

# Teacher's Guide for FACES

January 2013: Aborigines  
Teacher's Guide prepared by Heather Bode

Heather Bode has been interested in the continent of Australia since doing a report on it in 7<sup>th</sup> grade. Her grandfather, a member of the U.S. Navy, was stationed there during World War II. Foremost in his mind remains the incredible friendliness of Australian society. The cover of this issue conveys that same warm feeling of friendliness.

## Getting Started:

(RH1) Check the inside cover to search for this edition's consulting editor information. What are Gordon Grimwade's qualifications? Would you consider him a primary or secondary source of information? Why is it important to have primary sources involved?

## High Five

(RL/RI 1) Read the introductory paragraph and the five points. Have students pose questions from each section. Encourage the use of a variety of question words: Who? What? Where? When? Why? How? List the questions on a large poster board. (Keep this to use with the Wrap Up.)

## At a Glance

(RH7) Use the map to describe the geography of Australia. Look for terms such as: mountains, coastlines, island nation, desert regions, etc. Integrate the visual information of this map with the positioning of Australia on a globe. What does Australia's global positioning tell us? (type of climate, seasons are opposite, etc.)

(RL/RI9) Look down the list of dates in Australia's history. Do you notice any similarities between what happened to Australia's indigenous people and the Native Americans of North America? (Make a list and add to it as you make your way through the issue.)

## Winged Wonders of the Daintree Rainforest

(RL4) Vocabulary: diversity, sacred, ecosystem, adjacent, iridescent, keystone species

(RH7) Using the description in the article, locate the Daintree Rainforest on the map of Australia.

(RI1&RL8) What role does each animal play in the rainforest ecosystem? What could endanger each species' survival?

(RL7) Measure: show wingspan and height of each animal.

## The Aboriginal People of Australia Today

(RI1) The first paragraph mentions the 500 languages spoken by the Aborigines. Use the website mentioned in Dear Tommy to view a map of the language groups:

[www.abc.net.au/indigenous/map/default.htm](http://www.abc.net.au/indigenous/map/default.htm)

After looking at the map, how do you think the variety of languages came about? Do you think it helped or hurt the people once European settlers arrived?

(W3) The article mentions some Dreamtime Beings. Choose one Dreamtime Being to illustrate and write a story about what it did according to Aboriginal creation stories.

(RL8) Construct a cause/effect chart. List the causes and have students come up with the effects. There could be several effects for each cause.

Cause: European and Asian people settle in Australia.

Cause: Aboriginals become concerned about losing cultural identity.  
Cause: Cathy Freeman wins a gold medal.

(RL7) How do the photos accompanying the article stress the traditional and modern aspects?

(RI8) Why is it important to keep the Aboriginal culture (or any other indigenous cultures) alive?  
What's the best way to accomplish that goal?

### **Childhood Lost: Australia's Stolen Generation**

(RL7) Study the photo. What has been done to the children to make them more "white" in appearance? Also take note of their expressions...or lack of them. Why might this be?

(SL4) Choose a child from the photo. Make up a name and a family history for your child. Talk about a day in your life before and after being taken.

(SL1) Work in groups to discuss the following:  
What could/should the government do to apologize for this? (See the Fast Fact at the bottom of the article.)  
Can deeds such as this ever be undone? What do we learn from this?

(SL3) Go to [www.stolengenerationstestimonies.com](http://www.stolengenerationstestimonies.com) to hear first-hand accounts from the stolen generation. Choose one account and take notes to summarize the experience.

(RH9) Using primary sources:  
Compare quotes used in the article with quotes from the website above. How is the website a good platform to educate others?

### **Rock of Ages**

(RI3) Create a timeline using the dates mentioned in the article. Note how in 1976 "big changes took place." Refer to previous articles to recollect what was happening in Australia in the 70's and 80's: outstations and the end of Stolen Generations.

(RI1) How did cultural differences play into the ownership of Uluru?

(W1) What's your opinion: Would you climb Uluru if you knew it was a sacred sight? Why? Why not?

(RI3) Why would the Anangu allow visitors at such a sacred sight?

(W7) Go online to find additional images of Uluru. Which characteristics of Uluru make it so amazing?

