facilities.
- Jointly identify communities that supply goods or services to the local community, and those which might receive goods or services from the local community.
- Have students draw diagrams to show the flow of goods and services between the local community and other communities. ☆
- Discuss other ways in which communities depend on and cooperate with each other, eg disaster relief. Ask students to find media examples. ☆

Learning Sequence 6: Community Citizenship – How Can We Be Cooperative Community Members?

- Review information gathered from the local council about the roles and responsibilities of community members, and jointly study media articles collected.
- Discuss what would happen if people did not: cooperate when using community facilities or services; volunteer to help with community projects; participate in community decision-making.
- Ask students to identify ways in which they can be responsible, cooperative community members. ☆
- Have students prepare a presentation on an issue they feel is important to the local community. The presentation could be given to parents and other community members, including councillors. It might include video clips, slides and/or charts about the local community, aspects that the students value about the community and suggestions for improving the community.

Student Work Sample

Context

Students jointly brainstormed existing community services and/or facilities. They then independently selected five of these to include on an individual matrix, listing how the removal of these services/facilities would effect them, their family, the school and the community.

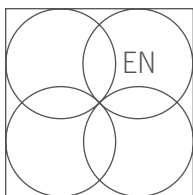
- examines a variety of systems that have been designed to meet needs in communities and identifies the advantages and disadvantages of their use (SSS2.7)
- examines possible consequences if a system changes in some way (ENS2.5)

How could our lives change if some of the services available in our community were removed? ^{ABBey}

Service or Facility	Changes that effect "Me"	Changes that effect "My Family"	Changes that effect "Our School"	Changes that effect "Our Community"
Sporting Complex	I couldn't play Sport on weekends	My family Couldn't play Sports	We couldn't have our Sports Carnival	A lot of people would not be fit
Swimming Pool	I couldn't go for a swim with my friends on a hot summers day	my family could not go for a swim when they felt like it	We couldn't have our Swimming Carnival	Our community Couldn't go for a swim to cool down.
Showgrounds	I couldn't go to the Tamworth Show when it was on	We couldn't go to the Royal Easter Show every year	Our School couldn't Put exhibits in at the Show	A lot of people couldn't watch the trots and the dog races.
rubbish dump	It would spread Diseases around	my family's house would have rubbish all around it	Our School would look like a rubbish dump	The town would have rubbish all around it.
Town Library	I couldn't borrow books	my family couldn't go and borrow books	Our School Couldn't borrows books for Assignments	Our community Couldn't borrow books to take home

Where to from Here?

Discuss alternatives if the changes happened, eg if there was no library, students could borrow books from friends and family. Have students develop generalisations and write statements outlining advantages and disadvantages of the use of these services/facilities. Using an interactive CD-ROM such as *The Talk of Toppville* (ICAC, 1997), students could further investigate the implications of changes to the community.



Australia: You're Standing in It

This unit provides opportunities for students to explore natural, heritage and built features in Australia. The unit focuses on investigating and evaluating the significance of particular sites and places and what people value about them.

Unit Duration *Approximately 6–8 weeks*

Subject Matter Focus *In this unit, students learn about:*

- geographic terminology
- significant natural, heritage and built features in the local area, NSW and Australia, and their uses
- the location of major cities, rivers and mountains in NSW and of the capital cities in Australia
- management and care of features, sites, places and environments
- groups associated with places and features, including Aboriginal communities.

Implications for Learning *In this unit, students have opportunities to:*

- investigate and evaluate why particular natural and built features in Australia are significant, considering different points of view
- evaluate management plans and examine possible alternative plans for key features and sites in Australia
- locate and map their local area with reference to NSW, Australia and the world, using maps and globes.

Literacy Notes

This unit provides opportunities for students to explore factual descriptions, information reports, explanations, expositions and discussions.

The HSIE teaching strategies/practices in this unit include concept maps, retrieval charts, flow charts, computer databases, displays, learning games, mapping and diagrams.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Built Environments, Earth and Its Surroundings and Physical Phenomena strands.

Mathematics: Simple directions, constructing simple maps, investigating and describing grids, coordinates.

Creative and Practical Arts: Responses to the beauty and significance of the sites selected through visual art, music, drama and dance.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Posters, videos and tourist brochures of significant places in Australia.

Database software.

Internet sites: Australian Heritage Commission (<http://www.erin.gov.au/portfolio/ahc/ahc.html>) and Australian World Heritage Areas (<http://kaos.erin.gov.au/land/conservation/wha/auswha.html>).

A variety of maps of Australia.

Guest speaker, eg a Waterwatch representative, a member of the local Aboriginal Land Council.

Australia: You're Standing in It

Outcomes and Indicators

ENS2.5

Describes places in the local area and other parts of Australia and explains their significance.

- *locates and names the capital city of Australia and of each State/Territory, and major regional centres*
- *gives reasons why particular activities may be associated with particular natural, built and heritage features and places*
- *compares natural and built features, sites and places in their local area with other locations in Australia or the world*
- *describes how people can construct and modify environments in a manner that reflects ideas, culture, needs and wants*
- *locates and maps cities, rivers and mountains in NSW and uses locational terminology such as north, south, east, west*
- *recognises that Aboriginal nations and boundaries provide a way of understanding the Australian continent*
- *recognises Aboriginal place names for places in Australia.*

ENS2.6

Describes people's interactions with environments and identifies responsible ways of interacting with environments.

- *identifies issues about the care of places in the community or places of importance to them*
- *examines the effects of regulations, laws and practices associated with the management and care of natural and built features and sites*
- *evaluates the necessity of caring for and conserving a feature, site or place*
- *identifies the consequences of using features, sites and places in different ways.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: What's in Australia?

- Display posters, photographs and tourist brochures of different places in Australia. Discuss some of these places and other places in Australia that students have visited, heard about or read about, or would like to visit.
- Provide students with examples of maps in atlases and on broadsheets. Ask them to identify features and sites, eg cities, rivers, mountains, lakes. Ask the students why these places might be seen as significant. Discuss strategies used by students to determine significance. Construct a retrieval chart to record the significance of these places.
- Discuss Aboriginal Dreaming stories that record changes to the continent which have occurred over thousands of years, eg the formation of the Three Sisters.
- Have students do some pre-mapping exercises, eg following directions and drawing routes, exploring simple coordinates.
- Draw the four points of the compass on the school playground. Play games associated with compass points, eg 'Everyone stand to the north of Minh', 'Everyone south of me run to the tree'.
- Construct a large class map of Australia by locating State/Territory boundaries and capital cities. Point out Aboriginal place names and find the meaning, eg Canberra, Wagga Wagga.
- Model how to draw a sketch map of NSW. Indicate the compass reading. On the map, mark the location of the local area and examples of major rivers, mountains and cities. Check students' understanding of the four compass points by playing location games using a map, eg 'Find a river north of Sydney.' Have students independently construct their own map of NSW. ☆
- Encourage students to add rivers, mountains and towns to their maps as they are mentioned or viewed.

Learning Sequence 2: What a Site!

- Introduce the term 'site'. Discuss the fact that, as well as places, there are particular sites that are thought of as significant.
- Compile a list of significant sites in Australia. Discuss why students think these sites are significant and whether they think all people would agree. Ask students to think of reasons why a site may be thought of as significant, eg natural beauty, unique construction/design, risks taken to discover it, historical significance, spiritual significance, environmental significance. Discuss the special significance of Aboriginal sites, eg bora grounds, carved trees.
- Have students categorise these sites as natural, built or cultural. Then ask them to locate the selected sites on a map of Australia and to identify them as being close to particular significant places. ☆
- Choose enough sites/places in Australia so that everyone in the class has one to research. Have students undertake individual research on their selected site/place. Provide a range of resources. ☆

- During their research, have students record factual information about the site/place — State/Territory in which it is located, nearest city or town, why it is significant, nearest capital city, nearest river, nearest mountain, nature and number of visitors, major attractions, key features, ownership, maintenance, management, environmental impacts that have effected the site, how the site can be managed sustainably.
- Have students produce a tourist brochure encouraging people to visit their selected site/place, incorporating the specific information they have found. They should include a map, with the relevant geographic information, locating the site in Australia. A locality map could also be included. ☆
- Construct a class database using the information. Jointly determine the fields in the database, eg location, nearest city, number of visitors, major attraction, employees, maintenance.
- Use the database for group activities such as designing a tour to three places near Sydney or two sites near the Hunter River.
- Jointly design a board game to build students' general knowledge, eg a game involving picking up question cards along a road around and across Australia. Designated stops may be at the selected sites/places. Have students with expertise on a particular site/place write the questions and answers. ☆

Learning Sequence 3: What's in a Site?

- Draw a concept map that outlines the various views that people may have about a selected site, eg Aboriginal people may regard a site as having significance for family heritage/spiritual reasons, a real estate developer might see it as a good site for a development, a public works official might think of it as a good place for a road, a community group might want it for an entertainment centre or park.
- Invite a representative of a group involved in the preservation of the natural environment to talk to the class about development, eg a Waterwatch representative, a member of the local Aboriginal Land Council.
- Invite an alternative representative to talk about a new development in the local area and to give their reasons for supporting this development.
- Explain that development changes a site and that, over time, different decisions made by different people can mean that change has been constant.
- Middens are special Aboriginal sites where discarded shells from eating areas have accumulated over hundreds, even thousands, of years. They are important indicators of long-term Aboriginal occupation and land use. Ask students to imagine that a midden has been dug up on a significant site that they have researched. Discuss how this might change their feelings, and others' feelings, about the site.
- Ask students to consider the changes that may have occurred to their selected significant site over time. Have students draw a diagram to depict these changes. ☆
- Compare diagrams. Discuss the fact that certain sites are often maintained because they are more valued than others. Point to examples of where the significance of a site is contested.

Learning Sequence 4: To Change or Not to Change?

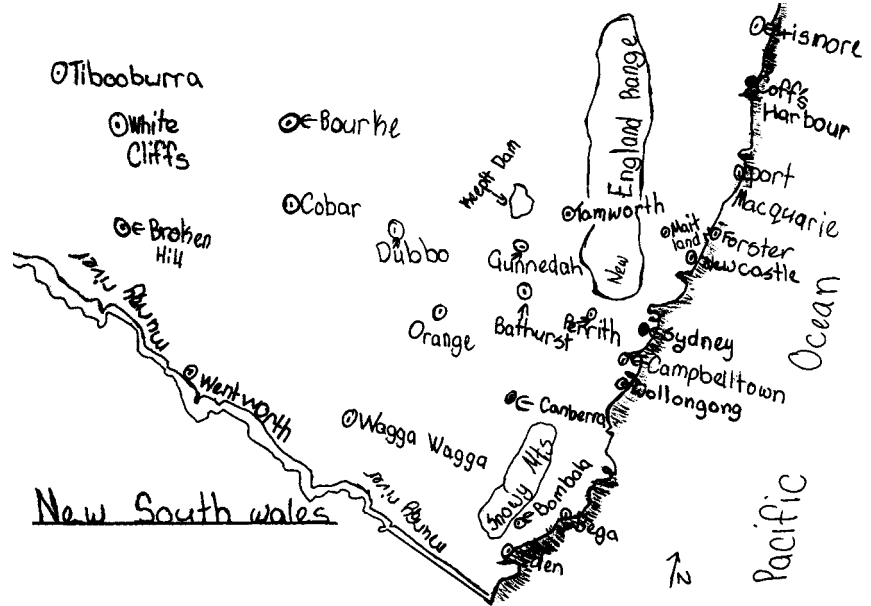
- Use information from organisations such as the National Trust and the Australian Heritage Commission to explain what heritage sites are and how places become listed as heritage sites.
- Return to the original list of significant sites/places. Identify which sites/places are heritage listed.
- Consider the heritage sites. Have students investigate groups associated with preserving these sites, such as the National Trust, the Australian Heritage Commission, the World Heritage Commission and the National Parks and Wildlife Service.
- Discuss places in the local area that might have heritage value. Ask students to list those which they would nominate for heritage listing, and why. ☆
- Discuss ways in which students can assist in caring for places. Jointly examine the pros and cons of such involvement. Have students develop action plans to assist in the preservation of a site.

