



*Luke Gardiner Wurundjeri lead dancer for Jindi-Worabak dance group performs at Smith Street Dreaming Festival 2013. Photograph by Anthony Ket.*



# CONNECTING WITH THE ABORIGINAL HISTORY OF YARRA

A Teachers' Resource

Levels 3-10

*Yarra City Council acknowledges the Wurundjeri as the Traditional Owners of this country, pays tribute to all Aboriginal and Torres Strait Islander peoples in Yarra and gives respect to Elders past, present and future.*

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# INTRODUCTION

**Aboriginal and Torres Strait Islander readers please note that this resource contains names, voices and images of people who have now entered the Dreamtime.**

Yarra City Council acknowledges the **Wurundjeri** people as the true sovereigns, caretakers and custodians of the land now known as Yarra. We acknowledge the Wurundjeri's continuous connection to country extending back for tens of thousands of years. We also acknowledge the many other Aboriginal and Torres Strait Islanders peoples who make up our local community today and pay our respects to all Elders past, present and future.

Welcome teachers! Yarra City Council has developed this teachers' resource for History L3-L10 in line with **Australian/Victorian cross-curriculum standards**.

We have kept the focus as local as possible, hoping to increase students' connection to local Aboriginal places, histories, cultures and peoples through both classroom based activities and excursions to historical sites in Yarra and beyond. Where local content doesn't align with cross-curriculum priorities, we suggest exploring learning portals such as Reconciliation Australia's **Narragunnawali**.

This resource includes classroom activities designed around local history texts such as:

- **[Snapshots of Aboriginal Fitzroy \(pdf and publication\)](#)**
- **[The Aboriginal History of Yarra \(website and publication\)](#)**
- **[Melbourne Dreaming](#)**: A Guide to Important Places of the Past and Present (publication and app)

And a list of excursions to places on Wurundjeri country, such as:

- **[Fitzroy Aboriginal Heritage Walking Trail \(pdf and publication\)](#)**
- **[Bunjilaka, Melbourne Museum](#)**
- **[Koorie Heritage Trust, Melbourne](#)**
- **[The \(assumed\) Site of the Signing of the Batman Treaty, Merri Creek, North Fitzroy](#)**
- **[Pound Bend Walking Trail, Warrandyte](#)**

This is a resource we hope to build upon and refine in years to come. Please send all comments, suggestions and feedback to the Special Projects Officer in Community Partnerships at Yarra City Council.

Email. **[aboriginalpships@yarracity.vic.gov.au](mailto:aboriginalpships@yarracity.vic.gov.au)**

**To speak to the Wurundjeri Council about Welcome to Country ceremonies, school visits and more, visit their [website](#) or call (03) 9416 2905.**

## LEVEL 3 – Wurundjeri Life

### QUICK SUMMARY:

Students examine the languages map of Australia to learn about the diversity of Aboriginal peoples in Australia and identify the Wurundjeri as the Traditional Owners of Yarra. Students learn about the Wurundjeri creation story, the Wurundjeri connection to Country and Place, and Wurundjeri life prior to European settlement.

Students identify the importance of the Aboriginal and Torres Strait Islander flags and significant commemorated dates.

Students examine photographs to see what life was like for Wurundjeri people then and now.

### AUSTRALIAN CURRICULUM CONTENT DESCRIPTION:

#### Level 3

- The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) {ACHHK060}
- ONE important example of change and ONE important example of continuity over time in the local community, region or state/territory; for example, in relation to the areas of transport, work, education, natural and built environments, entertainment, daily life (ACHHK061)
- Days and weeks celebrated or commemorated in Australia (including Australia Day, ANZAC Day, Harmony Week, National Sorry Day, National Reconciliation Week and NAIDOC week) and the importance of symbols and emblems. (ACHHK063)

