



A historical overview: Old Country, New Country



This topic, presented in video format, provides an overview of Aboriginal history in Western Australia from the Dreaming to Reconciliation.

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
		✓	✓

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
	✓					✓	

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
		✓	✓	✓

DISTRICT

This lesson has been developed by teachers in the following district:
Midlands

TOPIC INFORMATION

PURPOSE

- To provide an opportunity for students to view a video highlighting aspects of Aboriginal life from the Dreaming to Reconciliation.
- To provide an opportunity for students to appreciate various forces that have shaped Aboriginal people and their lifestyle since European Settlement.

STUDENT OUTCOMES

- Students become aware that every person has a right to receive care and compassion and have a life of dignity, free from harassment and discrimination.
- Students move towards understanding that cooperation and reconciliation are preferable to coercion and confrontation, especially in solving conflicts between groups or individuals.
- Students move towards understanding that each person has the right to a fair share of society's economic and cultural resources.
- Students recognize the cultural heritage of Australia, including Aboriginal sacred sites and archaeological cultural heritage, should be respected and maintained.





KEY BACKGROUND POINTS

In Perth, Noongar people believe the Darling Scarp represents the body of a Waugal – a snakelike being from the Dreaming that meandered over the land creating rivers, waterways and lakes. Noongar creation stories tell how the Wagyl created the Swan River.

The Avon River is a tributary of the Swan River, the catchment area (the size of Tasmania) of which covers a large portion of the wheatbelt. This connection between the two areas and the Dreaming helps Noongar people explain the way things were in traditional society. The non-Aboriginal invasion of Aboriginal land altered the traditional lifestyle of Aboriginal people leading to clashes between people and cultures. Today Australian people seek reconciliation and a path forward for all Australians.

Preview of the video: *Old Country, New Country*

You may divide the video into the following 8 sections:

- Dreaming / Creation Period
- Different Aboriginal Groups
- European Settlement
- Cultural Clashes between peoples
- Changing Lifestyle for Aboriginal People
- Government Regulations
- Land Rights
- Reconciliation

A brief summary of each section follows, however teachers are encouraged to make their own notes to emphasise areas they wish to cover with their students.

Dreaming / Creation Period

The Dreaming was a time of creation when life and nature began and the earth was formed.

Aboriginal people use story telling and oral history to pass knowledge from generation to generation.

Different Aboriginal Groups

Noongar: Aboriginal person from the SW of WA

Archaeology: Finding out about ancient people by examining what they have left behind.

Different artifacts found all over Western Australia suggest different lifestyles in different areas.

There were over 100 language groups in the state. Some are:

- Perth – Binjareb
- Broome – Yawouru
- Geraldton – Yamatji
- Albany - Mineng

European Settlement

1826 Albany Settlement.

1829 Swan River Settlement

British changed the Aboriginal lifestyle forever.

Cultural Clashes between peoples

Aboriginal people's concept of shared land enabled friendly relations at first to exist between Aboriginal people and settlers.

Cultural differences saw Aboriginal people and settlers come into conflict such as at the Battle of Pinjarra in 1834.

Aboriginal people had their own leaders (e. g. Yagan).





Changing Lifestyle for Aboriginal People

Many cattle stations were ruled as mini-kingdoms by non-Aboriginal owners who did not recognise Aboriginal Lands. They sometimes worked Aboriginal people as slave labour.

Guns and diseases, previously unknown in Aboriginal communities, were responsible for many deaths. They included:

- Small pox
- Measles
- Influenza
- Typhoid
- Common cold
- Chicken pox

Government Regulations

A Policy of Assimilation forced Aboriginal people to adopt the non-Aboriginal culture.

The **1905 Act** made the Chief Protector legal guardian of all Aboriginal People. They were moved from all over WA to the following missions:

- Mt Margaret
- New Norcia
- Beagle Bay
- Moore River

This was the beginning of the “Stolen generation”.

The Citizen Act in **1944** stated that Aboriginal People could apply for citizenship, in their own country, if they dissolved their native and tribal associations.

The Aboriginal Rights referendum in 1967 saw Aboriginal people gain the right to vote in elections.

Land Rights

In **1992** Eddie Mabo (a Murray Islander) won a long battle in the High Court of Australia. The doctrine of Terra Nulius was reversed. This paved the way for land rights hearings.

Reconciliation

The aim is to unite all people of Australia in harmony.

