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| **Concept:**  *What are the ‘big ideas’ you would like to explore from this unit?* | In this project we are beginning with the whole staff undertaking a learning task called Gumnuts to Buttons. Whilst all staff will then plan inquiry units of work, the Project will focus on the Grade 3/4 teams who will plan an inquiry unit based on the question ***“What happens when Cultures Collide?”*** (ref. Kath Murdoch- the Power of Inquiry), particularly the importance of language and how the Tasmanian Aboriginal language *palawa kani* has been revived.  We will see students, teachers, parents, members of community and the Curriculum officer from the DoE Aboriginal Education Service on the video. We hope to be able to use some *palawa kani* songs as background music – and use images of the old people and a recording of Fanny Cochrane Smith singing in Language in 1898 (the first music recorded in Australia) to use as well. | |
| **Culminating Performance:**  *How would you like the students to demonstrate their learning?* | Creation of an artwork and script for a video that will record the student’s understandings and the messages they believe that all Tasmanians should hear.  Split the class in to four groups- each to have a question to respond to. (You may consider Year 3’s having a question around *palawa kani*).  Create a collaborative art piece. Individually respond (write about this).  Develop a PhotoStory using the artwork and student’s voice.  *What should people know about Tasmanian Aboriginal History and Culture?*  *What is palawa kani? Why is it important to everyone?*  *What do we want the future to look like in Tasmania?*  *How can we help Reconciliation?*  The artwork may be replicated in the Story Garden. | |
| **Grade Level:** | This unit of inquiry has been planned based on the Year 3-4 | |
| **Curriculum Focus:**  *What is the key Australian Curriculum links explored through this unit?* | **Australian Curriculum:**  **Cross Curriculum Priority Links:**  OI.4 Aboriginal and Torres Strait Islander societies have many Language Groups.  OI.5 Aboriginal and Torres Strait Islander Peoples’ ways of life are uniquely expressed through ways of being, knowing, thinking and doing.  OI.6 Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of County or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.  **HASS Curriculum Links:**  **Grade 3:** The importance of Country/ Place to Aboriginal and/ or Torres Strait Islander Peoples who belong to a local area. (ACHASSK062)  **Grade 4:** The diversity of Australia’s first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/ Place (land, sea, waterways and skies). (ACHASSK083)  **Grade 4:** The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments. (ACHASSK086). | |
| **Understanding goals/ Guided questions:** | During this unit students will be assessed on their ability to understand:  **UG1:** The importance of belonging to something, someone or somewhere.  **GQ1:** *What is precious to us?*  **UG2:** Indigenous languages play an essential role in cultural identify, linking people to their land and water and in the transmission of history, spirituality and rites, through story and song.  **GQ2:** *Why is language important?*  **UG3:** How others might feel when they are displaced and disconnected from what is important to them.  **GQ3:** *What connects us together (culture)?*  **UG4:** Developing a sense of culture and what it means to belong.  **GQ4:** *What happens when cultures collide?* | |
| **Other considerations:**  *Excursions, resources, professional learning?* | * Gumnuts to Buttons kit * Marra Animation (SBS) * BTN Story * Photostory * Language maps * Palawa kani words that we already see in the community * Songlines/dreamtime stories * Members of Community * TMAG resources/excursion * Fanny Cochrane Smith Recording of the Singing   **French Explorers Pictures** | |
| **An INQUIRY CYCLE FOR STUDENTS-** Kath Murdoch | | |
| **Tuning In**  *What do I already think, know and feel about this?*  *Do I have questions at this stage?*  *What are they?*  *What am I expecting to find out/ do with this?*  *Why is this important to do/ learn about?*  *What else does this remind me of?*  *What puzzles me about this?* | | The Rabbits by Shaun Tan  Read up to page 4.  Stop on page 4.  Reflection from what is happening on page 4…..  What might happen next?  What does this remind us of?  What do you know about Tasmanian Aboriginal People?  Following this: *Writer’s Notebook entry reflecting on this lesson*  Why do we need to think about this?  Gumnuts to Buttons  Reflection afterwards – using some Kath Murdoch tools  Talking without Language – Learning Experience  Each person has a scenario to express with Language (Tribes?) |