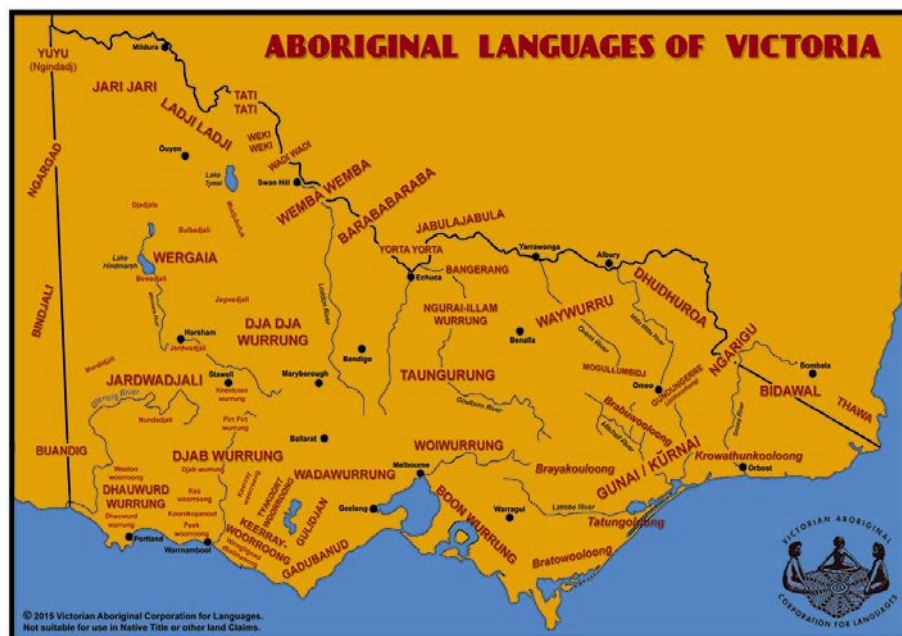
### RESOURCES:

- Interactive languages map of Australia: click [here](#) or caption below image.  
Context: for thousands of years before European settlement, the country now known as Australia consisted of 500 – 700 Aboriginal nations, each with their own systems of government, cultural practices, religions and languages.
- [Wurundjeri Council website](#)
- [Wurundjeri on Wikipedia](#)
- Others maps (below) including:
  - Map of Aboriginal Victoria
  - Map of present day Victoria
  - Map of present day Melbourne and surrounds





Map of **Aboriginal and Torres Strait Islander Australia**

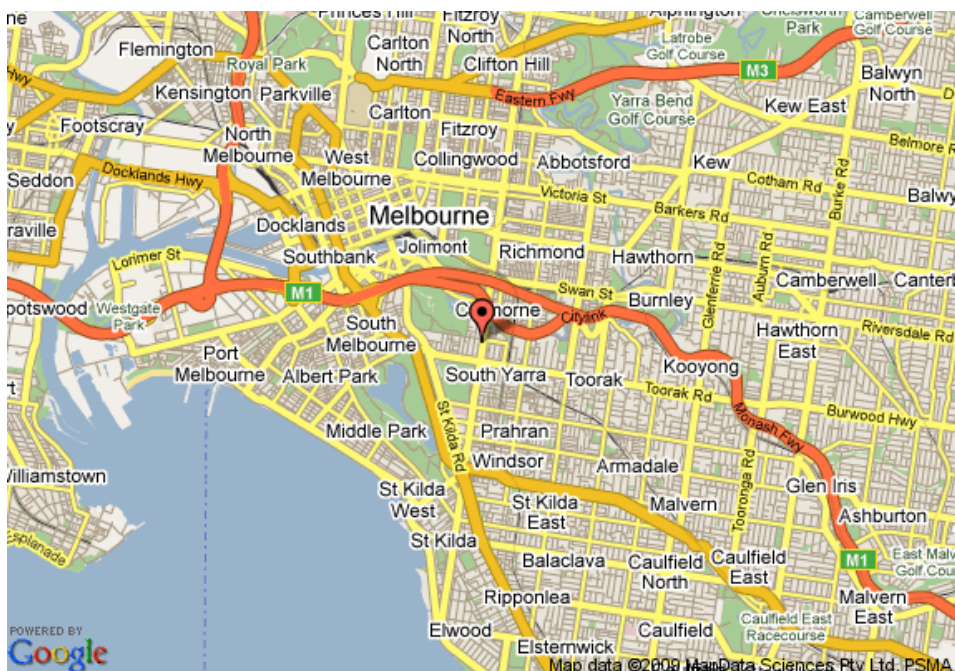


Map of **Aboriginal Victoria**

**Note:** all text in bold is hyperlinked to web pages such as videos and book excerpts. TO OPEN LINKS IN A NEW TAB hold CONTROL (on PC) or COMMAND (on Mac) and click.