Student Work Sample

Context

Students constructed freehand maps of NSW and located geographic features, including their own local area. They then presented their maps to the class, highlighting places and features that they had visited or researched.

- locates and names the capital city of NSW, and the major regional centres (ENS2.5)
- locates and maps cities, rivers and mountains in NSW and uses locational terminology such as north, south, east, west (ENS2.5)
- compares natural and built features, sites and places in their local area with other locations in Australia or the world (ENS2.5)



Where to from Here?

Have students find other class members who have visited or acquired information about the same places as themselves. Working in pairs, they could discuss these places and then design a flyer to advertise a particular place. Point out the features of maps, including the use of a key and the need to distinguish capital cities, large cities and other localities.

Student Work Sample

Context

Students studied Australian landforms, landmarks and heritage sites, locating each on a map. The importance of each site was brainstormed. Students discussed and listed ways in which each site could be preserved. This was recorded on a worksheet.

- names and locates natural, built and heritage features in their community and evaluates their significance (ENS2.5)
- identifies issues about the care of places in the community or places of importance to them (ENS2.6)
- evaluates the necessity of caring for and conserving a feature, site or place (ENS2.6)
- gives reasons why a specified feature, place or site should be cared for (ENS2.6)

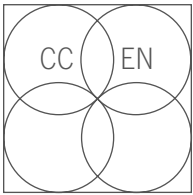
Heritage Sites - Australia By Casey.

The following is a list of sites that we feel should be listed by the Australian Heritage Commission.

Site Name	Location	Reason Why?	Preservation of Site.
Opera House	Sydney	It is an unusual design and has a different architecture.	Keep repairing it. No building other buildings near by so it is left on its own.
Harbour Bridge	Sydney	It is a symbol of Sydney. It joined both sides of Sydney together.	No knocking down or taking things off it, so it's there forever.
Barrier Reef	Queensland coastline.	Its coral, wildlife, fish and other plants.	No polluting on the coastline so when the tide comes in and washes it out to the Barrier Reef.
3 Sisters.	In the Blue Mountains N.S.W.	Fascinating rock formation.	Put some ads on the T.V.

Where to from Here?

Model the development of arguments through a jointly constructed exposition. Focus on the use of modal verbs and adverbs to persuade readers. Have students write letters to the Australian Heritage Commission, listing the natural and built features that they feel should be listed as heritage sites, presenting their arguments and seeking a response.



British Colonisation of Australia

This unit provides opportunities for students to explore issues related to Australia's original inhabitants, explorers before the British and the British arrival and occupation of Australia. The unit focuses on the evaluation of viewpoints about the consequences of British colonisation for people, groups and the environment, and on formulating informed opinions.

Unit Duration *Approximately 8–10 weeks*

Subject Matter Focus *In this unit, students learn about:*

- the voyage of James Cook in relation to colonisation and world exploration at the time
- the establishment of a British colony — aspects of life, significant people (including Arthur Phillip), achievements, events and places
- Aboriginal resistance to the establishment of a British colony — significant people (including Pemulwuy), achievements, events and places
- changes to people and places in the Sydney region as a result of British colonisation
- the contribution of people and groups from other countries to Australian heritage.

Implications for Learning *In this unit, students have opportunities to:*

- evaluate points of view about the consequences of British colonisation for people, groups and the environment, and formulate their own informed opinions
- consider how people they are learning about might feel/have felt by participating in activities such as role-play, drama
- ask questions and extract required details when searching a variety of information sources such as library databases and CD-ROMs for details about the lives of people in the Sydney region
- complete case studies of different people in the Sydney region following British colonisation.

Literacy Notes

This unit provides opportunities for students to explore literary and factual recounts, information reports and literary descriptions.

The HSIE teaching strategies/practices in this unit include mapping, jigsaw groups, brainstorming, timelines, matrices, consequence charts, databases and role-plays.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Creative and Practical Arts: Collages, 3D modelling, drawings, murals.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

The teacher-librarian for available primary and secondary sources that present various perspectives — texts, CD-ROMs, documents, letters, novels, biographies, autobiographies, paintings.

Encyclopedias such as *The Encyclopedia of Aboriginal Australia* (Horton (ed), 1994), *Australians: A Historical Library* (1987).

CD-ROM databases that include information on the First Fleet.

Extracts from videos and television programs that re-enact events of this time from various perspectives, eg *Babakeiria*.

An excursion to the historic sites associated with prior occupation and early British occupation of Sydney.

Aboriginal education consultant (government schools) or local Aboriginal Land Council, families of Aboriginal students, Aboriginal education workers, local Aboriginal Education Consultative Group (AECG).

British Colonisation of Australia

Outcomes and Indicators

CCS2.1

Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.

- *sequences significant events related to human occupation in Australia*
- *explains the roles played by significant people during the British colonisation of Australia as a penal colony*
- *describes some of the consequences of British invasion for Aboriginal peoples*
- *identifies the consequences of the assumption of terra nullius by the British Government*
- *describes the involvement of people and groups from other countries in Australia's heritage, including European and Asian contact and exploration*
- *describes aspects of ways of life and achievements in the early colony for male and female convicts and ex-convicts, the military and their families, officials and officers, Aboriginal people, free settlers*
- *refers to different viewpoints and perspectives on a significant historical event*
- *explains why terms such as 'invasion', 'occupation', 'settlement', 'exploration' and 'discovery' reflect different perspectives on the same event*
- *acquires and critically evaluates information from source material.*

ENS2.6

Describes people's interactions with environments and identifies responsible ways of interacting with environments.

- *identifies the consequences of using features, sites and places in different ways*
- *identifies issues about the care of places in the community or places of importance to them.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: Original Inhabitants – What Was Life Like for Aboriginal People Before British Colonisation?

Note: Refer to Information Sheet 1: 'The Eora' at the end of this unit.

- Explain to students that the Australian continent has always been multicultural. Before 1788, there were approximately 500 different language groups or nations. Current scientific understandings indicate that Aboriginal occupation dates back to between 50 000 and possibly 100 000 years before present (BP). Many Aboriginal people believe that they have always been here.
- Construct a timeline to represent 100 000 years, where 1 cm = 200 years. Five metres will represent what may be 100 000 years of Aboriginal occupation. Indicate that the last centimetre on this timeline represents the 200+ years since British colonisation.
- Using an Aboriginal languages map, point out the diversity of Aboriginal cultures in Australia. Jointly locate the Aboriginal language group for your local community. Find the names of the Aboriginal peoples who came from the area now known as Sydney.
- Explain to students that, over thousands of years of careful observation, Aboriginal people acquired an intimate knowledge of physical features of the land, animals, plants and people, and their interconnectedness. They managed the environment according to ancient laws and customs that are recorded in Dreaming stories. These stories describe ways of caring for the land as well as changes to the continent that have occurred over thousands of years, such as climatic and sea-level changes, volcanic eruptions and megafauna. Locally developed practices, such as construction of fish traps in rivers and the use of fire to increase new growth, increased biodiversity and maintained the food supply for small and sustainable populations of Aboriginal peoples throughout Australia.
- Have students investigate Aboriginal place names and food sources in the local area. ☆

Learning Sequence 2: Explorers before the British

- Before commencing this sequence students will need to be aware of the context of European colonisation. During the 17th and 18th centuries, sea-going European countries were expanding their power and wealth through the creation of colonies. This process, called colonisation, created new markets and provided resources for European economies. Exploration, eg da Gama's search for the Spice Islands, played an important role in colonisation.
- Have students, in groups, research early explorers of Australia and produce an information report on each, eg Jansz, Torres, Hartog, Thijssen, Tasman. ☆
- Using a map, have students indicate areas of Australia charted before Cook and have them use a string or tape to indicate from where these explorers journeyed. Discuss the evidence of this activity, eg trade relations between the Macassan people of Indonesia and Aboriginal peoples of the Gulf of Carpentaria and Arnhem Land, the Dauphin map.
- Refer to James Cook's voyage and have students map his route. ☆
- Have students examine excerpts from James Cook's diary and discuss his impressions of Australia's peoples and land features. Jointly view drawings of flora and fauna observed on the voyage.
- Explain the concept of terra nullius in the context of British recognition of Aboriginal peoples at the time. (In 1770, the British Government sent Captain James Cook to look for the Great South Land that was believed to exist somewhere in the Pacific Ocean. His orders were that, if it was uninhabited, he should claim it, but if there were people living there he should take possession of those parts of the country that the inhabitants agreed to. Even though Cook had encountered Aboriginal people, he claimed the east coast of Australia as a British possession as if the country was uninhabited or terra nullius. This decision was based on a different understanding of land management. Because he saw no fences or other features that indicated land management in European terms, Cook assumed that the land was unused. As a result, Aboriginal peoples did not have the rights to which other conquered people were entitled to under European law at the time.)

