

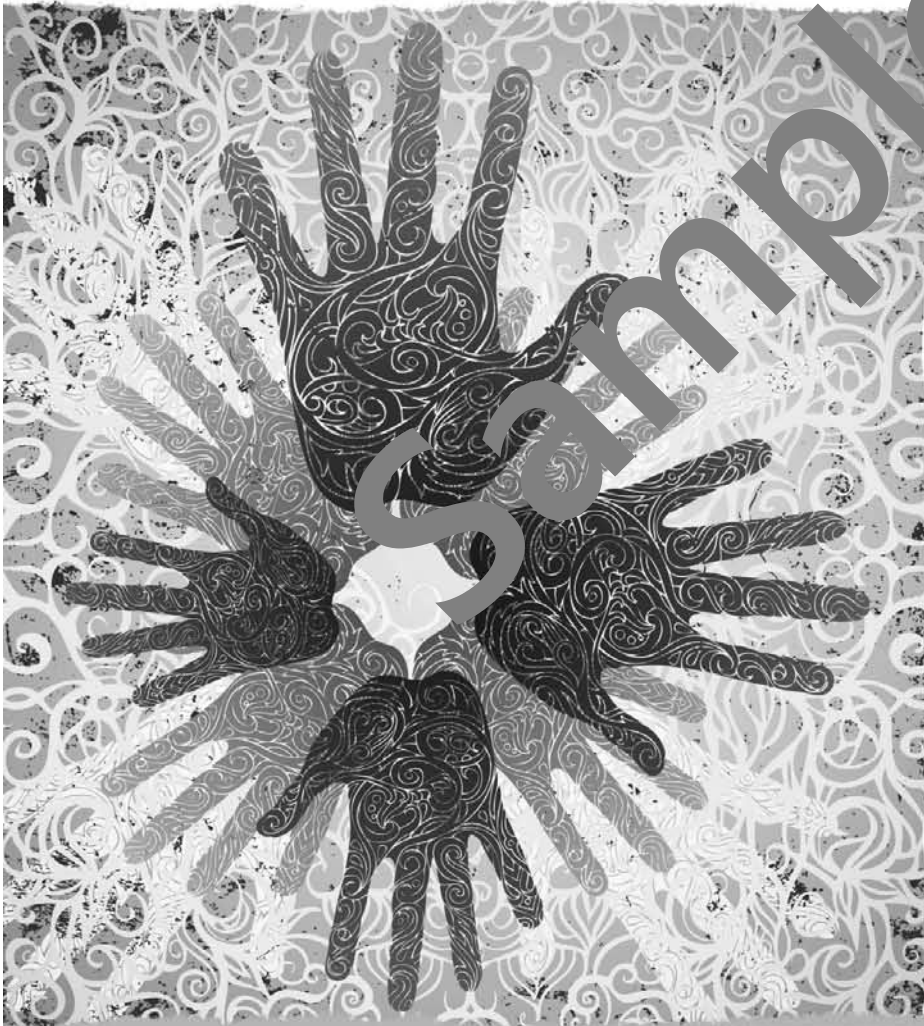


**Australian History Series**  
**Book 3: Ages 8-9 years**



# Community and Remembrance

Aligned with the Australian National Curriculum



**Section 1:**  
**Local Indigenous Groups**

**Section 2:**  
**Local Changes and Continuities**

**Section 3:**  
**Development and Character of the Local Community**

**Section 4:**  
**Special Days, Symbols and Emblems**



By Lindsay Marsh

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# Teachers' Notes

*Community and Remembrance* is written for students living in Australia who are studying History in Year 3. It is divided into four clear sections which connect to the National Curriculum.

- The first section gives students the opportunity to examine Indigenous Australians and use sources to understand where they came from and why they place so much importance on country and place. Students will identify a local indigenous language group to help them understand and develop an appreciation of local indigenous culture.
- The second section encourages students to trace important changes and continuities in their local area, dating back to early colonial Australia. They will investigate local changes and continuities in relation to work, transportation, education, parks and gardens and entertainment.
- The third section is entitled Development and Character of the Local Community. The activity pages in this section have been designed to help students explore the cultural diversity of their local area and assess how different cultures have influenced Australian communities in relation to religion, beliefs, architecture and festivals.
- The fourth and final section of this book allows students to identify and discuss the origins and importance of special days celebrated and recognised by all Australians, and explore local and national symbols and emblems.

The activities in this book have been carefully constructed to help students develop their historical knowledge and skills. Students will be asked to develop historical inquiry questions, identify, analyse and compare a range of sources, sequence parts of the past, use appropriate terminology and create charts, models, mindmaps, pictures, stories, and presentations to explain history.

## National Curriculum Links

### Historical Knowledge and Understanding

ACHHK060 – The importance of country and place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area.

ACHHK061 – 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.

ACHHK062 – The role that people of diverse backgrounds have played in the development and character of the local community.

ACHHK063 – Days and weeks celebrated or commemorated in Australia and the importance of symbols and emblems.