Map of present day Victoria



Map of present day Melbourne and surrounds

- Video (4 minutes) of [Welcome to Country](#) by Wurundjeri Elder, Uncle Colin Hunter Jnr.
- [Pre contact Wurundjeri](#), a 400 word explanation of life for the Wurundjeri before European settlement.
- [Indigenous Australian Flags](#), a 600 word explanation of the Aboriginal and Torres Strait Islander Flags
- Video (3 mins): [‘What do the Aboriginal and Torres Strait Islander Flags Mean?’](#)
- [Aboriginal and Torres Strait Islander calendar dates of significance](#), a 750 word explanation of various dates of significance

## SUGGESTED ACTIVITIES:

- Compare present day map of Victoria with pre-settlement map of Aboriginal Victoria.
  - Where is Yarra on the Aboriginal map?
  - What is the name of the Aboriginal people who lived in and continue to have a connection to Yarra?
  - What language did they speak?
  - Label the map with places you know around Yarra (home, school, hospitals, shops, suburbs).
- Complete Level 3 worksheet (related to flags) - [Download the worksheet](#)
- Make a poster of what life around Yarra looked like before European settlement.
- Watch video on Aboriginal and Torres Strait Islander Flags and discuss.
- Research one of the following commemorated dates and make a poster with pictures and information about the day.
  - [Australia Day/Survival Day](#) – January 26
  - [Anniversary of the National Apology](#) – Feb 13
  - [ANZAC Day](#) – April 25
  - [Harmony Week](#) – (typically the week of) March 21
  - [National Sorry Day](#) – 26 May
  - [National Reconciliation Week](#) – 27 May – 2 June
  - [NAIDOC week](#) – July (first week)

## SUGGESTED EXCURSIONS:

- Visit the confluence of the Merri Creek/Yarra River (the site of Uncle Colin Hunter's digital Welcome to Country and a significant meeting place for the Wurundjeri). Create a poster (digital or paper) imagining life before Europeans arrived.

## EXTENSION ACTIVITIES:

Research the foods eaten by the Wurundjeri (prior to European settlement), and make a poster comparing these foods to the food you eat at home.

## FURTHER READING FOR TEACHERS:

- *The Little, Red, Yellow, Black Book* is a fantastic introductory resource for any teachers who are new to teaching Aboriginal history and culture. The website also includes the following introductory [teacher's notes](#).
- For further information on the Wurundjeri see:
- [The Wurundjeri Council website](#),
- The Wurundjeri on [Wikipedia](#)
- The Aboriginal History of Yarra website [Introduction](#), [Pre-contact Wurundjeri](#) and [Wurundjeri Today](#)
- Further information on the [Wurundjeri and the Merri Creek](#)
- Some general background information on terminology and the difference between a [Welcome to Country](#) and [Acknowledgment of Country](#)





*Detail of Yarra River mural by Tom Civil, created with direction from the Wurundjeri Consultation Team, Abbotsford, Victoria.*



## LEVEL 3 and 4 – Bunjil and the Wurundjeri Creation Story

### QUICK SUMMARY:

Students learn of the Wurundjeri connection to Country and Place by learning of the creator spirit Bunjil and the Wurundjeri Creation Story.

### AUSTRALIAN CURRICULUM CONTENT DESCRIPTION:

#### Level 3

- The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily available, another representative area may be studied) {ACHHK060}

### RESOURCES:

- Video (1 mins 32 sec): [First Australians - Bunjil](#)
- Video (2 mins 40 sec): [Aunty Joy Murphy talks about Bunjil](#)
- Video (9 minutes) - [Tanderrum Ceremony](#), an example of Wurundjeri culture (and other clans of the Kulin Nation) still being practised on country today.
- Text (200 words) [Bunjil creation story](#)

### SUGGESTED ACTIVITIES:

- Students watch the video on Bunjil from First Australians.
- Students create an art piece of Bunjil and the creation story.
- Students write their own imagined version of a creation story for the area they live in.
- Students watch the video 'Tanderrum Ceremony' and discuss the significance of this cultural practice. Inquiry questions:
  - What can you see in the movie?
  - Who do you think is dancing?
  - What do you think the dance might mean?
  - How might this relate to Bunjil and the spiritual beliefs of the Wurundjeri?
- Other questions and thoughts for discussion:
  - Why do you think the Wurundjeri chose an eagle as the symbol of a creator spirit?
  - Why do humans have gods?
  - Identify gods in other cultures and compare with Bunjil (to help build an understanding of and respect for Bunjil).

### SUGGESTED EXCURSION

- Visit Bunjilaka at Melbourne Museum to see the 'Bunjil's Wings' installation and learn more about the Wurundjeri – [Further information](#) about the Bunjilaka and its meaning (with thanks to 'Melbourne Dreaming' by Meyer Eidelson, Aboriginal Studies Press).
- Contact the [Wurundjeri Council](#) at The Abbotsford Convent to enquire about any schools programs, talks or walking tours that may be available: Phone: (03) 9416 2905.

## LEVEL 3 and 4 – Billibellary and the Batman Treaty

### QUICK SUMMARY:

- Students learn about the nature of first contacts between the Wurundjeri people and Europeans, including significant events such as the signing of the Batman Treaty, and significant Wurundjeri figures such as Billibellary.