Learning Sequence 3: The British Arrival

- Jointly view videos, paintings or pictures that depict conditions in England before the First Fleet. Discuss why convicts were transported to Australia.
- Discuss and jointly map the journey of the First Fleet to Sydney Cove. What were conditions like for the various groups on board? What did they bring with them?
- Read the following extract, written by Watkin Tench on his arrival in Australia.
'... even at the harbour's mouth we had reason to conclude the country more populous than Mr Cook thought it, for on the Supply's arrival in the Bay on the 18th of the month, there were assembled on the beach of the south shore, to the number not less than forty persons, shouting and making uncouth signs and gestures.'
 Source: Tench, W, 1788: *Comprising a Narrative of the Expedition to Botany Bay and a Complete Account of the Settlement of Port Jackson*, T Flannery (ed), Text Publishing, Melbourne, 1996.
 Have students consider what Tench found surprising.
- Present other historical recounts to students concerning various aspects of colonisation. Prior to reading from the texts, have students suggest the problems that the various groups from the colony might have encountered (governors, convicts, soldiers, women, free settlers). Compare these suggestions with the indications from the recounts. Ask questions such as 'Who wrote the text?', 'Is the author writing a first-hand (personally seen/experienced) or second-hand (conveyed by another person) account?'
- Use a First Fleet database to acquire information about the first convicts, officers, soldiers and settlers that arrived in Australia.
- Have students independently research one of the convicts in preparation for an information report. A short factual recount could also be developed, including the reason the convict was transported, where they were sentenced, the length of their transportation, the ship they were transported on, their age and other statistics. Students could draw a picture of how this person may have looked and write a summary of the information gained, then locate this person on a class display of the ships of the First Fleet. ☆
- Brainstorm some questions that may arise as a result of the students' research, eg Were there more men than women on the First Fleet? Were there special ships that did not have convicts? If so, what did they carry? What age were most of the convicts? What occupations did most of the convicts have before being transported? For what reasons were most convicts transported? Where did most of the convicts come from (England or Ireland? London or the provinces?)? Were there particular ships for the different sexes?
- Have students, in groups, find answers to the questions generated and reflect on the nature of the data. Have students develop information reports as oral presentations. ☆
- Explain to students that history is recorded through primary and secondary sources. Lead them to understand that many incidents regarding Aboriginal people are missing from official accounts of Australian history. Very few records remain of the words or views of Aboriginal people at the time of contact. Ask students to think of reasons why this might be so, eg Aboriginal deaths, a selective recording of events, the oral nature of Aboriginal history. (One of the least-known aspects of Australia's history is the resistance of Aboriginal people to the British dispossession. Pemulwuy waged a guerilla war against the British for 15 years, yet, like many acts of Aboriginal resistance, his campaign was left out of official reports.)

- Ask students why they think there are few women's voices from this time.
- Have students consider the colonisation 'from the ship' and 'from the shore'. Discuss the following: Why do many Aboriginal people observe Australia Day as Survival Day? Do you think the British Government would have seen the establishment of the colony as an invasion? Have students consider the terms *discovered* and *explorer*. Do you think Aboriginal people would have used these terms to describe colonisation? How might they have seen it? ☆
- Explain to students that the British chose to establish their colony on the land belonging to the Cadigal clan of the Eora people, who called Sydney Harbour Tuhbowgule. Ask students to list changes to the environment that might have resulted from the construction of the colony, eg tree-felling, construction of buildings, roads and fences, depletion of local resources, introduced animals, land-clearing. As early as May 1788, food shortages among the Eora people were reported. Ask students to discuss and list the possible reasons for this. Explain that the Eora people were exposed to diseases against which they had no immunity. Coastal communities were decimated by smallpox epidemics. As the colony spread out from Sydney, Aboriginal peoples to the north and west of Sydney were forced to relocate away from their country. However, smallpox preceded the expansion of the colony and many Aboriginal people died before any contact with Europeans.
- Using the writings of the diarists at the time of colonisation, such as Cook, Phillip, Tench and Dawes, have students research the nature of contacts between Aboriginal people and the British (colonists, soldiers and convicts). Refer to Information Sheet 2: 'Diary Extracts from the Time of Colonisation' at the end of this unit.
- Have students, in groups, construct a matrix of the similarities and differences between the Eora people and the colonists. This might include food, housing, language, culture, belief systems, attitudes towards land, technology.
- Read the following extract by Surgeon White about a catch of fish that occurred in 1789.

'While the people were employed on the shore, the natives came several times among them and behaved with a cautious friendship. One evening while the seine was hauling, some of them were present and expressed great surprise at what they saw, giving a shout of astonishment and joy when they perceived the quantity that was caught. No sooner were the fish out of the water when they began to lay hold of them as if they had a right to them, or that they were their own; upon which the officer of the boat, I think very properly, restrained them, giving however to each of them a part.'

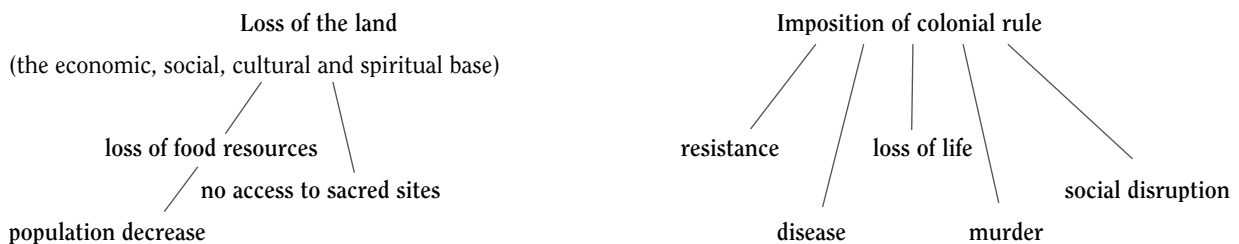
Source: White, J (1790), *Journal of a Voyage to New South Wales*, Angus & Robertson in association with the Royal Australian Historical Society, 1962.

- Explore this account with students: Why do you think the Aboriginal people thought that the fish belonged to them? What does this tell you about the British and Eora people's knowledge and understanding of each other's laws? Ask students to suggest other things that each may not have known about the other.

Learning Sequence 4: Consequences of British Colonisation for Aboriginal People

- Investigate the impact of British occupation on the Eora people of the Sydney region, and their response to it. Construct a consequence chart, eg:

CONSEQUENCES OF BRITISH COLONISATION FOR THE EORA PEOPLE



- Ask students to consider how these events might affect Aboriginal people today.
- If possible, visit a site such as Old Sydney Town or The Rocks, or view picture sets, to provide students with an impression of what the British colony would have been like.
- Investigate key people from the various groups associated with the early British colonisation — governors, settlers, explorers, convicts, women, soldiers, Aboriginal people. Use case studies of particular people to compare their life with others in the colony, eg Arabanoo, Bennelong, Elizabeth Macarthur, Francis Greenway, James Ruse, Richard Johnson, Lachlan Macquarie, Mary Reiby, Pemulwuy. ☆
- Have students reflect on life in the colony and consider the positive and negative aspects of living in early Sydney for the different groups. They could then represent this visually, perhaps using computer technology. ☆
- Explain to students that the dispossession of Aboriginal people occurred all over Australia in different ways and at different times. Locate information about the initial contact between Aboriginal people and the colonists in your local area, including the name of the language group, the year and nature of initial contact (eg Wiradjuri people, 1815 in the Bathurst area). Students should be helped to understand that where it is difficult to find information, it is because it is missing and not because contact did not occur.

Note: As an extension, teachers may wish students to examine the expansion of the colony, including the role of explorers such as Blaxland, Wentworth and Lawson, Hume and Hovell, Oxley, Sturt, Bass and Flinders.

Student Work Sample

Context

Students used a variety of source material, both primary and secondary, to acquire information about people on the First Fleet. Electronic databases were used to compile sufficient data for exploring the composition of the First Fleet population so that some conclusions could be reached. In this work sample, two students are working together, using the Internet, to acquire secondary information about a transported convict.

- *acquires and critically evaluates information from source material (CCS2.1)*



Student Work Sample

Context

Students drew impressions of 'contact' following consideration of colonisation 'from the ship' and 'from the shore'. Students then described their drawings, explaining aspects of their work such as the motivations behind the statements and actions of those depicted.

- *refers to different viewpoints and perspectives on a significant historical event (CCS2.1)*
- *explains why terms such as 'colonisation', 'occupation', 'settlement', 'exploration' and 'discovery' reflect different perspectives on the same event (CCS2.1)*



Where to from Here?

Have students return to the database/diaries to locate information about early contact between British and Aboriginal people. Point out grammatical features (such as noun groups, adverbs) in selected texts that indicate attitudes towards the Aboriginal peoples by diarists and others. Have students consider what the oral texts of Aboriginal peoples may have revealed had these been recorded.

Information Sheet 1

The Eora

Eora is thought to be the name of the Aboriginal language group who lived in the area now called Sydney. The Eora people called Sydney Harbour *Tuhbowgule* and Botany Bay was called *Kamay*. The valley in which the colony was established was known as Warrane and belonged to the Cadigal clan. For several reasons, but mainly due to the drastic decline in the local Aboriginal population due to disease and dispossession, only a very limited vocabulary of the Eora was ever recorded. Despite this, words still remain that give detailed information about plant and animal life in the area, weather conditions and geographical features. There are still words for concepts and feelings such as love (*ngubadi*), trust (*mari*), anger (*wurabata*), frightened (*bagarat*), ashamed (*wural*), sympathy (*mudjara*), and passionate (*gurura*). Several Eora words have found their way into Australian English, eg *dingo*, *gibba* and *woomera*. The word for ship was the same as the word for island.

The area around what is now known as Sydney Harbour was food rich. The Eora lived well on fish and shellfish. There was also a wide variety of available animals, like *gurungi* (wild duck), *mirral* (crested pigeon), *bunmarra* (lizard) and *bulada* (snake), plants, like the *midjuburi* (lilly-pilly), *guwigan* (wild cherry) and *midiny* (yam), and honeybees and *danganuwa*, a tasty worm found at the base of grass trees.

Men and boys fished with a variety of spears from the shores or from canoes, depending on the prey and the weather. Women fished with a line and hook and jagged for fish using oysters and shellfish as burly. The lines were made from the bark of the kurrajong tree, with a stone sinker and a shell hook. Both men and women used *nuwi* — light bark canoes. They fished during the day and at night, and would carry on board a small fire, which would repel insects, provide light and warmth, and could be used for cooking. They lived in huts made of branches and bark, or caves, and probably spent several months at one campsite. While they wore no clothing, they decorated their hair and adorned their bodies with head, neck and waist bands, body ochre and scarification.

Like other Aboriginal peoples, the Eora had developed a sophisticated and practical response to their environment so that they could sustain their small populations. Members of a clan were spiritually tied to a specific piece of land but were not restricted to it, and would travel for social and ceremonial reasons such as for initiation ceremonies or to a feast where a whale had beached itself.

The Eora had rituals for commemorating a person's death, indicating their understanding of the concept of the human soul or spirit. Young people were buried, while older people were cremated. Personal items were buried or burned with the bodies, showing a belief in an afterlife.

Urban development has destroyed many of the Aboriginal sites in Sydney, yet some still remain on the harbour and ocean foreshores. Middens are special Aboriginal sites where discarded shells from eating areas have accumulated. They are important indicators of long-term Aboriginal occupation and land use. In early Sydney, middens from the Cooks River were used for landfill and road bases.

Evidence of the artistic expression of the Sydney people can still be found today. Representations of animals, fish and familiar objects were drawn with charcoal and ochre on the walls of rock shelters. Stencil art — produced by using hands or objects (such as boomerangs) as a stencil and blowing pigment around them — can also be found. They also engraved images in the soft sandstone of the area, including animals, weapons and gigantic Dreaming figures thought to be Duramulun and Biame.

For more information, see *Towards a New Dreaming* (Clean Up Australia Ltd, 1995), 'Hunters and Fishers in the Sydney Region' (Kohen & Lampert, 1987, in D J Mulvaney & J P White (eds), *Australians to 1788*), *Our Land, Our People* (NSW Aboriginal Land Council, 1991), 'The Myth of Terra Nullius' (Butler et al, 1995, in *Invasion and Resistance: Untold Stories* (Board of Studies kit)), *Other Boundaries* (Plater, 1993), *1788: Comprising a Narrative of the Expedition to Botany Bay and a Complete Account of the Settlement of Port Jackson* (Tench W, in T Flannery (ed), 1996), *The Sydney Language*, (Jakelin, 1994).

