

First Contacts

Camden Park EEC

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| Stage: 2 | Syllabus: History | Content Focus: First Contacts/Community and Remembrance |
| <p>Program Overview</p> <p>Students will participate in various workshops and activities that focus upon the traditional lifestyles of local Dharawal people. Students will develop an appreciation for the significance of the property as not only one rich in Aboriginal history, but also how it became the catalyst for the development of Australia's Merino wool industry.</p> | | |
| <p>Syllabus Outcomes</p> <p>> HT2-3 A student describes people, events and actions related to world exploration and its effects</p> <p>> HT2-4 A student describes and explains effects of British colonisation in Australia</p> <p>> HT2-2 A student describes and explains how significant individuals, groups and events contributed to changes in the local community over time</p> | | |
| <p>Syllabus Inquiry Questions</p> <ol style="list-style-type: none"> 1. What was life like for Aboriginal and/or Torres Strait Islander peoples before the arrival of the Europeans? 2. Why did Europeans settle in Australia? 3. Why did Europeans settle in Australia? 4. How has our community changed? What features have been lost and what features have been retained? | | <p>Syllabus Content</p> <p>Students:</p> <ul style="list-style-type: none"> -identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place -investigate the traditional Aboriginal way of life, focusing on people, their beliefs, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to Country -using a range of sources, investigate the everyday life of ONE of the following who sailed on the First Fleet and lived in the early colony: a soldier, convict, ex-convict, official -using a range of sources, describe and explain how and why ONE area, eg transport, work, education, entertainment and daily life, has changed or ONE that has remained the same in the local area, region or state/territory since colonial times |

Equipment Checklist

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| <p>1. Aboriginal Lifestyles – Artefact Study/Totem Workshop/Problem Solving</p> <ul style="list-style-type: none"> -artefacts -stuffed native animals -Native Plant info cards/riddles -paperbark -totem cards -large black tub of water -First Aid kit | <p>2. Aboriginal Lifestyles – Art and Knowledge/Boomerangs and Bullroarers</p> <ul style="list-style-type: none"> -tarps - Boomerang blanks -Symbol sheets -Paint/trays/brushes/water bucket/textas/paper towel -Bullroarer blanks, string and scissors -First Aid kit | <p>3. Early Rural Settlers Rotations</p> <ul style="list-style-type: none"> -Canvas tents /poles /pegs / hammers | <p>3. Early Rural Settlers</p> <ul style="list-style-type: none"> -sheep in top paddock -First Aid kit |
| <p>4. Farm History – Cattle and Pastures</p> <ul style="list-style-type: none"> -tractor/wagon -portable safety step -First Aid kit | <p>5. Boomerang Throwing</p> <ul style="list-style-type: none"> -students boomerangs -First Aid kit | | |

Timetable

| Time | Activity | |
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| | Aboriginal Acknowledgement / Introduction/Housekeeping | |
| | Rotations | |
| | Group 1 | Group 2 |
| | Aboriginal Lifestyles – Artefact Study/Totem Workshop/Problem Solving | Aboriginal Lifestyles – Art and Knowledge/Boomerangs and Bullroarers |
| | Aboriginal Lifestyles – Art and Knowledge/Boomerangs and Bullroarers | Aboriginal Lifestyles – Artefact Study/Totem Workshop/Problem Solving |
| | Break | |
| | Early Settlers Village – pitch canvas tents | |
| | Rotations | |
| | Early farm routines – Sheep mustering/Health Check/Wool inspection | |
| | | Early farm routines – Sheep mustering/Health Check/Wool inspection |
| | Break | |
| | Farm Tour – cattle and pasture observation via tractor and wagon | Boomerang Throwing |
| | Boomerang Throwing | Farm Tour – cattle and pasture observation via tractor and wagon |
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| | Close | |