### AUSTRALIAN CURRICULUM CONTENT DESCRIPTION:

#### Level 3- Community and Remembrance:

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. ([ACHHK077](#))

The nature of contact between Aboriginal people and/or Torres Strait Islanders and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example families and the environment ([ACHHK080](#))

#### Level 4- First Contacts:

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. ([ACHHK094](#))

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. ([ACHHK095](#))

The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. ([ACHHK097](#))

### RESOURCES:

- Teacher presents content from 'An Aboriginal History of Yarra', a slightly edited version of which was republished in '[The Best of Agora – Primary History](#)' ([Agora vol. 48, no. 4, 2013](#))
- The full version of this project is available on Yarra City Council's history website
- [The Aboriginal History of Yarra](#)
- See especially: [Dispossession](#), [Treaty](#) and [Billibellary](#)
- Painting: *Batman's treaty with the aborigines [sic] at Merri Creek* (SLV)



*Batman's treaty with the aborigines [sic] at Merri Creek, 6th June 1835, John Wesley Burt, picture collection, State Library of Victoria, Accession Number H92.196*

### SUGGESTED ACTIVITIES:

- Teacher presents content from 'An Aboriginal History of Yarra' which was republished in 'The Best of Agora – Primary History'.
- Students complete Worksheet-Batman Treaty which includes inquiry questions on the Batman Treaty painting by John Wesley Burt. [Download the worksheet.](#)
- Billibellary case study: Students research the life of Billibellary and write an interview for the local newspaper, imagining they are interviewing Billibellary for his perspective of the Batman Treaty.
- Investigate the names and stories of other Wurundjeri Elders who were present at the signing of the treaty.
- Research treaties around the world – such as the Treaty of Waitangi in New Zealand.

### SUGGESTED EXCURSIONS:

- [Bunjilaka](#) at Melbourne Museum:
- Visit the section of Merri Creek near the Rushall Station. This is where some historians believe the [Batman Treaty](#) was signed (see Melbourne Dreaming).
- [Billibellary's Walk](#) – a self-guided walking tour through Melbourne City – this 16 page resource includes detailed information about each site and discussion points.

### EXTENSION ACTIVITIES:

- The relationship between Aboriginal people and European settlers can be further examined by completing the following [resource](#):

### FURTHER RESOURCES FOR TEACHERS:

- [Yarra Local History Videos](#)

## LEVEL 5 – William Barak and Coranderrk

### QUICK SUMMARY:

Students examine the nature of colonial presence and how this impacted on the Wurundjeri people by examining the life of William Barak and his involvement with Coranderrk.

### AUSTRALIAN CURRICULUM CONTENT DESCRIPTION:

#### Level 5:

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed. [\(ACHHK094\)](#)

The impact of a significant development or event on a colony; for example, frontier conflict, the gold rushes, the Eureka Stockade, internal exploration, the advent of rail, the expansion of farming, drought. [\(ACHHK095\)](#)

The role that a significant individual or group played in shaping a colony; for example, explorers, farmers, entrepreneurs, artists, writers, humanitarians, religious and political leaders, and Aboriginal and/or Torres Strait Islander peoples. [\(ACHHK097\)](#)

### RESOURCES:

- Video (SBS on demand): [First Australian's Episode 3 - Coranderrk and Barak](#) (52 minutes)
- Further information on [Coranderrk](#):
- [‘Remembering Barak’](#) education resource (4 pages):
- [Artist William Barak](#) (1 page biography)
- [Coranderrk: We will Show the Country intro video](#) (video, 7 mins) summarising what the play is about and why it is important. Includes footage of the play and interviews.
- [Coranderrk: We will Show the Country](#) (play, 176 pages)
- [Minutes of Evidence](#) project – a fantastic website with a wealth of information about the development of ‘Coranderrk: We will Show the Country’ the play, photos of performances and a specially developed [teachers resource](#).

### SUGGESTED ACTIVITIES:

- Students watch First Australian's Episode 3 segment on Barak and Coranderrk.
- Students research and write a narrative on Barak's life.
- Group presentation: Students choose one of Barak's artworks and relate it to events at the time. Students consider the message he was trying to portray, and how he did this. Students also find an example of a current artist who uses their artwork to share a message, and present an artwork to the class.
- Investigate and discuss: ‘Why are we being treated like criminals when we have done nothing wrong?’ – Barak
- Discussion: Why did Barak and others walk to Melbourne to see the governor and premier?
- Students watch ‘Coranderrk: We will Show the Country intro video’ and discuss why a story like this might be important today.
- Stage a reading of Coranderrk, We will Show the Country.
- Attend a live performance of the play.