The NSW Aboriginal Land Council says:

Any story about our people and our land must begin many thousands of years ago.

That was when the great Creator Biame put the sun in the sky and made the fish, birds, animals and our ancestors. Biame continues to guide us spiritually and in our daily life.

There was another visitor to Australia in those early days — the great Rainbow Serpent. She created the riverbeds, valleys, hills and mountains by threading her strong muscular body over our virgin plains. Rainwater gathered in the hollows and furrows, becoming rivers and lakes. Rich vegetation grew around the waterholes and our people and the animals flourished. Across the continent we traced, cut and painted the image of the Rainbow Serpent in the sand, on rocks and bark and in caves.

Source: *Our Land, Our People*, NSW Aboriginal Land Council, 1991.

Information Sheet 2

Diary Extracts from the Time of Colonisation

The following are selected extracts from the writings of the colony's diarists. Remind students that few words of Aboriginal people from this time were recorded (the final excerpt from Mahroot is an exception). Read the extracts, paraphrasing where necessary. Using the writings as a starting point, ask students to describe the nature of the interactions that occurred between Aboriginal people and the colonists. Ask them to consider why the different groups reacted to each other in the way they did.

... the musquet seems to be the only thing to keep them to awe ... that some have been killed by musquet balls, both at Port Jackson by our people and Botany Bay by the French, I have not the least doubt.

The natives were well pleas'd with our people until they began clearing the ground, at which they were displeas'd with them and wanted them to be gone.

William Bradley

Source: Bradley W A, *Voyage to New South Wales: The Journal of Lieutenant William Bradley RN of HMAS Sirius 1786-1792*.

In the year of 1789 they were visited by a disorder which raged among them with all the appearance and virulence of smallpox. The number that it swept off, by their own accounts was incredible. At the time a native was living with us; and on our taking him down to the harbour to look for his former companions, those who witnessed his expression and agony can never forget either ... the excavations in the rocks were filled with the putrid bodies of those who had fallen victim to the disorder: not a live person was anywhere to be met with.

David Collins

Source: Collins D, *An Account of the English Colony in NSW*, B Fletcher (ed), Reed in association with the Royal Australian Historical Society, Sydney, 1975.

The Indians for a little while after our arrival paid us frequent visits, but in a few days were observed to be more shy of our company. From what cause their distance arose we never could trace, as we had made it our study, on these occasions to treat them with kindness and load them with presents. No quarrel had happened, and we had flattered ourselves, from Governor Phillip's first reception among them, that such a connection would be established as would tend to be in the interest of both parties.

With the natives we were very little more acquainted than on our arrival in the country. Our intercourse with them was neither frequent nor very cordial. They seemed studiously to avoid us, either from fear, jealousy or hatred. When they met with unarmed stragglers they sometimes killed and sometimes wounded them.

Our first object was to win their affections and the next to convince them of the superiority we possessed; for without the latter, the former we knew would be of little importance.

These people seemed at a loss to know (probably from our want of beards) of what sex we were, which having understood, they burst into the most immoderate fits of laughter, talking to each other at the same time with such rapidity and vociferation as I had never before heard. After nearly an hour's conversation, by signs and gestures they repeated several times the word 'whurra', which signifies 'begone', and walked away from us to the head of the bay.

To prevent them from being plundered of their fishing tackle and weapons of war, a proclamation was issued forbidding their sale among us, but it was not attended to with the good effect which was hoped for from it.

Like ourselves, the French found it necessary, more than once, to chastise a spirit of Rapine and intrusion which prevailed among the Indians around the Bay.

Watkin Tench

Source: Tench W, *1778: Comprising a Narrative of the Expedition to Botany Bay and a Complete Account of the Settlement of Port Jackson*, T Flannery (ed), Text Publishing, Melbourne, 1996.

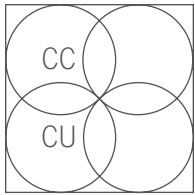
I now doubt whether it will be possible to get any of these people to remain with us, in order to get their language, without using force; they see no advantage that can arise from us that may make amends for that loss of the harbour in which we occasionally employ the boats in fishing.

Governor Phillip

Source: *Historical Records of NSW*, Vol 1, Part 2.

Well Mister ... all black-fellow gone! All this my country! Pretty place Botany! Little piccaninny, I run about here. Plenty black-fellow then, corroboree: great fight: all canoe about. Only me left now, Mister. Poor gin of mine tumble down and die. All gone! Bury her like a lady, Mister: all put in coffin, English fashion. I feel lump in throat when I talk about her: but I buried her very genteel, Mister.

Mahroot (so-called last man) of the Botany Bay tribe giving evidence about what had happened to his people to the NSW Legislative Council's Select Committee on the Aborigines in 1845. (For a full transcript, see Butler K, et al, 'The Myth of Terra Nullius', in *Invasion and Resistance: Untold Stories* (kit), Board of Studies NSW, Sydney, 1995.



Places: Then, Now and Tomorrow

This unit provides opportunities for students to investigate aspects of local history such as transport, housing, Aboriginal traditions, education, women and the arrival of different cultural groups. The unit focuses on historical inquiry and the ways in which information about the past can be gathered.

Unit Duration *Approximately 8–10 weeks*

Subject Matter Focus *In this unit, students learn about:*

- significant natural, heritage and built features in the local area, NSW and Australia, and their uses
- differing viewpoints about community heritage
- the contribution of people and associated places and events to community heritage, including knowledge of original Aboriginal nations and boundaries
- causes and effects of change in the local community and other communities
- changes to people and places in the Sydney region as a result of British colonisation
- continuing and changing roles, traditions, practices and customs in the local community
- environmental changes
- origins and backgrounds of people in the local community
- the diversity of groups within and between communities.

Implications for Learning *In this unit, students have opportunities to:*

- evaluate points of view about the consequences of British colonisation for people, groups and the environment and formulate their own informed opinions
- consider how people they are learning about might feel/have felt by participating in activities such as role-play, drama
- ask questions and extract required details when searching a variety of information sources, such as library databases and CD-ROMs, for details about the lives of people in the local community
- complete case studies of different people in the local community following British colonisation
- investigate aspects and versions of local history
- collect information about their school and local community through direct and indirect experiences, including interviewing members of the community.

Literacy Notes

This unit provides opportunities for students to explore information reports, recounts and procedural recounts.

The HSIE teaching strategies/practices in this unit include brainstorming, mapping, matrices, timelines, concept maps, retrieval charts, diagrams, family trees, guest speakers and artefacts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Built Environments and Living Things strands.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Local historical societies for information about community history. If they have a museum, visit it and plan an appropriate excursion itinerary.

The local Aboriginal Land Council.

The local Aboriginal education consultant (government schools), AECG or Aboriginal education worker.

An Aboriginal language map of NSW.

The local council or shire library.

The local paper for relevant archives.

Members of the local community for possible interviews.

Websites such as: Local Government and Shires Association of NSW (<http://www.lgsa.org.au/index.html>), Councils on the Web (<http://www.algin.net.au/cnlist.htm>), The NSW Heritage Office (<http://www.heritage.nsw.gov.au>).

Texts such as *My Place* (Wheatley & Rawlins, 1987).

Places: Then, Now and Tomorrow

Outcomes and Indicators

CCS2.2

Explains changes in the community and family life and evaluates the effects of these on different individuals, groups and environments.

- *identifies the contributions of significant people and events to local community heritage*
- *collects and uses primary and secondary sources to investigate the history of their community*
- *explains why some natural and built features in the local area are heritage sites and why they are valued*
- *demonstrates an understanding that different groups may have different points of view about changes in the local community*
- *compares different versions of local history, beginning with the Aboriginal community that lives/lived in the area*
- *identifies the effects of change on different individuals and groups in the local area*
- *identifies the effects of change on the environment*
- *identifies continuing and changing roles, practices, traditions and customs of men and women in the community*
- *listens to life stories of Aboriginal people*
- *uses historical language when referring to source material*
- *distinguishes between primary and secondary source material when acquiring information*
- *compares their local history with that of another local area*
- *discusses Aboriginal place names.*

CCS2.1

Describes events and actions related to the British colonisation of Australia and assesses changes and consequences.

- *sequences significant events related to human occupation in Australia*
- *investigates the local area to identify the peoples who originally lived there and those who live there now*

CUS2.3

Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.

- *examines the different perceptions that people living within a community have of that community*
- *identifies some customs, practices and traditions of their local community, beginning with Aboriginal people*
- *gives some reasons why their local community is different to others and why it is of value and should be respected.*

Learning Experiences

Key assessment opportunities are marked: ☆

Note: Before visiting Aboriginal sites, contact local Aboriginal Land Councils or national parks to seek permission and to ensure correct protocols are observed.

Learning Sequence 1: The Lives of Aboriginal People in the Local Area Prior to 1788

- Jointly investigate pre-contact Aboriginal trade routes and their importance within Australia.
- Discuss and determine the boundaries of the local community to be studied. Locate the local community on maps of NSW and Australia. Draw a map of the local community, pointing out particular features, eg streets, supermarkets, fields, schools. Jointly develop a key for the map. Compare this map with an earlier map of the same area (this may be only 10 years earlier or may be 200 years earlier).
- Discuss and determine the Aboriginal boundaries of the local community. Discuss the significance of hills, trees, rivers etc.
- Investigate the remnant native vegetation of the community. A local botanical garden or local council may have examples or may be able to recommend a guest speaker. Discuss, if applicable, Aboriginal names for flora.
- Ask students to consider how Aboriginal people may have lived in the area before European occupation. Have students look for animal and plant life that may have provided food. Have students consider the preparation of this food without stoves or microwaves.
- Discuss students' responses to questions such as: Could you survive if there were no shops or dams? Can you drink the water that runs off the roof? Why or why not? Can you drink the water in the local creeks or streams? Why or why not? What would life have been like before buildings, roads, cars, electricity?

- Contact local Aboriginal families, the Aboriginal education consultant or AECG to assist in building students' field knowledge of the lives of the original inhabitants of the local area. Ask how the ways of the past connect with contemporary life.
- Construct a matrix to record the information provided. Have students identify categories to organise their information, eg food, clothing, moral codes, shelter, leisure, beliefs. ☆
- Discuss and compare changes and continuities in the lives of Aboriginal people in the local community. Record this data, eg on a retrieval chart or matrix. ☆

Learning Sequence 2: Lives of Older People in the Local Area and Connections to the Past

- Listen to stories of the local Aboriginal community. (Contact an Aboriginal education consultant or the AECG.) Have students reflect on what the stories tell about Aboriginal people's way of life, beliefs and significant sites.
- Invite older members of the community to express a range of views and experiences about aspects of their life in this community. Have students prepare interview questions and ask the interviewee for permission to record the conversation. Topics could range from the location of things in the community, eg the first house, the horse paddock, the bus stop, women's roles, school days, kinds of work, transport, clothes, farming techniques, office practices, factory workings, food, washing and sewing, shopping, early vegetation, early personalities, significant events and water quality.
- Have students develop timelines and/or role-plays based on the information provided by the guest speakers. ☆
- Brainstorm ways to add additional information. (Invariably, oral histories are not complete sources of information. There are things that people do not remember and recounts are not always accurate.) Provide opportunities for students to use other sources of information (including other oral histories) to consider with the information they have already acquired.

