# Illustration of Practice

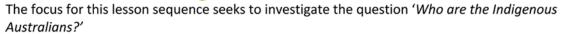


# Sharing our Indigenous nation

**Course: Year 7 History** 

**Title: Sharing our Indigenous Nation** 

# **Lesson Sequence Summary**



ACARA's (2010) organising ideas for Aboriginal and Torres Strait Islander histories and cultures will be revealed, extended and augmented through the use of .KML files, which allow students to add information and multi-media to place markers on Google Earth. Connections can be drawn between markers to create maps of journeys, or links between different locations. Information and multimedia is stored as a .KML file, which can be emailed to others to open in Google Earth. For more information about Google and KML files see Appendix A.

Students will create files on aspects of historic and contemporary Indigenous Australia to share with a class at a Canadian school, who will be doing the same project about Indigenous Canada.

Students are encouraged to research topics in which they are interested (ie. art, politics, history), thus unravelling an Indigenous Australia that has meaning to them. Students are also encouraged to explore a topic that can be mapped easily to show variations or movement through time and space of Australia's Indigenous people and culture.

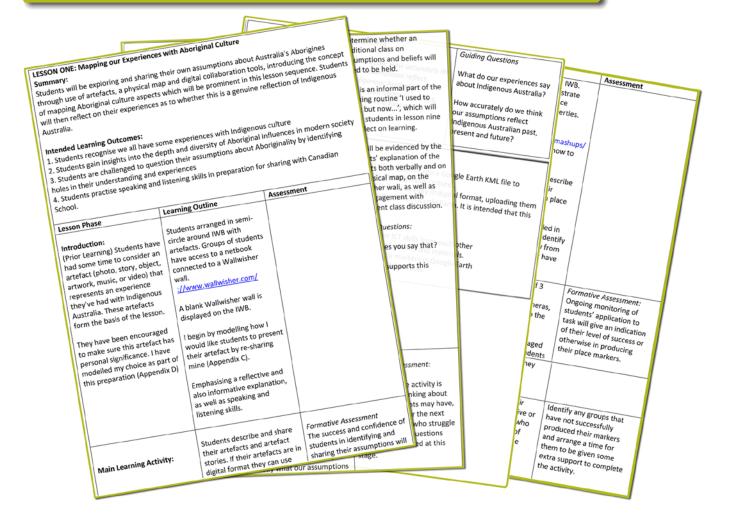
Student research will be collated to form a class .KML file which will be emailed to the Canadian class. This will then be followed by a lesson in which the two schools will share and teach their learning about their country's Indigenous cultures.

Throughout the unit each student will be encouraged to complete a reflective blog entry each lesson and to collaboratively construct a combined wiki together with the Canadian students.

### **Teacher reflection**

Sharing Indigenous culture internationally intends to bolster motivation and connection to understanding Indigenous Australia, as well as highlights the connections between Indigenous cultures globally, linking to a prior unit on global human migration.

	Overview	ICT features		
Lesson 1	Students will be	Interactive White Board Wallwisher	Use digital resources and tools to support a range of approaches to learning The teacher has considered a range of digital resources throughout the lesson	
	exploring and sharing their own assumptions about Australia's Aborigines through use of artefacts, a physical map and digital collaboration tools	Blogging		
Lesson 2	Digitizing artefacts into .KML files to create our first map 'Our experiences of	Scanner, camera, digitising techniques Google Earth Skydrive		ence to support and ge students.
	Indigenous culture'. Starting the wiki.	Html		
Lesson 3	Meet the Canadian students via a Skype conference. Share (some) questions they may have about the other country's indigenous people.	Wiki Skype Google Earth Dabbleboard		



# Lesson Three: Introduction to Canadian School & Wiki Commencement

#### Summary:

Students use a thinking routine to formalise assumptions and to help them understand that their experience of Aboriginal people is not necessarily a reflection of the whole.