## SUGGESTED EXCURSIONS:

- Wurundjeri Stories at Pound Bend, Warrandyte:
  - [Wurundjeri Stories General Flier](#)
  - [Wurundjeri Stories Visitors Guide](#)
  - [Wurundjeri Stories School Excursion Information Kit](#)
  - [Wurundjeri Stories School Excursion Booking Form](#)
  - [Wurundjeri Stories Student Workbook](#)

## EXTENSION ACTIVITIES:

- Research the life of Simon Wonga (son of Billibellary), including his relationship with the protector William Thomas and his role in helping to establish Coranderrk.

## FURTHER READING FOR TEACHERS:

- To read about impacts of colonisation at a local level, see Yarra City Council's Wurundjeri History Project, especially: [Dispossession](#) and [The Protectorate](#).
- For a timeline study, see: [Our Shared History](#) on Reconciliation Australia's website. Aboriginal and Torres Strait Islander peoples have inhabited Australia since millennia, and their cultures, laws, ceremonies and connection to the land is strong and enduring. This chapter will investigate our shared history since European settlement. Discussing the events that unfolded at the time of European settlement, it will consider the ongoing impacts of intergenerational trauma on Australia's First People.



Detail of signage from the Wurundjeri Stories walking trail at Pound Bend.

## LEVEL 6 – Citizenship, Rights and Activism

### QUICK SUMMARY:

Students examine the experiences of Aboriginal people in their campaigns for rights and citizenship, and consider the role of local Aboriginal organisations in their campaigns.

Students complete a case study on the contribution of an Aboriginal person in the development of Australian society.

### AUSTRALIAN CURRICULUM CONTENT DESCRIPTION:

#### *Level 6 - Australia as a Nation:*

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders, migrants, women, and children. ([ACHHK114](#))

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. ([ACHHK116](#))

#### *Level 10:*

Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations ([ACDSEH104](#))

The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology ([ACDSEH106](#))

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle ([ACDSEH134](#))

The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) ([ACDSEH143](#))

### RESOURCES:

- **Australians Together Episode 3<sup>1</sup>** is a high quality documentary (30 mins) which provides broad strokes context as to why Aboriginal peoples had to fight for their rights. The documentary touches on important events including Charlie Perkins and the Freedom Ride (protesting illegal segregation at public venues), Vincent Lingiari and the Wave Hill Walk-off, the 1967 Referendum, Abolition of the White Australian

<sup>1</sup> Special note on the above film: Australians Together is a Christian organisation and the final 3 minutes of the film has religious overtones. If your school is non-denominational or this isn't appropriate for your students, you may choose to stop the film at the 27 minute mark.


Policy (Gough Whitlam), Paul Keating's Redfern speech, the Northern Territory intervention and Kevin Rudd's Apology to the Stolen Generations.

- **Snapshots of Aboriginal Fitzroy** (see *Aboriginal Organisations* from pages 39-48), providing information about various Aboriginal organisations active in the Yarra area.
- **A list of inspiring Aboriginal and Torres Strait Islander women.** This list includes Eleanor Harding (number 14 of 20 on the list), a Torres Strait Islander woman who was an important figure to the local Fitzroy community.
- Certificate of Exemption, 1951

**COMMONWEALTH OF AUSTRALIA**  
*Aborigines Protection Act 1909-1943, Section 18c.*

## General Certificate of Exemption

Photograph of



**This document** entitles the bearer JOSEPH EDWARDS to:

Leave the reservation or mission at which they live -  
to go to work.

Additional benefits include:

Walk freely through town without being arrested  
(Note: Curfews apply)  
Enter a shop or hotel (You may or may not be served  
- at proprietor's discretion)

**Special conditions** apply. In order to gain this Exemption Certificate, the following must be strictly adhered to:

Speaking in native language - Prohibited  
Engaging in dance, rituals, native customs - Prohibited  
Associating with fellow indigenous people (including family) - Prohibited


**Assimilate** into the wider community.  
If all conditions are met with and satisfactorily upheld, you may also be eligible to live in town unsupervised.

**Note:** Strictly segregated housing areas.

This is your chance to be free of the Aborigines Protection Act and live like a white man.

Dated the 10th day of March, 19 51.