Learning Sequence 3: Evidence of Past Lives in Natural and Built Features

- Visit an Aboriginal site in your area or region. Have students write an information report to explain its importance.
- Visit built heritage sites in your community. Have students draw outlines of the various architectural styles. Jointly search buildings for signs of when they may have been built. What were these buildings made from? Why? What other clues can be observed to help ascertain the period of construction? Have students photograph statues of people of note in the past community.
- Have students make line drawings of the shape of the natural landscape. Ask them to suggest which aspects of the natural environment have been there for a long time. Identify why remnant vegetation is vital to biodiversity within the local area. Note the names of streets and buildings that may provide information about the early history. Have students draw details of ironwork and other decorations on heritage buildings.
- Visit a historic cemetery. Determine beforehand which tombstones are of particular interest. Ensure that students are away from any areas used for present-day burials. From headstones, students can find occupations, life spans, popular names and details of catastrophes that have occurred in the local community. Prior to the visit, ensure that students are briefed about safety issues and sensitivities when visiting a cemetery.
- Provide texts (such as old magazines available from your local library or archives) so that students can explore advertisements as guides to the way of life in the past in your community. Jointly compare everyday utensils, such as irons, depicted in these old advertisements with those depicted in contemporary advertising. Use library resources to encompass a number of stages in the development of these utensils.
- Jointly examine old photographs. If the photographs are of places, try to organise a class visit to some of these sites now and take photographs for comparison. Examine these using questions, eg How is this place different to the past? What evidence is there of change? Can you find out when change occurred? What might have prompted the change? What might the people in the photograph have done? How have the changes affected the people in the old photograph? How do we find out what the people who lived through these changes might have thought about them? Locate sites of photographs on maps. The information gained can be organised in a variety of ways, eg concept maps, retrieval charts, diagrams, timelines. ☆
- Create a class museum of community artefacts from the past. Invite community guests to view and comment on them.

Learning Sequence 4: Other Evidence of Past Lives in the Local Area

- Arrange class visits to museums, historic homes or sites (include Aboriginal sites after consultation with the Aboriginal community) in your community, especially ones that provide opportunities for students to interact with artefacts and experience the ways of life from the past.
- Jointly compare aspects of your local community history with the history of another community. This can be a community that the students are communicating with in another part of Australia or the world.
- Have students independently develop a history of the local community. Copies can be placed in a time capsule, school library or local library, or the local historical museum. Brainstorm the strengths and weaknesses of students' histories. Ask: What evidence did you find? What evidence couldn't you find? What areas would you like to pursue in a follow-up study? Have students include these observations in their histories for future historians to ponder. ☆

Student Work Sample

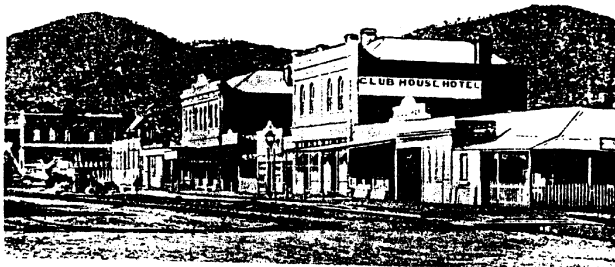
Context

After viewing three photographs of Tamworth in 1881, 1936, and 1976 — taken from the same camera angle and location — students discussed, compared and researched the changes that had occurred and the implications for members of the community. They investigated why particular buildings remained, inquiring into the factors behind heritage decisions. This student listed changes and continuities observed and researched.

- explains why some built features in the local area are heritage sites and why they are valued (CCS2.2)
- collects and uses primary and secondary sources to investigate the history of their community (CCS2.2)
- identifies the effects of change on the environment (CCS2.2)

NOW And THEN By Daniel

1881



The Club House Hotel was built in Brisbane St. in 1881. later it became known as the Good Companions Hotel. Many people use it now. I think Tamworth has changed dramatically with electric street lights and traffic lights in the street.

1936

In 1936 The Regent Cinema had balconies which people lived in. Now they have been made into two more screens as well as the two Downstairs. In 1888 Tamworth got its first street lights. This gave Tamworth the name City of light.



In 1976 Tamworth had tar roads and concrete paths. Also Tamworth got upstanding lights. You can see the tops of the two Mountains only, because of the increase in Buildings and the height of them.



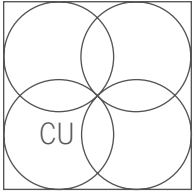
1976

NOW - Now Tamworth has four Cinemas and the Club House Hotel is now the Good Companions Hotel or the (Goodies).

Photographs: Brisbane Street, Tamworth, 1881, 1936, 1976 from *City on the Peel*, Roger Milliss, AH & AW Reed, 1980. Reprinted courtesy Tamworth Historical Society.

Where to from Here?

Have students examine the various buildings/sites in their community and identify those that they consider to be significant. They should justify their selections by presenting reasons for their choices and ways in which they could support the preservation of the selected buildings/sites. Model proofreading skills to check for spelling and punctuation.



People and Their Beliefs

This unit provides opportunities for students to explore major religions and belief codes. The unit focuses on how these religions and belief codes influence individuals and groups.

Unit Duration *Approximately 8–10 weeks*

Subject Matter Focus *In this unit, students learn about:*

- the diversity of groups within and across communities
- languages spoken within communities, including the original Aboriginal languages spoken in the local community
- places of religious and spiritual significance in the local community, including the special relationship of Aboriginal people to the land
- traditional and religious stories about significant people and entities of major community religions
- major customs and celebrations of religious and other community groups.

Implications for Learning *In this unit, students have opportunities to:*

- observe life in the community, looking for shared and diverse characteristics such as languages, spiritual beliefs, religions, traditions, customs, symbols
- describe the lifestyle and experiences that relate to their own cultural, linguistic and belief systems and compare these with other groups
- identify the characteristics they have that make them a part of their own cultural or religious group
- discuss who is seen to be valued in their community and why
- make informed judgements about who and what they value in their community and present these judgements in various ways.

Literacy Notes

This unit provides opportunities for students to explore recounts, description, information reports and narratives. The HSIE teaching strategies/practices in this unit include performances, developing retrieval charts and displays.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Creative and Practical Arts: Appreciation of religious artworks, dance, music, songs, chants.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Parents/caregivers, who should be informed about the subject matter of the unit.

Written texts or video footage of people whose beliefs and actions have influenced others' lives, eg Mother Theresa, Ian Kiernan, Eddie Mabo; a copy of *The Rainbow Serpent* (Oodgeroo, 1988) and several other examples of the Dreaming; copies of children's literature, poems or songs that instruct or provide a message, eg *Sadako and the Thousand Paper Cranes* (Coerr, 1981), *The Lorax* (Dr Seuss, 1972).

The teacher-librarian, to identify written texts, picture sets or videos that describe, simply, beliefs and customs of the Dreaming and three or four major religions.

Excursions to sacred places or places of worship, open to the public, in the community; interviews with a range of religious adherents.

A class visit from someone in the community whose beliefs influence their work or lifestyle.

The Internet, e-mail and written texts for information about others' beliefs.

People and Their Beliefs

Outcomes and Indicators

CUS2.3

Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.

- *identifies some of the community groups that people can belong to*
- *identifies major world religions*
- *identifies diverse customs, practices and symbols shared by their local community and all communities within Australia*
- *examines the different perceptions that people living within a community have of that community*
- *identifies some customs, practices and traditions of their local community, beginning with Aboriginal people*
- *gathers information about the roles, symbols and practices of some community groups*
- *listens to and retells traditional, religious and ethical stories that relate to their local community*
- *gives some reasons why their local community is different to others and why it is of value and should be respected*
- *identifies major community religions and places of religious significance in their local community, eg temple, church, synagogue, mosque.*

CUS2.4

Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.

- *gathers information and explains the various lifestyles and experiences that different groups have within communities in Australia*
- *examines the different viewpoints that people might have about cultural, linguistic and religious issues that arise in their local community and in other communities*
- *describes different ways in which citizens can value and respect others, eg acknowledging that people have the right to hold differing viewpoints*
- *examines religious groups and forms of spirituality in the community*
- *gathers information about, and participates in, local community celebrations*
- *recognises examples of systemic unfairness, eg discrimination based on religious belief.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: Initiate the Unit

- Read or jointly view texts about someone whose religious or spiritual beliefs influenced the lives of students or others, eg Mother Theresa. Read or view texts about someone whose environmental or human rights beliefs influenced the lives of students or others, eg Ian Kiernan, Eddie Mabo. Investigate: What is a belief?
- Discuss each person's beliefs and what they did/do as a result of these beliefs.
- Have students list anything that they, or members of their family, do that is important to them and is based on a belief. They should identify, if possible, whether it is a religious belief or a belief in a particular cause or issue. They could then share their lists in groups. ☆
- Make it clear that the students will be investigating how beliefs influence people's lives. Explain that they will be investigating some religions, as well as beliefs that people have in causes or issues. Brainstorm with students the possible sources of information that they could use. ☆

Learning Sequence 2: Religious Beliefs – What Are Some Major Religions and Their Beliefs?

- Have students investigate three or four case studies of major religions or beliefs, eg Buddhism, Christianity, Hinduism, Judaism, Islam. Have students include Aboriginal beliefs in their case studies (see the Board of Studies website under 'HSIE K–6 Resource List' for references to investigate the different religions).
- Read or present some texts from the Dreaming, including *The Rainbow Serpent*.

Note: The Dreaming has different meanings for different Aboriginal groups. The Dreaming can be seen as the embodiment of Aboriginal creation, which gives meaning to everything — the essence of Aboriginal belief about creation, spiritual and physical existence. It establishes the rules governing relationships between the people, the land and all things for Aboriginal people.