Students then prepare to meet the Canadian students via a Skype conference. During this conference students will give the Canadian students a tour around the school grounds via Google Earth, and also learn about life at the Canadian school. Following this both schools will share (some) of their personal experiences of their country's indigenous people.  $\label{eq:condition}$ Students will have prepared questions for the other school about their indigenous culture. Each school will add these to the Wiki for later knowledge construction

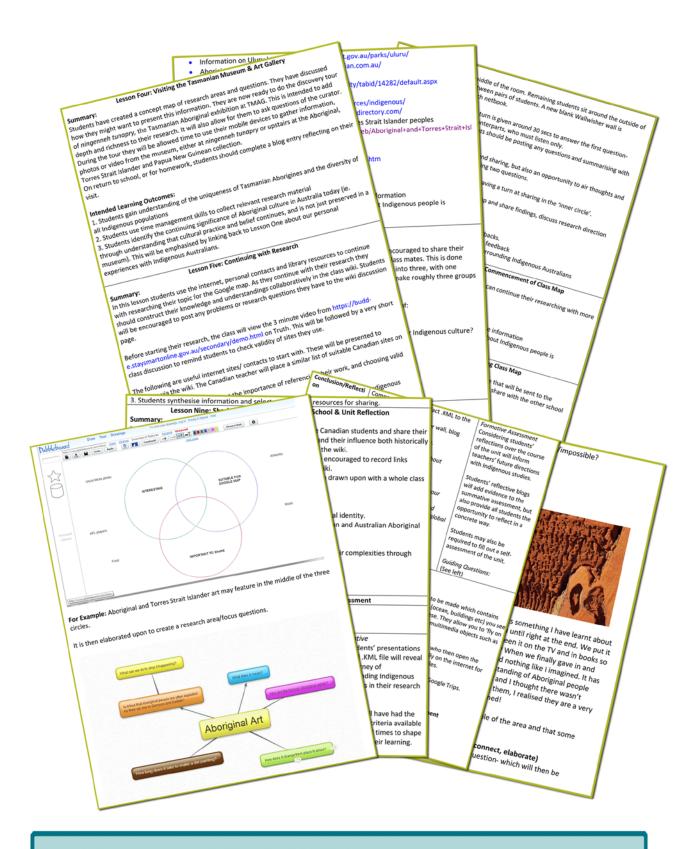
#### **Intended Learning Outcomes:**

- 1. Students use graphic organisers to reveal appropriate research questions and then use themto form the basis for a class wiki.
- 2. Students use speaking and listening skills to communicate online
- 3. Students gain appreciation of the international significance of our indigenous culture
- 4. Students gain insights into comparisons and contrasts between Canadian indigenous culture and Australia's
- 5. Students practise using a wiki for collaborative knowledge building.

Lesson Phase	Learning Outline	Assessment
	Students exchange names and lead a brief tour around each	Formative Assessment Speaking and Listening Skills
Introduction:	campus via Google Earth.	Communicating via ICT
Skype introduction to Canadian School	Students then exchange questions for the other school to add to their research ideas collection. These are added to the wiki during the conference.	Guiding Questions: How do you think adding these voices will change the picture of Aboriginality we are revealing?
		How are the Canadian assumptions the same or different?
		What new questions do we have about our Australian Aborigines?
	Reflecting on what we've	Formative Assessment
Main Learning Activity:	experienced of Indigenous  Aus. from last lesson and the	Students develop research questions.
Thinking Routine: Generate, Sort, Connect, Elaborate:	Skype meeting Set up a shared Dabbleboard (or similar tool) with a graphic organiser for each group. Generate: Around the outside of the graphic create a list of things we don't know about our Indigenous Australians- both their historic and contemporary culture. Sort: List into relevance by moving ideas into the graphic.  Connect: As a class what ideas are similar? On the IWB, create a class set of ideas using Dabbleboard Each group selects a research area/question. Elaborate: For each question create a new map and elaborate into further areas o study - or actual research questions. See Appendix D. Create a group concept map (Bubbl.us, wisemapping, dabbleboard) about their topic to flesh out research areas: places, people, stories, history, contemporary etc. Add to this: What different ways can we present this? Music, images (ie. photo masf or roll), book, poster, video, podcast, journeys)	research question- its suitability and depth.  Guiding Questions: What research areas have we got? Are there any important aspects missing?  What different and creative ways can we use to communicate the complexity of these research areas?
Conclusion/Reflection	Each student writes a blog entry describing their research question and how they plan to present their research.	

Select digital resources and tools that match curriculum content and teaching strategies

The teacher has incorporated collaborative ICT tools to promote cooperative learning as a strategy for delivering curriculum content.



# Teacher reflection

For the group sharing sessions I chose to use an Interactive Whiteboard and Wallwisher to enable all students to contribute and participate without interrupting the student speaking and the flow of sharing. Scootle was a valuable tool for accessing quality curriculum content in a format that was very accessible to students. Using personal mobile devices on the excursion gave students access and ownership of captured information.