Issued by E. R. Meagher  
Chairman of the Aborigines Welfare Board

 **SBS** SIX BILLION STORIES AND COUNTING...

*First Australians*  
THE UNTOLD STORY OF AUSTRALIA  
Sundays & Tuesdays 8:30pm  
sbs.com.au/firstaustralians

### SUGGESTED ACTIVITIES:

- Students choose one historical turning point from the film: Episode 3 of 'Australians Together' to research. Imagine you are in the crowd at one of the historical events shown in the film and write a short story describing the moment. What does it feel like to be there? What is significant about the moment?
- In small groups, students choose a local Aboriginal organisation from Snapshots of Aboriginal Fitzroy and create an advertisement for the organisation. Students consider where the organisation was located, their key activities, members, and outcomes of their work. Students create a video or oral presentation on the organisation to share with the class.
- Students choose a local Aboriginal person who has significantly contributed to Australian society. Students may choose their own person, but the following are suggested:
  - Pastor Sir Doug Nicholls
  - Lady Gladys Nicholls
  - Eleanor Harding
  - Archie Roach
  - Lionel Rose
  - Jack Charles
- Class discussion: Do we know of any current struggles for rights in Australia or the world? What could we do to be a part of the campaign?
- Class discussion of the Certificate of Exemption: this certificate, dated 1951, shows some of the ways in which Aboriginal people have been subject to conditions and rules that were completely different to those applied to broader society.
  - Why were these rules put in place?
  - What does assimilation mean?
  - What other countries have imposed or continue to impose special rules for people based on their race?
  - What do you think it might feel like to have to carry a 'certificate of exemption' card at all times?
- Create a PowerPoint presentation on the history of NAIDOC week.

### SUGGESTED EXCURSIONS:

- A self-guided **Fitzroy Aboriginal Heritage Walking Trail**
- Alternatively, students can see text and photographs from the trail [here](#).
- Visit the *Dungala Warmayirr* (River People) statues of **Pastor Sir Doug Nicholls and Lady Gladys Nicholls in Parliament Gardens Reserve**, Spring Street, Melbourne.
- Attend the annual NAIDOC week march.

### EXTENSION ACTIVITIES:

- Create an illustrated timeline of Aboriginal and Torres Strait Islander Rights in Australia, making reference to 20<sup>th</sup> Century government policies, significant events in the Aboriginal and/or Torres Strait Islander attempts to achieve rights, and changes



to laws made in response to the rights movement. Where possible, include local events and activism.

#### FURTHER READING FOR TEACHERS:

- Information about [Aboriginal campaigners](#).



Eleanor Harding, image from NiTV article: 20 inspiring Aboriginal and Torres Strait Islander Women who have changed Australia.

- [Fighting Hard: the Victorian Aborigines Advancement League](#) (book, 288 pages) 'Fighting Hard' tells a history of the Aborigines Advancement League (based in Thornbury), the oldest Aboriginal organisation in Australia.
- [Thinking black: William Cooper and the Australian Aborigines' League](#) (book, 156 pages) 'Thinking Black' tells the story of Cooper and the Australian Aborigines' League, and their campaign for Aboriginal people's rights.
- [To remove and protect - online exhibition](#)  
A comprehensive resource which was originally developed for the 'Bringing them home' report

## LEVEL 7- The Ancient World

### QUICK SUMMARY:

Students examine the significance of the greenstone quarry at Mount William (near Lancefield) to the Wurundjeri people. Students learn about the archaeological work undertaken at the site and the role this played in the government returning the land to the Wurundjeri people in 2012.

### AUSTRALIAN CURRICULUM CONTENT DESCRIPTION:

How historians and archaeologists investigate history, including excavation and archival research ([ACDSEH001](#))

The range of sources that can be used in an historical investigation, including archaeological and written sources ([ACDSEH029](#))

The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains([ACDSEH030](#))

The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources ([ACDSEH031](#))

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples.([ACDSEH148](#))

### RESOURCES:

- Wil-im-ee Moor-ring (Mount William quarry) excerpt from Melbourne Dreaming: A Guide to Important Places of the Past and Present by Meyer Eidelson, courtesy of Aboriginal Studies Press: [Download here](#).
- **Unearthing Indigenous Heritage** (4 min video)
- **Mount William Greenstone** article on Wikipedia. [Download here](#).
- **Radio National documentary**<sup>2</sup> (approx. 10 minutes) – interview with Wurundjeri Elder Uncle Bill Nicholson about ongoing cultural practices today. He talks about scar trees along the Yarra / Birrarung, making axe heads from greenstone taken from Mount William, cutting and making a canoe from a red gum.

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<sup>2</sup> The interview starts at 10mins 30 seconds and ends at 19 mins 10 seconds.