- After each text, have students identify and record what was created in the Dreaming and by whom, any special or sacred places that are identified and any laws that Aboriginal people should follow, eg:

Dreaming	What was created?	Who created this?	Did this spirit identify any sacred places?	Did the spirit give rules for how to live?
<i>The Rainbow Serpent</i>				

- After several examples of the Dreaming, ask students: Who are the sacred beings in the Dreaming? Why do you think there are a variety of these? Which purposes are being achieved? Discuss and clarify students' responses to develop understandings about the Dreaming. ☆
- Discuss: What sorts of rules, laws and/or guidance do the spirits give Aboriginal people? Be aware of rules and/or laws determined by gender.
- If possible, arrange for an Aboriginal person(s) to: visit the class to tell a text from the Dreaming that is important to them; talk about the way the Dreaming explains creation and gives laws for how Aboriginal people should behave; explain how Aboriginal people are connected to the land and living things through their totems; and explain special ceremonies or times of the year that may be associated with the Dreaming. Allow students to ask the visitor questions.
- Share texts that explain the Dreaming, totems, sacred ceremonies, and religious practices of various Aboriginal peoples today.
- Have students create a drawing from a Dreaming story and write a few sentences to explain the drawing, whether it connects with any rules for behaviour and how people might learn these rules in special ceremonies. ☆
- Display the drawings and annotations and discuss the role of the Dreaming in the lives of Aboriginal peoples. Assist students to generalise about the Dreaming: 'The Dreaming tells ...'.
- Have students investigate the other chosen case studies and gather information from a variety of sources: excursions to sacred places or places of worship (be aware of restrictions to/in some sites); interviews with religious adherents; videos, picture sets, print-based and electronic texts. The students' experiences of the diversity of religions in Australia should be extended, even though the diversity within the local community may be limited. Have students present and display their information. ☆
- Develop a retrieval chart based on information acquired:

Religion	Some major beliefs or stories	Sacred place(s)	Special ceremonies or times of year	Some laws or rules for how people should behave

Learning Sequence 3: Comparing Religions – How Are Religions Similar and Different?

- Refer to the retrieval charts and the displays for all the religions studied, including the Dreaming. Jointly list the similarities, eg 'All religions provide rules or laws for how people should live', 'All religions have special ceremonies', 'All religions have sacred places'.
- Ask students whether they think all followers of a religion observe its rules and laws to the same degree. Students should reflect on the information they acquired in Learning Sequence 2 as well as their own experiences. Discuss students' responses. ☆
- Have students refer to the retrieval charts and the displays for all the religions studied, including the Dreaming, to list the differences, eg 'The religions have different sacred places', 'Each religion has some beliefs that are different to the others.'
- Provide students with a profile of an adherent of one of the studied religions, eg Wafaa, who is a follower of Islam. In groups, have students discuss how they would behave to show respect and sensitivity to that person and their religion if they were to visit their sacred place. Ask the groups to present their ideas. Repeat for another studied religion. ☆
- Have groups of students develop displays that represent an aspect of a religion. The displays could include: a model of the site of worship with followers of the religion in attendance and following a custom; diagrams of symbols and artefacts significant to the religion; a diorama of a custom or ritual associated with the religion. Ensure that students are sensitive to particular customs or practices in which the religion places restrictions on who or what can participate in, or represent, the custom or practice. Have groups present their displays. ☆

Learning Sequence 4: Effects of Beliefs on Behaviours – How Do Other Beliefs Affect What People Do?

- Read texts that contain a peace or environmental message, eg *Sadako and a Thousand Paper Cranes*, *The Lorax*. Jointly listen to songs or read poems that have similar messages.
- Discuss the messages in the texts, songs or poems and identify the beliefs that the authors may have.
- Conduct class interviews with a variety of people from the community whose beliefs influence their work or lifestyle, eg charity workers, WIRES representatives, vegans, social activists. Information could be acquired by arranging visiting speakers or by contacting organisations by letter, fax or e-mail.
- Have students develop a description of one of the people interviewed performing their work or daily task, focusing on the beliefs that influence this person. ☆

Learning Sequence 5: Reflection and Culmination

- Have students review the interviews and experiences they have had in order to discuss beliefs that are important to them. Each student could then create a collage or montage to express beliefs that are important to them and which influence their daily life. ☆
- Display the collages/montages to demonstrate the diversity and richness of beliefs in the class.

Student Work Sample

Context

Student groups researched world religions, based on a set of inquiry questions. They acquired information from various sources, then presented their information about each religion on a single sheet. This work sample is a student's contribution to the class file of information.

- identifies major world religions (CCS2.3)
- examines religious groups and forms of spirituality (CUS2.4)

Religion —

Hinduism

Some major beliefs or stories —

This is how Ganesh got his elephant head. Once there was a Queen who wanted someone to guard her house while she was having a bath. So she made a clay boy out of her dirt on her skin. She asked the statue to her house. When the statue was minding the house the husband came but the statue wouldn't let him in. The husband cut off his head. They put an elephant's head on the boy and
 Sacred place — that is how the God got his head
A rather one is the temple
A sacred place is the shrine.

Where to from Here?

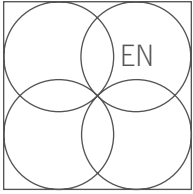
Develop a class database from students' work. Model proofreading skills to identify errors in spelling and punctuation. Add selected words to this student's personal spelling list (eg once, want). Use familiar narratives as models to identify and label orientation, complication and resolution.

Special ceremonies or times —

The September parade for the elephant God

Laws for how people should behave —

They want people to be better people.



State and National Parks

This unit provides opportunities for students to explore issues, values and attitudes associated with the establishment of State and national parks. The unit focuses on case studies of state and national parks in NSW and Australia.

Unit Duration *Approximately 7–9 weeks*

Subject Matter Focus *In this unit, students learn about:*

- significant natural, heritage and built features in the local area, NSW and Australia, and their uses
- groups associated with places and features, including Aboriginal people
- management and care of features, sites, places and environments.

Implications for Learning *In this unit, students have opportunities to:*

- investigate and describe natural, heritage and built features in their community using direct and indirect experiences
- give their opinion of how and why they value features in their community, through spoken and written discussion
- compare the features of their own community with those of other communities by using source materials such as written and visual texts and bookmarked sites on the Internet
- locate and map their local area (with reference to NSW, Australia and the world) and its features, sites, places and environments
- evaluate current uses of their local environment and consider possible future uses and issues
- investigate and evaluate why particular natural and built features in Australia are significant, considering different viewpoints
- evaluate management plans and examine possible strategies for alternative plans for key features or sites in Australia
- acquire information and express a view about Australian, Asian and global environmental issues
- participate in events and activities to promote environmental awareness and care of the environment.

Literacy Notes

This unit provides opportunities for students to explore descriptions and information reports.

The HSIE teaching strategies/practices in this unit include recorded observations, note-taking and retrieval charts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Built Environments and Living Things strands. The unit 'Our Australia'.

Mathematics: Developing graphs, tables.

Personal Development, Health and Physical Education: Individual choices, safe practices.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Source materials that include factual and literary texts, websites, posters and photographs that relate to Australian parks and care of natural environments, especially in your local area.

Local Aboriginal organisations, to find out about Aboriginal land and land management practices. If possible, obtain the map 'Aboriginal Australia' (available from the Australian Institute of Aboriginal and Torres Strait Islander Studies).

Visits from State or national park employees to discuss their job descriptions and park management practices, or contact through some other means, eg e-mail, fax, letter.

The Environmental Defender's Office for information on environmental laws.

Local environmental organisations.

An excursion to a local State or national park. Encourage students to make their own visits and record their own observations.

Materials about parks in other countries and World Heritage sites in Australia and in other parts of the world.

State and National Parks

Outcomes and Indicators

ENS2.6

Describes people's interactions with environments and identifies responsible ways of interacting with environments.

- *identifies organisations concerned with the care of features, places and environments in the community*
- *examines the effects of regulations, laws and practices associated with the management and care of natural and built features and sites*
- *gives reasons why groups are associated with a feature or site, eg Streamwatch, National Trust*
- *evaluates the necessity of caring for and conserving a feature, site or place*
- *presents alternatives and consequences of using features, sites and places in particular ways*
- *identifies the viewpoints of others regarding how sites, places and features can be cared for, and demonstrates an appreciation of the rights of others to have these viewpoints*
- *gives reasons why a specified feature, place or site should be cared for*
- *compares uses of environments in Australia with uses outside Australia*
- *recognises that Aboriginal people have a special relationship with the land and sea*
- *plans a strategy for caring for a particular place.*

ENS2.5

Describes places in the local area and other parts of Australia and explains their significance.

- *names and locates natural, built and heritage features in their community and evaluates their significance*
- *gives reasons why particular activities may be associated with particular natural, built and heritage features and places*
- *compares natural and built features, sites and places in their local area with those in other locations in Australia or the world*
- *compares ways in which members of the community use features of the community to meet their needs*
- *recognises the importance of some Aboriginal land and water management practices*
- *uses geographical terminology to describe natural and built features in their community*
- *locates and maps national parks in NSW and uses locational terminology such as north, south, east, west.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: State and National Parks

- Read or jointly view literary texts about being in a park or going camping, or about some other experience of a natural environment. Talk about the text and relate it to students' experiences. Show images of national and State parks and talk about students' experiences of parks. Ask questions such as: Have you ever been to a park? What is a park? What sorts of things can you do there? What can't you do? Why do they have rules in a park? Why do we have parks?
- Collect information under the headings: 'What We Know about Parks' and 'What We Would Like to Know about Parks'. Jointly plan what the students need to find out about parks and determine how they should undertake their inquiry. Assist students to acquire the information they need. Suggest the use of the Internet, libraries, field study centres, environmental organisations (eg Streamwatch), heritage organisations (eg National Trust), Aboriginal organisations (eg land councils), the National Parks and Wildlife Service or individuals who work in parks such as rangers. Encourage students to write letters and send e-mails and facsimiles to organisations and individuals.
- Have students share visual and written texts and other resources about parks. They could then complete a retrieval chart about what all parks have in common and how they are different.
- Provide maps of NSW and Australia that show the location of national and State parks. Ask students to find information about: the number of parks, reserves and refuges that have been set aside in Australia; their location; their purposes; the names of State and national parks.

- Discuss how loggings of old-growth or ecologically mature forests would affect the ecosystem of a State or national park. Discuss ecologically sustainable timber industries based on secondary forests and plantations.
- Ask students to locate and identify particular parks, using questions such as: Which is the largest park? Which parks have desert environments? Which park is surrounded by a city? Which park is closest to our local area? Which parks have Aboriginal sites?
- Display the information that the students find.
- Complete a class case study of a park. It could be a local park or another of your choosing. If possible, organise an excursion to the park or make contact with park administrators.
- Have students formulate questions that they can ask people who work in the park: What do they do? How do they manage the park? What people go there? What activities are available? What are their responsibilities towards the care and conservation of the park's environment? What are the rules of the park? Students will need to record their observations and answers and pool the information in a retrieval chart.
- Jointly construct a written description using the information that has been gathered and display it along with diagrams, photographs and sketches. ☆
- Invite representatives of the local Aboriginal community to come and talk about their view of land management practices, Aboriginal sites that exist in the park, correct behaviour when visiting Aboriginal sites, and the value of the park or other lands around the local area.
- Read and view texts about parks in other countries. Compare them with the local park or other State or national parks in Australia.
- Provide opportunities to look at local heritage sites and World Heritage sites in Australia and in other parts of the world. Briefly look at what these areas are and why they are of value.

