

Sharing our Indigenous nation

Course: Year 7 History

Title: Sharing our Indigenous Nation

Lesson Sequence Summary

The focus for this lesson sequence seeks to investigate the question '*Who are the Indigenous Australians?*'

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.

Lesson Sequence Overview

	Overview	ICT features
Lesson 1	Students will be exploring and sharing their own assumptions about Australia's Aborigines through use of artefacts, a physical map and digital collaboration tools	Interactive White Board Wallwisher Blogging
Lesson 2	Digitizing artefacts into .KML files to create our first map 'Our experiences of Indigenous culture'. Starting the wiki.	Scanner, camera, digitising techniques Google Earth Skydrive 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

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 sequence to support and engage students.

LESSON ONE: Mapping our Experiences with Aboriginal Culture

Summary:
Students will be exploring and sharing their own assumptions about Australia's Aborigines through use of artefacts, a physical map and digital collaboration tools, introducing the concept of mapping Aboriginal culture aspects which will be prominent in this lesson sequence. Students will then reflect on their experiences as to whether this is a genuine reflection of Indigenous Australia.

Intended Learning Outcomes:

1. Students recognise we all have some experiences with Indigenous culture
2. Students gain insights into the depth and diversity of Aboriginal influences in modern society
3. Students are challenged to question their assumptions about Aboriginality by identifying holes in their understanding and experiences
4. Students practise speaking and listening skills in preparation for sharing with Canadian School.

Lesson Phase	Learning Outline	Assessment
Introduction: (Prior Learning) Students have had some time to consider an artefact (photo, story, object, artwork, music, or video) that represents an experience they've had with Indigenous Australia. These artefacts form the basis of the lesson. They have been encouraged to make sure this artefact has personal significance. I have modelled my choice as part of this preparation (Appendix D)	Students arranged in semi-circle around IWB with artefacts. Groups of students have access to a netbook connected to a Wallwisher wall. http://www.wallwisher.com/ A blank Wallwisher wall is displayed on the IWB. I begin by modelling how I would like students to present their artefact by re-sharing mine (Appendix C). Emphasising a reflective and also informative explanation, as well as speaking and listening skills.	Formative Assessment The success and confidence of students in identifying and sharing their assumptions will be assessed at this stage.
Main Learning Activity:	Students describe and share their artefacts and artefact stories. If their artefacts are in digital format they can use	

...determine whether an additional class on assumptions and beliefs will need to be held.

...is an informal part of the routine 'I used to but now...', which will be used by students in lesson nine to reflect on learning.

...will be evidenced by the students' explanation of the artefacts both verbally and on the physical map, on the Wallwisher wall, as well as their engagement with the artefacts in class discussion.

Questions:

...ICT skills to research other artefacts and materials. Google Earth supports this

Assessment:

...the activity is about thinking about the next steps who struggle with questions at this stage.

Guiding Questions

What do our experiences say about Indigenous Australia?

How accurately do we think our assumptions reflect indigenous Australian past, present and future?

...Google Earth KML file to upload them in .kml format, uploading them to Google Earth. It is intended that this

...other artefacts. Google Earth

Assessment

IWB, strategies, artefacts.

mashups/ how to

describe their place

led in identifying from have

if 3

eras, the

aged students they

irative or who of e

Formative Assessment:
Ongoing monitoring of students' application to task will give an indication of their level of success or otherwise in producing their place markers.

Identify any groups that have not successfully produced their markers and arrange a time for them to be given some extra support to complete the activity.

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. 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 them to 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
Introduction: Skype introduction to Canadian School	<p>Students exchange names and lead a brief tour around each campus via Google Earth.</p> <p>Students then exchange questions for the other school to add to their research ideas collection. These are added to the wiki during the conference.</p>	<p><i>Formative Assessment</i> Speaking and Listening Skills Communicating via ICT</p> <p><i>Guiding Questions:</i> How do you think adding these voices will change the picture of Aboriginality we are revealing?</p> <p>How are the Canadian assumptions the same or different?</p> <p>What new questions do we have about our Australian Aborigines?</p>
Main Learning Activity: Thinking Routine: Generate, Sort, Connect, Elaborate:	<p>Reflecting on what we've experienced of Indigenous Aus. from last lesson and the Skype meeting....</p> <p>Set up a shared Dabbleboard (or similar tool) with a graphic organiser for each group.</p> <p><i>Generate:</i> 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.</p> <p><i>Sort:</i> List into relevance by moving ideas into the graphic.</p> <p><i>Connect:</i> As a class what ideas are similar? On the IWB, create a class set of ideas using Dabbleboard</p> <p>Each group selects a research area/question.</p> <p><i>Elaborate:</i> For each question create a new map and elaborate into further areas of study - or actual research questions. See Appendix D.</p> <p>Create a group concept map (Bubbl.us, wisemapping, dabbleboard) about their topic to flesh out research areas: <i>places, people, stories, history, contemporary etc.</i></p> <p>Add to this: What different ways can we present this?</p> <p><i>Music, images (ie. photo mash or roll), book, poster, video, podcast, journeys)</i></p>	<p><i>Formative Assessment</i> Students develop research questions.</p> <p>Evidenced by the quality of the elaboration from idea to research question- its suitability and depth.</p> <p><i>Guiding Questions:</i> What research areas have we got? Are there any important aspects missing?</p> <p>What different and creative ways can we use to communicate the complexity of these research areas?</p>
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.