### SUGGESTED ACTIVITIES:

- Meet with the Wurundjeri people to learn what they are doing to conserve their Aboriginal heritage. Contact the Wurundjeri Council via their [website](#), or call **(03) 9416 2905**.
- Visit Melbourne Museum – Bunjilaka to learn about archaeological methods
- Research ancient practices that are still being practiced today, such as Tanderrum, Smoking Ceremonies and canoe making.

### SUGGESTED EXCURSIONS:

- Melbourne Museum – Bunjilaka
- Koorie Heritage Trust
- Scar Tree – Burnley Park and MCG
- Confluence of the Yarra and Merri
- Bolin Bolin Billabong, Templestowe
- Yarra Ranges – Wurundjeri rainforest walk

### EXTENSION ACTIVITIES:

Students to photograph and research scar trees in the area (near the MCG and in Burnley) to determine what purpose scar trees served.



*Wurundjeri dancers perform at the Wil-im-ee Moor-ring (Mount William quarry) land handback in 2012.*

## LEVEL 8 – The Ancient to the Modern World

Level 8 history does not have any direct curriculum links to Aboriginal or Torres Strait Islander peoples, histories and cultures.



## LEVEL 9 – The Making of the Modern World

### QUICK SUMMARY:

Students consider how Aboriginal men and women joined the armed forces to fight for the freedom of their country and for better conditions for themselves and their families. Students consider the role of Victorian / Gunditjmara family, the Lovetts, as an example of Aboriginal and Torres Strait Islander involvement in WWI. Students watch the film clip of Dave Arden/Paul Kelly's song 'Freedom Called' and discuss the meaning.

### AUSTRALIAN CURRICULUM CONTENT DESCRIPTION:

#### *World War I (1914-1918)*

An overview of the causes of World War I and the reasons why men enlisted to fight in the war ([ACDSEH021](#))

The places where Australians fought and the nature of warfare during World War I, including the Gallipoli campaign ([ACDSEH095](#))

The impact of World War I, with a particular emphasis on Australia (such as the use of propaganda to influence the civilian population, the changing role of women, the conscription debate) ([ACDSEH096](#))

The commemoration of World War I, including debates about the nature and significance of the Anzac legend ([ACDSEH097](#))

### RESOURCES:

- 'Freedom Called' [song](#) and [video](#) by Dave Arden and Paul Kelly (4 minutes).
- [Private Alfred Lovett](#) (includes classroom activities).
- [Victorian Aboriginal Honour Roll: The Lovett brothers](#)
- [Brave Family Spurned by the Land they Served](#), Sydney Morning Herald article.
- [War Service](#) article
- [Aboriginal Australians Involvement in World War](#)
- [Indigenous Australian Servicemen](#)

### SUGGESTED ACTIVITIES:

- Listen to the song / Watch the music film clip for 'Freedom Called' by Dave Arden and Paul Kelly and discuss the meaning of the lyrics.
- Research the war effort of Victorian/ Gunditjmara family the Lovetts to World War 1 and complete the classroom activities on the Australian War Memorial [website](#).
- Students discuss whether there were better conditions for Aboriginal people after WW1 and WW2.
- Work in a group to research and discuss why Aboriginal and Torres Strait Islander peoples may have enrolled to fight in a European War, what they may have hoped for and how they were treated upon returning (particularly in regard to the 'soldier settlement' scheme).

### SUGGESTED EXCURSIONS:

- Visit the War Memorial

### FURTHER READING FOR TEACHERS:

This [resource](#) was developed for primary schools but it contains a wealth of relevant information and activities.



Private Alfred Wallace and family in 1915, P01651.001

## LEVEL 10 – The Stolen Generations

### QUICK SUMMARY:

It is recommended that teacher's review all content (especially video) before introducing it to students to ensure its suitability to their students, and encourage students to seek support (and remind them where support is available) as some of the content is confronting.

Students reflect on the Stolen Generations. Who are the Stolen Generations, what happened to them, how were they affected, what were the impacts on families and communities across Australia then and now? Students learn about the Bringing them Home Report and various Victorian organisations that currently provide support to members of the Stolen Generations and their families.