Learning Sequence 2: Rights, Roles and Responsibilities

- Talk to students about the rules people need to consider when visiting a park. Write up these as Do's and Don'ts. Ask questions such as: Why do the parks have rules? What would happen if there were no rules? What are our own responsibilities when we visit a park? How do the things left behind (rubbish) effect the native plants and animals living in the park? Ask them to design a poster illustrating an important rule. ☆
- Provide opportunities for students to find out about the rules in State and national parks and parks in other countries.
- Organise for the school playground to become a 'park'. Pose questions for the students to consider, such as: Which areas would need to be locked away and conserved? What would the rules be to protect this environment? What environmentally friendly activities would there be for visitors? Who would work in this park and what would their duties be? What would be the rights and responsibilities of the visitors to this park?
- Look at environmental laws that give legal protection for threatened species (both animals and plants) and native vegetation. Discuss why these laws exist and what could happen if they did not exist.
- Ask the students to decide on a management plan, including rules, for the school playground 'park', and to develop and display posters of 'Park Rules' in the playground. Provide an opportunity for students to have a Park Day when they manage the playground like a park, assigning themselves duties and organising the visitors and possible activities.

Learning Sequence 3: Putting It All Together

- Ask students to design posters advertising a park, reserve or refuge that particularly interests them. They will need to include: 1) how to get there (including a map); 2) hours it is open; 3) tours available; 4) accommodation available; 5) food and meals available; 6) activities available and times they are available; 7) areas in the park; 8) rights and responsibilities of visitors and workers; 9) protected animals and plants; 10) rules of the park; 11) unique opportunities within the park environment. ☆

Student Work Sample

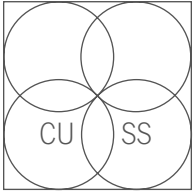
Context

After viewing photographs and a video about national parks, students were asked to design a concluding segment that would include rules about caring for national parks. Students contributed to a joint discussion on how national parks can be protected and preserved while still enabling people to visit them. An extensive set of rules was developed, which students then selected from to construct their own poster.

- examines the effects of regulations, laws and practices associated with the management and care of natural features (ENS2.6)
- plans a strategy for caring for a particular place (ENS2.6)

*Where to from Here?*

Have students, in pairs, choose a State or national park and investigate its regulations, laws and practices. Students could devise a checklist of points for the ranger to use to ensure these are being obeyed. A list of consequences for people who don't obey these regulations, laws and practices could then be developed.



Living in Communities

This unit provides opportunities for students to explore the diversity of different communities within Australia. It examines the characteristics of a community that contribute to its identity as well as the diversity of communities that contribute to an Australian identity.

Unit Duration *Approximately 8–10 weeks*

Subject Matter Focus *In this unit, students learn about:*

- the origins and backgrounds of people in the local community
- the diversity of groups within and across communities
- easily recognisable symbols used by the local community
- languages spoken within communities, including the original Aboriginal languages spoken in the local community
- places of religious and spiritual significance in the local community, including the special relationship of Aboriginal people to the land
- traditional and religious stories about significant people and entities of major world religions
- major customs and celebrations of religious and other community groups
- goods, services and facilities in communities.

Implications for Learning *In this unit, students have opportunities to:*

- collect information about their school and local community through direct and indirect experiences, including interviews with members of the community
- observe life in the community, looking for shared and diverse characteristics
- reflect on contributions made by individuals, families and other groups in the community
- discuss who is seen to be valued in their community and why
- make informed judgements about who or what they value in their community and present these judgements in various ways, including in written and spoken texts such as expositions and discussions
- describe the lifestyle and experiences that relate to their own cultural, linguistic and belief systems and compare these with other groups
- identify the characteristics they have that make them a part of their own cultural or religious group
- consider examples where individuals and groups are treated unfairly
- participate in activities that encourage positive relationships between members of their school and with other members of their local community
- evaluate systems that have been designed to meet community needs.

Literacy Notes

This unit provides opportunities for students to explore descriptions, discussions and expositions.

The HSIE teaching strategies/practices in this unit include note taking, mapping, interviews and developing retrieval charts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Built Environments strand.

Mathematics: 3D models, grouping, graphing.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Resources and texts about communities, eg *Nikki's Walk* by Jane Tanner, including the local community, communities in Australia and those in other areas of the world; maps and directories, travel brochures, postcards and guide books; material about the different cultures, traditions, practices, customs, celebrations, religious practices and places of religious and spiritual significance within communities.

Traditional, Dreaming and/or religious stories that relate to your community.

Information and source material about events celebrated by people in your community, eg Australia Day/Survival Day, Anzac Day, Chinese New Year, NAIDOC, Easter, Passover, Feast of Eid.

Resources about the original Aboriginal languages in your local area and, if possible, in other areas. The map 'Aboriginal Australia' (available from the Australian Institute of Aboriginal and Torres Strait Islander Studies) is a useful guide. The NSW Aboriginal Land Council can also assist with language information.

Living in Communities

Outcomes and Indicators

CUS2.4

Describes different viewpoints, ways of living, languages and belief systems in a variety of communities.

- *describes the cultural, linguistic and religious diversity of communities in Australia*
- *gathers information and explains the various lifestyles and experiences of different groups within communities in Australia*
- *examines the different viewpoints that people might have about cultural, linguistic and religious issues that arise in their local community and in other communities*
- *describes different ways in which citizens can value and respect others, eg acknowledging that people have the right to hold different viewpoints*
- *examines religious groups and forms of spirituality in the community*
- *gathers information about, and participates in, local community celebrations*
- *recognises examples of systemic unfairness, eg discrimination based on race, skin colour, language, religious belief, gender.*

SSS2.7

Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.

- *examines the goods and services provided within the community and by community organisations to meet needs*
- *describes ways in which people cooperate with and depend on one another in their work*
- *describes ways in which people obtain goods and services in the local community*
- *identifies some ways in which religious and/or belief systems operate to satisfy needs.*

CUS2.3

Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.

- *identifies some of the community groups that people can belong to*
- *identifies diverse customs, practices and symbols shared by their local community and all communities within Australia*
- *examines the different perceptions that people living within a community have of that community*
- *identifies some customs, practices and traditions of their local community, beginning with Aboriginal people*
- *gathers information about the roles, symbols and practices of some community groups*
- *listens to and retells traditional, religious and ethical stories that relate to their local community*
- *identifies major community religions and places of religious significance in their local community, eg temple, church, synagogue, mosque*
- *locates and identifies evidence of the languages used in their local community, beginning with the original Aboriginal languages*
- *identifies the advantages and disadvantages of living within a community.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: Places

- Read and view texts about community life. Ask questions such as: Who lives there? What were the special places? What sort of buildings were there? How were those buildings used? What did the people do? What sort of people lived there? In what ways is our community different? In what ways is it the same?
- Organise for students to complete personal maps of an area of their community with which they are familiar, where they spend most of their time, or which gives meaning to their lives, eg their home, a sports oval, the local park, a religious/spiritual site, an area of the bush, a favourite shop, a popular meeting place. On the map, they could record what they do there and how they get there. Have students share their maps and discuss the significant people who share this familiar area with them.
- Provide opportunities for the students to observe their community, eg ask students to observe what they see and then ask questions such as: What buildings are there? What happens in them? How old are they? What used to happen in some of these buildings? Which buildings do people live in? Which buildings do people work in? What people can they see? What are they doing? Where do people meet? What other areas are there? What happens there? What signs and symbols can you see? Ask them to list their observations and complete retrieval charts. Have them photograph places and aspects of community life, including people, buildings, streets, parks/open spaces, other special places. Label and display these. ☆

- Discuss the places that people need to live, work and enjoy life in their community. Ask students to look again at the retrieval chart and think about grouping the places and buildings depending on the needs (and wants) of people. List their suggestions, eg places that keep us healthy, help get us food, places we use for leisure, for transport, for education, for law enforcement, places of religious or spiritual significance, places for communication. Provide map outlines of the local community and ask student groups to locate the places in their community that provide for their needs (and wants). ☆
- Consider how different places and areas are used by different groups, eg community/church hall, oval, doctor's surgery, shopping mall/centre, public garden/park.
- Discuss how the students' community caters for the needs of people. Consider existing services and how people obtain access to facilities, eg through mail catalogues, visitation, home delivery, appointments, advertising. Ask students to gather information about community services for isolated, frail or disabled people, eg the Flying Doctor Service, Meals on Wheels.
- Find out about charity organisations that use paid and unpaid workers to cater for community needs, including religious organisations such as St Vincent de Paul and other organisations such as the Red Cross and the CWA. Invite guest speakers to talk about how they provide access to community facilities and the people that they cater for. Organise excursions, if possible, to visit these services and organisations.
- Provide opportunities for students to help a voluntary organisation within their community.
- Organise for students to complete a mural showing community needs and the related facilities. They could draw their own pictures and cut out magazine pictures. They will need to group the pictures and label the mural. ☆
- Read and jointly view texts about different communities, including urban and rural communities and communities from other countries. Talk about places in these communities, how they are used and by whom, and how they cater for needs and wants.

Learning Sequence 2: Celebrating

- Discuss events that have recently occurred in the local community. Ask students to interview family and other community members about the events that occur regularly. Organise students to gather information from local newspapers, the Internet and public notices, including posters, about events that are happening now. ☆
- Have students list and categorise the events that have occurred this year and those which will be occurring. Display this information as a calendar or some other type of retrieval chart.
- As each event occurs, the students should consider how and why their family celebrates the event, how their school celebrates it and how other cultures in the local and wider community, including other countries, celebrate it (eg Blessing of the Fleet, Chinese New Year, Halloween). Consider events that have national significance for Australians but are not celebrated in other countries (eg Australia Day/Survival Day, Anzac Day). Provide opportunities to discuss why a significant event is celebrated, and the value of events, their traditions and customs to community life. Discuss how taking place in celebrations makes an individual feel like they belong to a family or group.
- Have students research information about an event they have attended recently. They should use libraries and interview relevant people about the origins of this event, why it is celebrated and why it is valued. They will need to consider their own opinion of the value of the event and, finally, present their information as a written or spoken discussion. ☆

Learning Sequence 3: Community Life

- Read texts and organise visitors to present oral recounts and narratives that relate to the local community. They could be traditional texts from different cultures, from the Dreaming and religious stories. Discuss how they relate to people and groups who live in the community and to community life. Provide opportunities to dramatise some of these. ☆
- Provide opportunities for students to find out about the original languages spoken by the local Aboriginal group, as well as languages spoken by other cultural groups within the local community. Provide opportunities for students to learn songs and expressions in these languages (where appropriate).
- Ask students to think about their life in their local community. Read texts (including poetry) and jointly view visual texts (including interviews) about community life. Discuss how people feel about living in their community. Provide opportunities for students to express how they feel and to reflect on their own life in the community.
- Discuss how students can be involved in community action groups such as local environmental groups. Students could write to local councils to find out about existing groups and current strategies for environmental action.
- Organise for students to communicate with students in another school in Australia or overseas. They could ask these students to describe where they live, the community facilities available, their home and home life, places they go to, their activities, groups they belong to, why they like or don't like living in their community and what improvements they would make if they could. ☆

Student Work Sample

Context

Students interviewed family members about the events that occur in their community. This information was used to complete a retrieval chart/calendar, along with information from newspapers, radio, posters and the Internet, giving details about each event.