CULTURAL & PROTOCOL CONSIDERATIONS

If you have any doubt about how to present any Aboriginal cultural information to students, before proceeding, contact the DEO Aboriginal Education team, or a suitably experienced person at your school, for advice.

RESOURCES

Medium	Author, producer, developer etc	Title	Source
book	various	atlas	student purchases, class sets, or library copies.
video	Director: B Beaton, produced by Reel Images for DET, 1999	<i>Old Country, New Country</i>	distributed to all schools.





TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- student copies of **Learning Guide 1: A historical overview: *Old Country, New Country*** (teachers should modify this to reflect the emphasis they wish to cover in the video)
- student copies of **Learning Guide 2: Note-taking self assessment**
- writing materials
- video *Old Country, New Country*
- video player
- atlases

LESSON STEPS

You may choose to spread the following ideas over a series of lessons.

Preparation

- **Read** Key background points provided above.
- **Preview** the video and ascertain areas you wish to emphasize.
- **Modify** Learning Guide questions if required, and make copies.

Implementation

Whole class

- **Discuss** with students the lesson purpose (see above under 'Purpose' heading)
- **Explain** that the video *Old Country, New Country* provides an insight into many forces shaping the lives of Aboriginal people.
- **Distribute** student copies of **Learning Guide 1: A historical overview: *Old Country, New Country***.
- **Read** over what students are required to do. Note: there are PARTS A and B.
- **View** the video, with students taking notes using **Learning Guide 1: A historical overview: *Old Country, New Country***, PART A, as a guide.

Working in pairs

- Review the video by comparing notes and adding points missed.

Working in groups

Discuss the issues below and record ideas and opinions about them.

- **Respect** and concern for others and their rights.
 - Do you think that Aboriginal people received care and compassion from early non-Aboriginal settlers? Try to give examples to illustrate your view.
 - In the early history of non-Aboriginal settlement at the Swan River Colony, Aboriginal people's lifestyle changed. Did these people live a life of dignity, free from harassment and discrimination during this period?
 - Do Aboriginal people live a life of dignity, free from harassment and discrimination in today's world (2006)?
- **Social and civic responsibility**
 - Reconciliation: What is being done to facilitate reconciliation between the Aboriginal groups and the wider community?
 - The right of each person to a fair share of society's economic and cultural resources is recognised. Can we achieve social justice for all Australians?
- **Environmental responsibility**
 - The cultural heritage of Australia, including Aboriginal sacred sites and archaeological cultural heritage, should be respected and maintained. Do you think that we should understand the past? How does this understanding of the past help understanding of the present?





Whole class

- **Report** ideas back to the class, and discuss findings.

Working individually

- **Complete** PART B of **Learning Guide 1: A historical overview: *Old Country, New Country***.

Whole class

- **Draw conclusions** from your answers to PART B, and your discussion on matters related to issues of respect in relation to others and their culture, reconciliation and the need to acknowledge our cultural heritage.
 - Remember Aboriginal people were non-literate (no written language) and knowledge was transmitted mainly through oral means. Discussion was very important to them and this required the ability to both talk and listen.
 - Speculate about your classroom learning styles if there were no written materials.
- **Complete Learning Guide 2: Note-taking self assessment.**

ASSESSMENT

Focus on note-taking skills from a video source. Ask students to complete **Learning Guide 2: Note-taking self assessment**.

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LEARNING GUIDE 1: A Historical Overview: *Old Country, New Country* (page 1 of 3)

Student's name: _____ Date: _____

STUDENT OUTCOMES

- Students become aware that every person has a right to receive care and compassion and have a life of dignity, free from harassment and discrimination.
- Students move towards understanding that cooperation and reconciliation are preferable to coercion and confrontation, especially in solving conflicts between groups or individuals.
- Students move towards understanding that each person has the right to a fair share of society's economic and cultural resources.
- Students recognize the cultural heritage of Australia, including Aboriginal sacred sites and archaeological cultural heritage, should be respected and maintained.

COMPLETING THE TASK

PART A: Students view the video, making notes under key headings:

- Dreaming / Creation
 - Different Aboriginal Groups
 - White Settlement
 - Cultural Clashes
 - Station Conditions During Early Pastoral Period
 - Chief Protector and the Stolen Generation
 - Land Rights and the Mabo Decision of the High Court of Australia
 - Reconciliation
- Note taking is to be without consultation with peers.
 - On conclusion of the video students share information in pairs, to gain a more comprehensive coverage of information adding to their notes, as required.