### AUSTRALIAN CURRICULUM CONTENT DESCRIPTION:

#### Level 10:

- Background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the Stolen Generations(ACDSEH104)
- The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106)
- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134)
- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of Indigenous Peoples (2007) (ACDSEH143)

### RESOURCES:

- **Video excerpt** (2 mins 48 sec) taken from the film Rabbit Proof Fence, showing children being forcibly removed from their parents. \*Warning – some students may find this footage disturbing. Use discretion.
- **The Bringing Them Home report**
- Factsheet on the **Stolen Generations**:
- **They Took the Children Away** (song) by Archie Roach and **lyrics**.
- **The Children Came Back** (song) by Briggs and Gurrumul (a sequel to They Took the Children Away) and the **lyrics**
- Video of **Kevin Rudd's 2006 Apology** (5 minutes):

- **We Say Sorry - online exhibition.** This exhibition draws together many videos, photos, music and documents into one resource. It gives a brief history of the Apology. It also provides a teachers' resource page and a reading list of stories by members of the Stolen Generations.
- **Connecting Home website – a service for the Stolen Generations**
- **VACCA (Victorian Aboriginal Child Care Agency) website**
- **Link up Victoria**
- Gary Foley's Koorie History **Website**

### SUGGESTED ACTIVITIES:

- Teacher introduces the challenging nature of the content and creates a safe space for discussion.
- Students watch the video from Rabbit Proof Fence. After watching, discuss as a class how the events depicted made them feel, and their understanding of what was depicted.
- Students research The Bringing Them Home Report. What is this report about? Who are the Stolen Generations? What are recommendations about? What has been addressed since this report was released? What hasn't? What have been some of the changes that have occurred since the report was released?
- Students watch the video of Archie Roach performing 'They Took the Children Away'. As a class, discuss the meaning of the song, and allow students time to reflect on it.
- Students reflect on how they or their family members would feel if someone was taken away. As a group, encourage the class to discuss some of the feelings and thoughts that come up in the discussion.
- Students create a comparison table of the reasons for child removal given by the government at the time, and of the consequences of the removal as described by members of the Stolen Generations.
- Students watch Briggs and Gururmul performing 'The Children Came Back'. As a class, discuss the meaning of the song and how the mood and feeling of the song compares to Archie's original song.
- Students choose, research and write a short profile of at least one Aboriginal or Torres Strait Islander person named in the song.
- Students watch Kevin Rudd's apology and discuss:
  - How did the Apology make you feel?
  - Why was this speech important to Aboriginal people across Australia and what is its relevance to all the people of Australia?
  - What is the significance of the Apology?
  - What else can we do to recognise the Stolen Generations?
- Students write a reflection on the Stolen Generations, considering how these events might affect present and future generations.

### SUGGESTED EXCURSION:

- Visit the **Old Meeting Place** (site 8) Atherton Gardens in Fitzroy, where Archie Roach found some of his family and started his career.

### SUGGESTED INCURSION:



- Invite a guest speaker from Link-Up Victoria, Victorian Aboriginal Child Care Agency or Connecting Home to talk to students about support services to the Stolen Generations.

#### **EXTENSION RESOURCES:**

- **[1967 Referendum teachers' resource](#)** – (PDF, 11 pages) hit the link and scroll down to 'The 1967 Referendum'
- **[Paul Keating's Redfern speech](#)** – (video, 17 mins)

## MASTER LIST OF EXCURSIONS

- **Fitzroy Aboriginal Heritage Walking Trail**
- **Bunjilaka, Melbourne Museum**
- **Koorie Heritage Trust, Melbourne**
- **The (assumed) Site of the Signing of the Batman Treaty, Merri Creek, North Fitzroy**
- **Pound Bend Walking Trail, Warrandyte** – scroll down to ‘Wurundjeri Stories’
- Confluence of Yarra and Merri (also the location of **Uncle Colin Jnr’s Welcome to Country video**)
- **Royal Botanic Gardens Aboriginal Heritage Walk**
- Melbourne Dreaming: A Guide to Important Places of the Past and Present by Meyer Eidelson (**mobile app available in 2016**) contains a number of local excursions.
- **Billibellary’s Walk** – a self-guided walking tour through Melbourne City
- **Pastor Sir Doug and Lady Gladys Nicholls statue**, Parliament Gardens

## SOCIAL MEDIA

- Follow **Celebrating Aboriginal Culture on Gertrude Street** on Facebook to receive locally focused positive news stories, articles and upcoming events.

## FURTHER READING

- **A Bend in the Yarra: A history of the Merri Creek Protectorate Station and Merri Creek Aboriginal School 1841–1851** by Ian Clark and Toby Heydon (book, 100 pages)



3CR Radio mural on Smith Street in Fitzroy. Artwork is by Reko Rennie, Bindi Cole and Tom Civil. Photo by Jorge de Araujo.

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Please let us know if we are missing from this list – we would love to acknowledge and thank you for your contribution! Please let us know if you have resources to add to this resource or comments/suggestions for the resource's improvement.

Email: [aboriginalpships@yarracity.vic.gov.au](mailto:aboriginalpships@yarracity.vic.gov.au)