### Historical Skills

ACHHS065 & ACHHS066 – Chronology, terms and concepts.

ACHHS067 – Historical questions and research.

ACHHS068 – Analysis and use of sources.

ACHHS069 – Perspectives and interpretations.

ACHHS070 & ACHHS071 – Explanation and communication.



- Ask your students **who** they think are the traditional owners of the land and why. (Indigenous Australians because they were the first people to live in Australia.) Ask students to record this on their activity sheet.
- Ask your students if they know **how** Indigenous Australians arrived in Australia. (It is believed that they travelled on foot from Asia to Australia across a land bridge which is now underwater.) Ask students to illustrate this on their activity sheets.
- Ask students to suggest **when** Indigenous Australians arrived in Australia. Record all suggestions on the board. Explain that we are still not certain exactly when they arrived in Australia, but we think that it was between 40,000 and 60,000 years ago. Ask them to record this information on their sheets.
- Brainstorm as a class how we find out about the past. Ask them how we know that Indigenous Australians lived in Australia first and how we know approximately how long they have lived on the land for. Record all suggestions on the board. (Human fossils that have been dug up at indigenous burial sites and have been tested and identified as belonging to indigenous people and as being up to 40,000 years old, rock engravings and paintings found at indigenous rock shelters, remains of meals, such as oyster and cockle shells found at midden sites.)
- Ask students to label the historical sources on their sheets, indicate what type of sources they are and draw one of their own sources. (All primary sources.) They could also say at what sites the sources were likely to have been found.

### Extension Activities:

- Discuss why we can't be certain about the date that Indigenous Australians arrived and why there are differing opinions about what happened in the past. (Tests done on artefacts and fossils are becoming more advanced and more accurate, tests vary, new fossils and artefacts are being found all the time, there may be artefacts and fossils that we haven't found which date further back than we think, artefacts can be damaged etc.)
- Ask students to find out if any fossils or artefacts have been found in their local area. They could bring a picture of the historical source in to class to show others. The sources may indicate when Indigenous Australians inhabited their local area.
- Set up sand trays around the classroom to simulate an archeological dig.
- Set up trays around the classroom to simulate a midden site. Cover stones, bones and shells with leaves, soil and twigs.
- Discuss the importance of the land to Indigenous Australians, who have been here for so long and have a very strong sense of belonging.
- Take students to local rock shelters to see rock engravings and paintings, or to museums which tell them about local indigenous people.

## Activity

# Who Lived in Australia First?

### Write

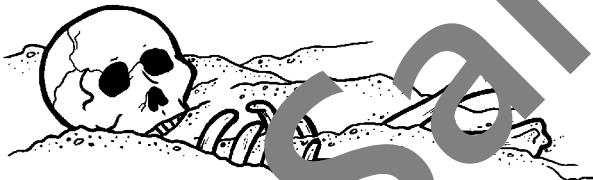
The traditional owners of Australia are I \_\_\_\_\_  
A \_\_\_\_\_ because \_\_\_\_\_  
\_\_\_\_\_.

### Draw

☐ How did they get here?

☐ When did they arrive? \_\_\_\_\_

☐ We know approximately when Indigenous Australians arrived because of historical sources. Label the sources that help to tell us about the original inhabitants of Australia, then draw one of your own.



Name of source: \_\_\_\_\_

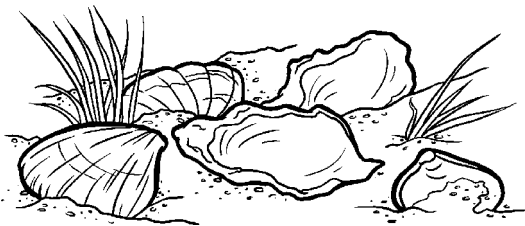
This is a **primary/secondary** source.



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- Tell students that indigenous artefacts are objects from the past that have been made or modified by humans. Artefacts are therefore different to fossils. Artefacts help us to understand the way that the traditional owners of the land lived and help us to appreciate their relationship with the land. Artefacts are primary pieces of evidence.
- Brainstorm as many indigenous artefacts as possible with the class. (Boomerangs, spears, stone axes, woomeras, coolamons, digging sticks, fishing nets, clap sticks, bull-roarers, paint brushes made of human hair and sticks, etc.) Ask the students to write the word artefact in the rocks.
- Tell the students that most Indigenous Australians were hunter-gatherers, which means that they survived by hunting and gathering their food from the land. This means that they relied on the land to survive and believed that it was precious and sacred. Discuss the kind of food that they would have gathered and hunted, and discuss the tools (artefacts) that they used to gather and hunt. Discuss how they had to move around a lot as different foods were available at different times of the year in certain areas of the land.
- Ask the students to complete the matching activity on their sheets by matching the foods to the artefacts. (Answers: A boomerang was used to hunt kangaroos, possums and birds. A spear was used to hunt fish. A woomera was used to gather water. A digging stick was used to gather seeds, vegetables, fruit and witchetty grubs. A fishing net was used to gather crabs, oysters and turtles.)