### **Finding Their Tribal Voice/ Making Aboriginal Music**

(W2) Music with a Message: How can music be used as a platform? Think of a song with a political message. Write down the lyrics and describe how the artist uses music to convey a message.

Use rhythm sticks to accompany the class as it sings.

Think of materials used to build indigenous instruments. Encourage students to build an instrument using only items found in nature.

Visit the website mentioned in the article to pick out the sound of the didgeridoo and other Aboriginal instruments. [www.yothuyindi.com/index.html](http://www.yothuyindi.com/index.html)

### **Dear Tommy**

(RI1) How did Liesl know about the Stolen Generation?

Do you think this period of Australian history is or will be in history books?

What questions might Liesl ask her great-grandma?

Do you think Amy would be proud of Liesl and her family? Why?

(W7-9) Liesl mentions two websites in her first email. Visit both websites. You will notice a warning or "advice" at the top of both pages. Use the internet and other informational sources to investigate why this "advice" is listed on the website. Share findings with the class and display the evidence used to come to your conclusion.

### **Hungry for Some Bush Tucker?**

(RI6&7) Make up captions to accompany the opening photo. One caption should be from the viewpoint of the child. The second caption should be from the witchetty grub's viewpoint.

(RL4&RI9) Define bush tucker. Then list foods that would be considered "bush tucker" in your region of the U.S.

(L4) The final paragraph uses several terms unfamiliar to us. Use the context to interpret the meanings.

(RI1) How does the Aboriginal diet play into Australian culture today?

(W2) Let's eat! Take a well-known simple recipe (or make up a new one) and reinvent it using bush tucker ingredients and cooking methods mentioned in the article.

### **Growing Up in Australia**

(RL3) After reading the article, compare and contrast Marley with Tommy from the Dear Tommy article.

(W7) Conduct some quick research to find out why red bauxite is important.

(RI1) Why is Brisbane called "the big smoke"? If you live in a city, does your city have a nickname? How did it earn the name?

(RL1) According to Marley, what is the best part of his culture? Does this surprise you? Why? Why not?

(W1) Marley lists four role models. Who are they and why does he look up to them? Write an essay about your role models and explain why they are important to you.

(W7&8) Visit [www.bbc.qld.edu.au](http://www.bbc.qld.edu.au) to learn more about Brisbane Boys' College. Do you think you could go to school 1,500 miles away from home? Check out the website and then write about what life is like for Marley at home and at boarding school.

### **The Dreamtime of Australia's Aboriginal**

(RL1) Use the SQ3R method to help students find the key points of this article. Review the meaning of SQ3R.

- *Survey* the entire article. Read about the author, check out illustrations, read any captions.
- Turn each bold heading into a *Question*.
- *Read* the article.
- *Recite* or *record* your answer to each question.
- *Review* what you learned.

### **The Bark Talks**

(RI8) What evidence is given in the article to support the title's claim that bark talks? How does the bark talk?

What evidence is given in the article that shows the importance of bark painting?

(RL1) Describe the process of bark painting. What type of tree is needed? How is the bark removed? Which colors are used? When did bark painting begin?

(RL9&W7) Think of early Egyptian writing. What was it called? Why was it used? Also think of Native American dwellings in the U.S.: tepees, totem poles, etc.

Compare and contrast these forms of communication.

### **Why the Platypus is Special**

(W7) Research: monotreme

(SL1) Brainstorming activity: Randomly choose three characteristics of three different animals. Exchange your list with a classmate. Look at the three characteristics you received and try to think of an animal that possesses all three characteristics. If you can't think of one, then sketch a drawing of what that certain animal might look like.

(i.e.) sharp teeth of a T-rex, fish fins, retractable claws of a cat

(L1) The article is presented in a play format. So perform it! Use stage directions as listed and give students time to pre-read their parts so proper expression is used.

(RI2) What is the moral of the story? Apply it to people today.

### **Wrap Up**

Look back at your list of questions from High Five. Answer as many of them as you can...or answer all of them!

If you made the list suggested in At a Glance...what do you notice about the indigenous people of Australia vs. the indigenous people of America? Discuss the important role indigenous history plays in society today.

Check local art museums and historical societies to find displays of indigenous artifacts.