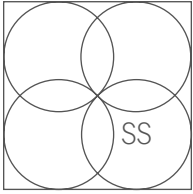
- gathers information about local community celebrations (CUS2.4)

By Toby

EVENTS IN CENTRAL COAST			
Event	Date	Venue	Details
STEAM FEST.	21-5	MAITLAND	Where there is a festival where steam trains get together on show.
SURF TO CITY	2-8	GOSFORD	Where people swim from the surf and go to the city.
BRITISH CAR DAY	16-8	Berkeley Vale	where it is a show with all British cars.
WHITE ROSE DAY	23-8	The world	To Remember about Princess Diana.
JEANS FOR GENES	7-8	Australia	To raise money for childrens di seasas.
CAROLS BY CANDLELIGHT	19-12	Graham Park	Where people sing songs by candlelight.
MOTOR SHOW		MT PENANG	Where cars are on display.
ANZAC MARCH	25-4	CENTRAL COAST	People march down The Hi way.
ORCHID FESTIVAL	8/9-8	Gosford showground	ORCHIDS ARE on display.
Easter Show	Apr. 1	Homebush Bay	It is like a festival.
New Years Eve	31-12	Terrigal	Fireworks are being displayed.
Elvis Festival	16-8	Mingara	People dress up like Elvis.
Daffodil Day	21-8	Australia	where people raise money for sick children.

Where to from Here?

Use the data collected by students to develop a class database. This information could then be reviewed and discussed by groups, with a focus on events considered to be significant by all, some, or a few. Model proofreading skills to check for spelling and punctuation.



Who Will Buy?

This unit provides opportunities for students to explore the goods and services that provide for needs and wants and the responsibilities of producers and consumers. It explores the changes that have occurred and the influences of technology.

Unit Duration *Approximately 8–10 weeks*

Subject Matter Focus *In this unit, students learn about:*

- goods, services and facilities in communities
- contributions of paid and unpaid workers and voluntary organisations in the community
- services and contributions made by community organisations and groups
- consumer and producer rights and responsibilities.

Implications for Learning *In this unit, students have opportunities to:*

- use flow charts and diagrams to demonstrate connections between elements of systems that provide goods and services, and explore consequences when elements change
- evaluate systems in their community that have been designed to meet community needs
- examine the contribution of paid and unpaid services in the community to community life
- consider their responsibilities within and towards a community system of goods and services
- be aware of, and reflect on, changes to the provision of goods and services.

Literacy Notes

This unit provides opportunities for students to explore information reports, descriptions, explanations and procedural recounts.

The HSIE teaching strategies/practices in this unit include flow charts, retrieval charts, concept maps, interviews, moral dilemmas and labelling.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Mathematics: Notions of profit and loss, prices, change, measurement units used to sell goods, wholesale and retail prices, specials, shopping lists, using calculators, estimating, money, 3D models.

Science and Technology: Content from the Products and Services strand.

Personal Development, Health and Physical Education: Positive relationships between consumers and producers.

Resources

The Board's website (<http://www.boardofstudies.nsw.edu.au>) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Spoken, written and visual texts about shopping and shops. Include examples from other countries in the world as well as different cultural communities in Australia.

Resources for a class 'business', including plastic money, uniforms and possible 'goods'.

Who Will Buy?

Outcomes and Indicators

SSS2.7

Describes how and why people and technologies interact to meet needs and explains the effects of these interactions on people and the environment.

- *identifies the components of a system that provides goods and services and how the components need to interlink*
- *examines a variety of systems that have been designed to meet needs in communities and identifies the advantages and disadvantages of their use, eg sewerage treatment works, postal system, electricity system*
- *examines possible consequences if a system changes in some way, eg if components are missing or break down, if technology improves*
- *explains the changes to a system over time and the advantages and disadvantages of these changes, eg shops, market gardens*
- *examines the goods and services provided within the community and by community organisations to meet needs*
- *makes statements about the social and environmental responsibilities of producers and consumers*
- *describes how changes in technology have affected lifestyles and the environment, eg media technologies*
- *identifies the different technologies involved with monetary exchange.*

SSS2.8

Investigates rights, responsibilities and decision-making processes in the school and community and demonstrates how participation can contribute to the quality of their school and community life.

- *explains the processes involved in civic action within the community*
- *investigates current community issues*
- *investigates consumer rights and responsibilities.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: The Need to Shop

- Provide opportunities to investigate the students' basic needs, as well as their wants, for food, clothing and housing. Ask them to complete a retrieval chart that distinguishes between food, clothing and housing needs and wants.
- Have students investigate the possible sources for satisfying needs and wants, eg shops, farms, factories, home produce, community organisations, government organisations, and complete a retrieval chart.
- Discuss the importance of shopping as a means of satisfying needs and wants. Jointly compile a list of a variety of shops, then have students complete a concept map that categorises the list in some way. ☆
- Organise for students to gather information from newspaper and magazine advertisements about buying and selling and to categorise these according to needs and wants, goods and services.
- Organise for students to interview adults and friends about the importance of shopping in their lives. Jointly formulate questions such as: How often do you visit a local shop? What items do you buy most often? What is bought in different shops? How far would you go to buy something you need?
- Organise for students to interview elders (eg grandparents, senior citizens) about how they used to shop when they were younger, and the changes that have occurred: Which changes are they happy about, and which ones would they rather had not happened? What changes in technology they have observed (eg the growth of shopping centres and malls, the use of bar codes, credit cards, EFTPOS)?
- Jointly construct retrieval charts that categorise the differences between then and now. Discuss the advantages and disadvantages of shopping then and now. Ask students to predict future developments. ☆
- Jointly complete a concept map that will demonstrate ways of characterising and distinguishing between shops, other businesses associated with goods and services, local council offices and other community organisations, eg the veterinary practice, a factory, the council chambers, the CWA, local Aboriginal organisations. ☆

- Encourage students to use a variety of sources and resources to write information reports about shopping in other communities/other countries. ☆
- Ask students to investigate what can be, or is, produced at home and ways of 'shopping' that do not involve money, eg subsistence farming, bartering, cooperatives. Investigate bulk buying.
- Ask students to investigate different options that provide for needs (community organisations, government), especially for people who cannot pay for goods or services.
- Pose a moral dilemma about obtaining goods that you might need, such as food or clothing, when you don't have any money. What options would be available and which options would be fair or unfair? Ask students to form opinions about options for people.

Learning Sequence 2: Doing Business – Shops and Services

- Ask students to investigate and write a description of a local shop, including: why the shop is located where it is; the layout; shop design; location of furniture and equipment; stock available and stock control; packaging, storage and display; methods of delivery; use of technology; repair needs and methods; energy use; people who work there; customers and customer service; typical purchases and methods of payment; wholesale and retail prices of different products.
- Provide opportunities for students to observe the location of shops in the local area, locate them on a directory, map them or make a 3D model. Ask them to label the shops according to type. Ask them to consider the differences, similarities, advantages and disadvantages of shopping locally instead of in a large central shopping centre, and complete a retrieval chart. To gather information, they will need to interview consumers and formulate questions such as: Which shops provide for your preferred method of purchase (eg EFTPOS, credit card, account, cash, cheque)? Which is the most convenient location? Which packaging would you prefer? What customer service provides best for your needs? ☆
- Discuss and jointly design a 'shop/business': establish a shop management team; make decisions about what stock to use and where to get it; plan procedures for obtaining stock; decide how to attract customers, store, display and package the stock; decide on the allowable methods of purchase.
- Visit a supermarket, a shopping centre or a market and ask students to observe and pose questions for people who work there about how the system works. Questions they could ask are: Who works here? What are their roles? Where does the produce come from? How is it delivered? What type of produce is there? How does the selling of goods work? Do you advertise? What happens when you have specials or sale periods? How do your customers buy goods? What can go wrong? What happens if the system breaks down in some way? What happens if a delivery doesn't arrive or industrial action taken by your suppliers? What happens if there is a disaster such as a fire or a flood? When do you have to call the police? Ask students to prepare a checklist to record their observations and answers.

Learning Sequence 3: Where Do the Goods Come from?

- Organise students to gather and present information to show the production and distribution of food. They will need to formulate and answer questions such as: Where do the goods come from (eg dairy, orchard, factory, home garden, market garden)? Are they natural or processed? How are they prepared for distribution (eg refrigeration, cleaning, packaging)? Where are they processed? Where are they stored before they go to the shop (eg a warehouse)? How are they delivered? ☆
- Have students visit the school canteen and interview the people who work there. They can complete flow charts on how the food/produce gets to the canteen and where it comes from. They should investigate the roles and responsibilities of the canteen staff. They could also investigate how 'green' the canteen is, eg reducing waste, conserving energy. ☆

Learning Sequence 4: Responsibilities of Consumers and Producers

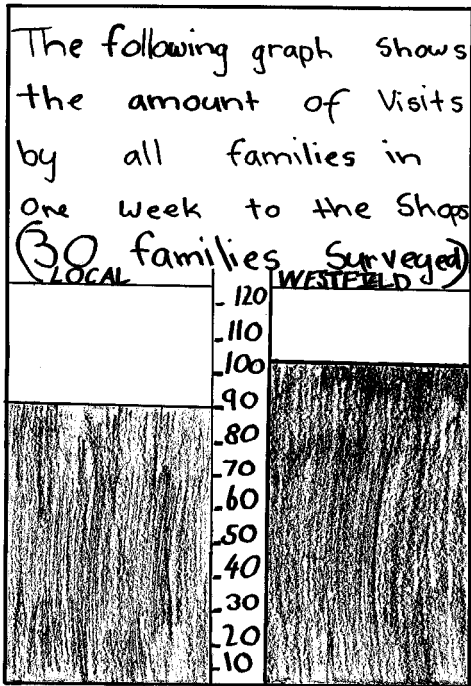
- Have students investigate issues that relate to energy use, care of the environment, waste management and the responsibilities of consumers and producers. Ask them to provide alternative plans of action in situations where there is obvious misuse. ☆

Student Work Sample

Context

Students surveyed adults at home about where they preferred to shop, and why. The results were collated, then graphed. Students made generalisations about their findings and determined common reasons for the choice of shopping area.

- explains the changes to a system over time and the advantages and disadvantages of these changes (SSS2.7)
- examines the goods and services provided within the community (SSS2.7)
- describes how changes in technology have affected lifestyles and the environment (SSS2.7)



People like shopping at the **LOCAL** shops because:

1. Handy.
2. Less distance to go. (Quick)
3. Familiar with shops.
4. Shopkeepers know you.
5. Less crowded.
6. Products are easier to locate.
7. Park at the door.
8. Less stress.
9. Less products, choice is easier.

LOCAL

People like shopping at the **WESTFIELD** shops because:

1. Greater variety of shops.
2. Cheaper - Sales - Bargains.
3. More products.
4. More shops to compare prices.
5. Other services/amenities.
6. More pleasant surroundings.
7. Greater space.
8. Undercover parking.

WESTFIELD

Shopping in the 90's

From our class survey on the shopping habits of our families, the following generalisations have been made.

- Shopping at the local shops is faster and friendly.
- If you want a better deal, 'Westfield is the place to go.'
- 'Westfield' offers more than just shopping.

Where to from Here?

Arrange to visit the manager of a shopping centre to find out how it operates, including the range of services offered. Have students compile a list of questions they will need to ask to obtain relevant information. They could then consider the services offered in the light of their original findings about community preferences.