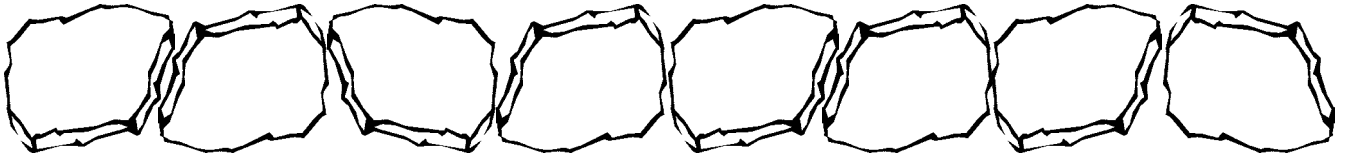
**Extension Activity:**

- Take students to local museums where indigenous artefacts are displayed. An Elder may be available to talk about how indigenous people used the land as a resource.

## Activity

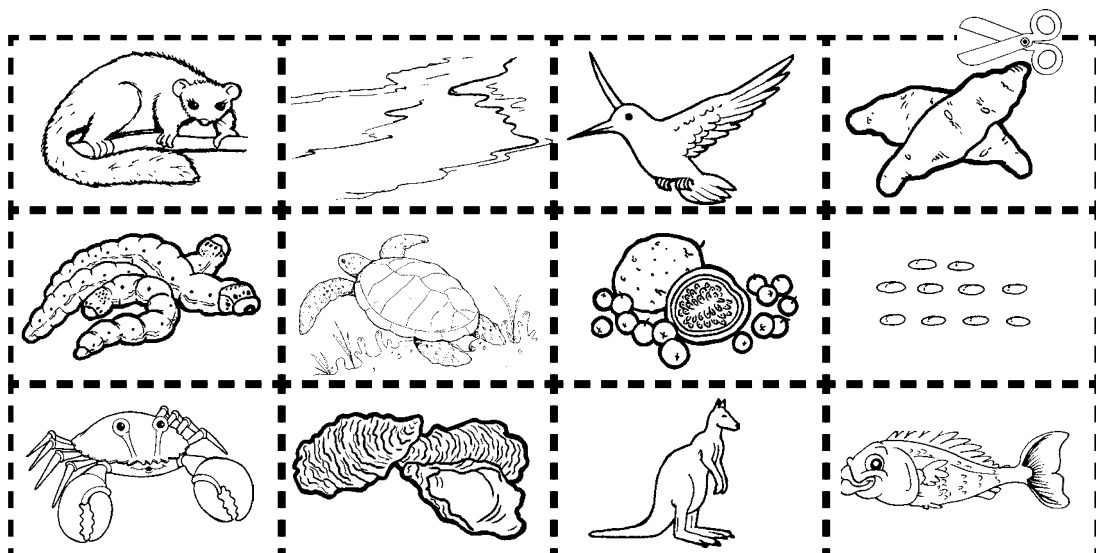
## Indigenous Artefacts

- ☐ Write the word artefact in the rocks.



- ☐ Match the gathering and hunting tools (artefacts) with the foods.

Boomerang	Spear	Coolamon	Digging Stick	Fishing Net







- Draw students' attention to the pattern of colonisation in their local community, region, state or territory.
- Ask them to write underneath the colonist who established the first colony in their local area, for example, Captain James Stirling.
- Ask them to lightly shade the area where they live on the map.
- Ask them to write inside the map the name of the first colony in their area, for example, Swan River Colony.
- Ask them to name who lived in the colony. For example, was it home to convicts or free settlers?
- Raise the question, "How did the colonists in the local area make a living? Tell them that the location of the colony would have played a large part in determining employment. For example, if the colony was on the coast, whaling, sealing, pearl and oyster farming and fishing might have been the main industries. If the colony was not on the coast, agriculture and mining may have been the main industries. Ask them to draw and label three ways that people would have been employed in the colony in their local area.
- Ask the students to place the word 'continuity' beside a job which still exists in their local community today.
- Ask the students to draw and label a job which existed in colonial times in their local area but does not exist today or is not as popular today. Example: whalers (stopped in 1879 because of changing attitudes towards these animals), cameleers (due to developments in rail transport), bushrangers (died out in the 1900s, as more police, improvements in rail transport and communication technology made it difficult to avoid being captured). Tell the students that these are examples of change.
- Explain that during times of war in Australia, men and women, regardless of where they lived in Australia, undertook new jobs. Many men served in the wars as soldiers and many women worked in factories.

## Extension Activity:

- Students can locate sources which record what was said about their local colony and identify what relations were like between the colonists and Indigenous Australians.



## Activity

# The First Local Colony



Write!

Name of colony: \_\_\_\_\_

Home to: \_\_\_\_\_



.....  
☐ Draw and label how people made a living in this colony.

.....

.....

.....

## Change

☐ Draw and label a job which existed years ago but doesn't exist today.