| **Finding Out**  *What do I need to do?*  *Where do I need to go?*  *Who could I talk to?*  *How could I investigate this?*  *How will I record/ document what I find out?*  *What skills do I need to use to find out?*  *What will help me learn more?*  *What do I need to organise?* | | * Create timeline of significant events in Tasmanian History   From Aboriginal perspectives, then plot in European events   * How many language groups are there in Australia? (Aboriginal Language maps) (Discussion) * How did *palawa kani* come to be?   (Discussion about *revived* language- a gathering of knowledge to develop this language).  Activity: Giant jig-saw (Tasmanian Animals on cards, with a blank card to write a name for that animal. Words and pictures are then hidden over a break time. Students to then find them (but a few are missing). Some students will be asked to be silent during this activity (standing students are watching only as the sitting students are trying to match the words and pictures). The aim is to then reflect on how the *palawa kani* language was developed.   * Why are there rules around how it is used? * Nature of Contact between Aborigines and Europeans   - come back to The Rabbits. (continue to read story)  -Venn diagram (Gumnuts to Buttons and The Rabbits)  - When is some of the language lost?   * Museum excursion – Finding out about Aboriginal Culture * What evidence do we have that aboriginal people were here? * What evidence do we have that aboriginal culture is ongoing?   – ningina tunapri, parawa parawa, shell necklace   * Putalina – being on country with Dane? (Talking about evidence of cultural practices) * ABC radio interview (Liz to explain?) * Maintaining Culture: hope. The revival of cultural practices/ languages as an ongoing focus). |
| **Sorting Out**  *What information is useful?*  *What patterns and connections am I noticing?*  *How is my thinking growing and changing?*  *Are my questions being answered?*  *Do I have some new questions?*  *How could I share this with others?*  *Do I need to go back and find out some new information?*  *What is confusing? Challenging?* | | * Reflect on your initial writer’s notebook entry. *What are you now thinking about as you read your first notebook entry on this topic?* This could be done with leaving a page next to the initial entry. * Give each student a sticky note to then record a question to know more about. * Group and sort the sticky notes. |
| **Reflecting and**  **Acting**  *What have I learned about learning?*  *How can I use this learning elsewhere?*  *How has my thinking and feeling changed?*  *What might I do with this new understanding?*  *How can this learning make a difference to my life or the lives of others?*  *What questions remain?*  *How do I feel about this learning?* | | * My Grandmothers Lingo (SBS) * *Importance of reviving language (topical issue/ current topic) and comparing the process the Tasmanian Aboriginal Community has taken as compared to this story.* * Creation of an artwork and script for a video that will record the student’s understandings and the messages they believe that all Tasmanians should hear. * Split the class in to four groups- each to have a question to respond to. (You may consider Year 3’s having a question around *palawa kani*). * Create a collaborative art piece. Individually respond (write about this). * Develop a PhotoStory using the artwork and student’s voice.   *What should people know about Tasmanian Aboriginal History and Culture?*  *What is palawa kani? Why is it important to everyone?*  *What do we want the future to look like in Tasmania?*  *How can we help Reconciliation?*  The artwork may be replicated in the Story Garden. |
| **Evaluating**  *How valuable was this inquiry?*  *What were my strengths as a learner?*  *What did I do well?*  *What do I need to work on?*  *What might I have done differently?*  *What do I need to remember for next time?* | |  |
| **Further teaching opportunities:** | | * ***Maintaining Culture*** * ***My Two Blankets*** |

**References:**

Australian Curriculum. (2010)*. English-*Canberra: ACARA: Department of Education.

**Assessment:** Self-reflection of the unit:

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