New Country, Old Country – suggested note taking guide:

Dreaming / Creation Period

What was The Dreaming period for Aboriginal people?

Story telling and oral history pass knowledge from generation to generation. (YES / NO)

Different Aboriginal Groups

Who was a Noongar person?

What is archaeology?

Different artifacts found all over Western Australia suggest different lifestyles of Aboriginal people.

There were over 100 language groups in the state, some were:

Perth – Binjareb	Broome –
Geraldton –	Albany -

Can you add others? _____



LEARNING GUIDE 1: A Historical Overview: *Old Country, New Country* (page 2 of 3)

Student's name: _____ Date: _____

European Settlement

What settlements were founded in the following years?

1826 _____

1829 _____

With the new settlements in Aboriginal country, the British changed the Aboriginal lifestyle forever. (YES / NO)

Cultural Clashes between peoples

Aboriginal people's concept of shared land enabled friendly relations at first to exist between Aboriginal people and settlers. (YES / NO)

However, cultural differences soon saw conflicts develop between Aboriginal people and settlers.

Give examples:

These led to clashes like, the Battle of _____ in the year _____.

Aboriginal people had their own leaders. An example was _____.

Changing Lifestyle for Aboriginal People

Many cattle stations were ruled as mini-kingdoms by non-Aboriginal owners who did not recognise Aboriginal Lands. They sometimes worked Aboriginal people as slave labour.

Guns and diseases, previously unknown in Aboriginal communities, were responsible for many deaths. Aboriginal people had no immunity to the following diseases (complete the table):

Small pox		

Government Regulations

What was the Policy of Assimilation?

Describe the 1905 Act:?

Missions for Aboriginal people were established at the following places:

Mt Margaret			
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This was the beginning of the "Stolen generation". Describe this aspect of Aboriginal history.



LEARNING GUIDE 1: A Historical Overview: *Old Country, New Country* (page 3 of 3)

Student's name: _____ Date: _____

1944 The Citizen Act

This stated that Aboriginal People could apply for citizenship, in their own country, if they dissolved their native and tribal associations.

1967 Referendum Why was this important?

Land Rights

1992 Eddie Mabo (Murary Islander) won a long battle in the High Court of Australia. The doctrine of Terra Nulius reversed. This paved the way for land rights. Why was this?

Reconciliation

Define this idea.

- **PART B: Focus – assessing personal values.**

- Complete the following questions by placing a tick under the statement that best reflects your opinion.

1. Historically, Aboriginal people in Western Australia have had a life of dignity, free from harassment and discrimination.

Strongly Disagree	Disagree	Agree	Strongly Agree

2. Greater understanding of past events in relation to treatment of Aboriginal people will lead to using more understanding strategies like cooperation and reconciliation.

Strongly Disagree	Disagree	Agree	Strongly Agree

3. Historically Aboriginal people have not had a fair share of society's economic and cultural resources in Western Australia. Should all people receive equal consideration and distribution of our state's wealth?

Strongly Disagree	Disagree	Agree	Strongly Agree

4. Our cultural heritage determines who we are in today's world and who we may aspire to be in the future. Is it important for society to recognize our cultural heritage?

Strongly Disagree	Disagree	Agree	Strongly Agree

LEARNING GUIDE 2: Note-taking Self Assessment

Student's name: _____ Date: _____

Place a tick in the appropriate box to indicate effort you have made at note taking for the sections.

	Individual Note Taking Skill				Shared Notes	
	no notes taken on Learning Guide 1	less than half of required notes taken	more than half of notes taken, but some missed	all notes completed	added notes from partner	contributed to partner's notes
Dreaming / Creation Period						
Different Aboriginal Groups						
European Settlement						
Cultural Clashes between peoples						
Changing Lifestyle for Aboriginal People						
Government Regulations						
Land Rights						
Reconciliation						

Areas note taking I need to improve:

1. _____
2. _____
3. _____

Personal note taking skills

little or no effort	answered 1 question	made 2 or 3 contributions	contributed throughout

Partnership work

little or no effort	answered 1 question	made 2 or 3 contributions	contributed throughout

Class discussion contribution

little or no effort	answered 1 question	made 2 or 3 contributions	contributed throughout

In summary, my overall effort was: In summary, my overall effort was:

little or no effort	answered 1 question	made 2 or 3 contributions	contributed throughout