Information on Uluru
Aboriginal

Lesson Four: Visiting the Tasmanian Museum & Art Gallery

Summary:
Students have created a concept map of research areas and questions. They have discussed how they might want to present this information. They are now ready to do the discovery tour of *ningenneh tunapary*, the Tasmanian Aboriginal exhibition at TMAG. This is intended to add depth and richness to their research. It will also allow for them to ask questions of the curator. During the tour they will be allowed time to use their mobile devices to gather information, photos or video from the museum, either at *ningenneh tunapary* or upstairs at the Aboriginal, Torres Strait Islander and Papua New Guinean collection. On return to school, or for homework, students should complete a blog entry reflecting on their visit.

Intended Learning Outcomes:
1. Students gain understanding of the uniqueness of Tasmanian Aborigines and the diversity of all Indigenous populations
2. Students use time management skills to collect relevant research material
3. Students identify the continuing significance of Aboriginal culture in Australia today (ie. through understanding that cultural practice and belief continues, and is not just preserved in a museum). This will be emphasised by linking back to Lesson One about our personal experiences with Indigenous Australians.

Lesson Five: Continuing with Research

Summary:
In this lesson students use the internet, personal contacts and library resources to continue with researching their topic for the Google map. As they continue with their research they should construct their knowledge and understandings collaboratively in the class wiki. Students will be encouraged to post any problems or research questions they have to the wiki discussion page.

Before starting their research, the class will view the 3 minute video from <https://budd-e.staysmartonline.gov.au/secondary/demo.html> on Truth. This will be followed by a very short class discussion to remind students to check validity of sites they use.

The following are useful internet sites/ contacts to start with. These will be presented to the class discussion to remind students to check validity of sites they use.

3. Students synthesise information and select resources for sharing.

Lesson Nine: School & Unit Reflection

Summary:
The Canadian students and share their work, and choosing valid resources for sharing.

Conclusion/Reflect/Commence

Consider the importance of reference on the wiki.

Encouraged to record links drawn upon with a whole class

Identity, and Australian Aboriginal complexities through

Assessment

Students' presentations .KML file will reveal many of Indigenous in their research

I have had the criteria available times to shape their learning.

to be made which contains (ocean, buildings etc) you see. They allow you to 'fly on' multimedia objects such as

who then open the .KML file on the internet for Google Trips.

ment

le of the area and that some

connect, elaborate) question- which will then be

middle of the room. Remaining students sit around the outside of between pairs of students. A new blank Wallwisher wall is with netbook.

turn is given around 30 secs to answer the first question- interparts, who must listen only.

ts should be posting any questions and summarising with

nd sharing, but also an opportunity to air thoughts and ing two questions.

aving a turn at sharing in the 'inner circle'.

p and share findings, discuss research direction

backs, feedback surrounding Indigenous Australians

Commencement of Class Map

can continue their researching with more

Information about Indigenous people is

ing Class Map

that will be sent to the share with the other school

Formative Assessment
Considering students' reflections over the course of the unit will inform teachers' future directions with Indigenous studies.

Students' reflective blogs will add evidence to the summative assessment, but also provide all students the opportunity to reflect in a concrete way.

Students may also be required to fill out a self-assessment of the unit.

Guiding Questions:
(See left)

is something I have learnt about until right at the end. We put it on the TV and in books so d nothing like I imagined. It has and I thought there wasn't them, I realised they are a very ned!

le of the area and that some

connect, elaborate) question- which will then be

Interactive Whiteboard Screenshot:

Diagram showing three overlapping circles labeled: INTERESTING, SUITABLE FOR GOOGLE MAP, and IMPORTANT TO SHARE. The intersection of all three is labeled: ABORIGINAL ART.

For Example: Aboriginal and Torres Strait Islander art may feature in the middle of the three circles.

It is then elaborated upon to create a research area/focus questions.

Aboriginal Art Research Questions:

- What can we do to stop it happening?
- What does it mean?
- Is it true that Aboriginal people are often exploited by wealthy people in London and Sydney?
- How long does it take to make a dot painting?
- How does it change from place to place?

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.