Learning Activities

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| <p>1. Arrival</p> <ul style="list-style-type: none"> - Welcome, Acknowledgement of Country and Introduction to day - Identify the rich aboriginal history of the property and allow students to demonstrate prior knowledge related to local Aboriginal history, and identify some of the significant sites found on the property – scar trees, lagoons and middens. Identify the importance of the property in the development of Australias Agriculture Industry, and how it remains an important research facility for the country. | |
| <p>2. Aboriginal Lifestyles – Artefacts, Totems and Knowledge</p> <ul style="list-style-type: none"> - Using native animals and aboriginal artefacts, students are given the opportunity to use their prior knowledge to offer ideas on how Aboriginal people survived, what individual artefacts are, and also what animals and plants may have provided food and material sources for local Dharawal people. -The concept of knowledge sharing and totems is introduced, with students placed in “family” groups, with different totems issued throughout the groups. - Students must then seek out the required knowledge to solve a problematic scenario. This scenario ultimately requires students to locate and gather particular materials, using knowledge acquired from “Elders”, and make a small Paperbark and Lomandra canoe, capable of transporting some medicinal plants across a “river”. | <p>Learning intentions:</p> <ul style="list-style-type: none"> -Identify the knowledge and understanding of the environment Dharawal people possessed in order to live sustainably. -Learn about knowledge holders and how this knowledge was maintained and passed on. -Learn about traditional lifestyles by examining tools and weapons. <p>Success criteria:</p> <ul style="list-style-type: none"> -Articulate ideas on lifestyles based upon study of artefacts and identification of use. -Using understanding of totems, students manage to locate the knowledge and materials required to construct a small canoe that safely houses plants with medicinal properties -Students can articulate the importance of Elders in the education of others, and the way that this education enabled Dharawal to thrive on Country. |
| <p>3. Boomerangs and Bullroarers</p> <ul style="list-style-type: none"> -Students learn how symbols were used in Aboriginal artwork to pass on knowledge and convey stories. -Students then use traditional symbols to tell their own story, by painting them on a blank Boomerang of their own. - Students learn about the Bullroarer as a lesser known musical instrument as used by Aboriginal people, and how these instruments were also often used during ceremonies and burials to ward off evil spirits. -Students make a type of Bullroarer, using wood and string. | <p>Learning intentions:</p> <ul style="list-style-type: none"> -Understand the significance of symbols in artwork, and how they were used to store knowledge or tell a story. <p>Success criteria:</p> <ul style="list-style-type: none"> -Using traditional symbols, students create their own story, painted onto a boomerang. -While looking at their painting, students can articulate the story or idea behind the design, by “reading” the symbols. |
| <p>4. Settlers Camp</p> <ul style="list-style-type: none"> - Students participate in a discussion around the arrival of early rural settlers to the property, and what things they may have needed immediately – shelter/food/water etc. -Discuss the immediate impacts on Dharawal people upon arrival. | <p>Learning intentions:</p> <ul style="list-style-type: none"> -Identify changes for Dharawal people upon the arrival of early rural settlers, and aspects of lifestyle that differed or remained similar. |

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| <p>-Students work in teams to construct basic shelters, using a piece of canvas, 2 ropes, 2 poles and 6 pegs.</p> | <p>Success criteria:</p> <ul style="list-style-type: none"> -Students can explain the immediate impact of the arrival of early settlers on Dharawal people and the land, and exhibit empathy. -Students identify that in the absence of modern infrastructure, early settlers required basic supplies in order to support their wellbeing. |
| <p>5.Early Farm Routines</p> <ul style="list-style-type: none"> -working with our museum flock, students learn about the significance of the Merino sheep to the development of Agriculture in the region, and the creation of Australias wool industry. -Under close supervision and guidance, students work just as the children of early settlers did, by mustering sheep into yards, and checking for overall health and wool quality. -The connection is made between early routines and current practices, with this process being a job that farmers still do to this day. | <p>Learning intentions:</p> <ul style="list-style-type: none"> -Identify the significance of the Merino Sheep to the local area and the country as a whole. -Develop an appreciation of livestock routines common to early rural settler <p>Success criteria:</p> <ul style="list-style-type: none"> -Students identify and can explain the role of the Merino sheep in the development of the farm, area and country. -Students identify similarities between settler life of the passed with current farming lifestyles. |
| <p>6.Food Preparation</p> <ul style="list-style-type: none"> -Students learn about the origins of “Bush Bread” , a bread made by Aboriginal People through making a dough out of water and a variety of native seeds, then baking the dough in the coals of a fire. This is different to Damper, a type of bread made by early settlers using flour instead of native seeds. - Students are provided flour, water and mixing bowls to produce a suitable dough for baking damper bread, a type of food well suited to travelling or camping in harsh conditions. -The identity of the property as traditionally a Dairy Farm is impressed upon students, with students demonstrating able to demonstrate their knowledge of Dairy products and where cream comes from. Using a butter churn, students make fresh butter using cream to spread on their damper. <p>Note – Students do not eat the damper that they produce. Several dampers are prepared prior to arrival to ensure food safety requirements are observed. In the interests of learning outcomes, students are not made aware of this.</p> | <p>Learning intentions:</p> <ul style="list-style-type: none"> -Students identify similarities between Aboriginal people and early settlers. -Impress upon students the importance of the local area to both Dharawal history and more recent Agricultural history. <p>Success criteria:</p> <ul style="list-style-type: none"> -Students make a suitable mixture of flour and water to cook a damper, and can explain why this type of bread was suited to the harsh outdoor environment. -Students recognise the property as being incredibly rich in both Aboriginal and modern history. |

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| <p>7.Farm Tour/Cattle/Pastures</p> <p>-students travel via tractor and wagon along some of the internal roads of the property, stopping to observe various breeds of cattle, pastures and vistas, discussing how they think the landscape may have changed for Aboriginal people, with the arrival of European settlers and establishment of farming operations.</p> | <p>Learning Intentions:</p> <p>-Students are provided the opportunity to develop a visual picture of the surrounding environment away from the immediate area around the centre, and participate in discussions on how they think the landscape has changed over time.</p> <p>Success Criteria:</p> <p>-Students display an appreciation of the quality of the surrounds and can provide specific examples of how the landscape may have changed since the commencement of modern farming practices.</p> |
| <p>8.Boomerang Throwing</p> <p>-Under close supervision, students are shown the correct technique for holding and throwing a Boomerang. Students try their hand at throwing the Boomerang they they created earlier in the day.</p> <p>-Students sample damper and butter.</p> | |
| <p>Close</p> | |