I Wonder who the people of Ancient Australia are? Imagine you are part of Mungo man's tribe what was life like then? Consider place - people - animals and environment.

WebQuest Description: This term’s objectives are to research and understand the importance of people of ancient Australia connection to place and people, and belonging to something, someone or somewhere. Students will develop an understanding of how others might feel when they are forced out of home and disconnected from what is important to them. They will also consider how Indigenous Australians connect to and sustained the land. Through the inquiry students will develop researching and observational skills to present data from different sources using different text types.

Grade Level: 3-5
Curriculum: Social Studies
Keywords: people places past present Aboriginal Indigenous First People Dreaming connection country Mungo Man
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WebQuest URL: http://zunal.com/webquest.php?w=385577

Introduction

The Project Piece is based on â€œI wonder who the people of ancient Australia are?â€œ Imagine you are part of Mungo Man’s tribe what was life like then? Consider place - people - animals and the environment. In this inquiry unit you are to read the WebQuest and produce a power-point presentation, poster and a rich task - Australia in a Shoe Box. Each lesson explores and relates to the big idea concerning "I wonder who the people of ancient Australia are? Time will be allocated each lesson period to work on creating your project and each lesson will build on your knowledge to add to your project. You will fill out the pre-writing page about your project. &nbsp;As a group you will research, interpret and gather information concerning the first peopleâ€™s connection to people and places both past and present. You will create questions using the Six Hats and Bloomâ€™s Taxonomy. You will then seek answers to your questions, that will require you to investigate, sort out, explore further and draw conclusions. You will then reflect on your learning to gain understanding.

You will create your poster by drawing a portrait and you will gather and present relevant information about a Inspirational Indigenous Australian and include your poster in your power-point. You will create your rich task - Australia in a Shoe Box using sustainable resources such as leaves, twigs, bark and you will write a short paragraph as to why this identifies aspects of the past. &nbsp;You will take a photo of the rich task - Australia in a Shoe Box and include the photo and paragraph in your power-point.

Your power-point needs to display relevant information and images that follow an organised sequence. &nbsp;For example,&nbsp; a time line indicating first humans in Arnhem Land (NT), through to First non-Aboriginal settlers. As well as information discussing Indigenous peoples view to land compared to Europeans views and information about the past such as a Dream Time Story. Throughout each lesson you will be encouraged to take notes and make observations and use the relevant information for your project. You will Show Case your project to an audience and present your understanding about the people of ancient Australia. The lessons will provide you with opportunities to create questions and answers, to find out more information and sort your information as well as go further and reflect. The lessons will also include creating, sharing, debating and reflecting and ultimately presenting your project to the class as a group at the end of term 2.

Tasks

*Use this information to guide you in creating your power-point presentation, poster and rich task - Australia in a shoe box. Project Piece Information to be included: 1) The people of ancient Australiaâ€œWhat evidence is there regarding ancient Australia past? â€œWhen did the first peoples of ancient Australia arrive here? â€œWhy is it important to protect Australiaâ€™s history? â€œWhy is the first peoples history important? 2) Historical recordings by the first peoples of ancient Australia â€œHow did the first peoples of ancient Australia record their history? â€œProvide four examples of recorded Indigenous history and explain further. 3) Historical evidence of Australiaâ€™s first peoples â€œWhat historical evidence of Australiaâ€™s first peoples can be ascertained from ancient occupation sites? â€œList two occupational sites? â€œExplain what type of evidence is found in these two locations and create a time line (refer lesson 5). â€œWhy is Lake Mungo important? â€œName some tools Indigenous people used and what they used them for? 4) The importance of caring for country â€œWhy is caring for country important to Australiaâ€™s first people? â€œWhat is caring for country based on in Indigenous culture? â€œHow did the first people look after the land and what methods did they use? â€œExplain firestick farming that was used by the first people and what the impacts on the environment were. â€œWhat evidence can you find of ancient Aboriginal landâ€™s management practices? â€œHow is our community caring for country? â€œWhy is it important to care for country? â€œHow can you care for country? 5) Dreaming â€œExplain what is meant by Dreaming to the first peoples. â€œExplain why the Dreaming cannot be translated into English accurately. â€œProvide some Aboriginal words that describe the idea of Dreaming. â€œHow was the Dreaming handed down to Aboriginal peoples? â€œHow does dreaming connected Aboriginal people to country? 6) Aboriginal and Torres Strait Islander languages and trade â€œWhy is language important? â€œHow many languages were spoken in Australia before Europeans came? â€œHow does Indigenous language play an important role in cultural identity? â€œWhat do totems mean to indigenous people? â€œHow do totems identify a different clan and language? â€œWho did the Aboriginals of Australia trade with and what did they trade? 7) What connects us â€œWhat is Kinship? â€œWhy is Kinships important to the first people? â€œWhat connects us to each other? 8) Clash of cultures â€œWhy did the Europeans come to Australia? â€œWhat are the effects of interactions between Europeans and Indigenous people and the environment? 9) Reflection â€œWhat did you do to create this project? â€œWhat did you enjoy most about this project? â€œWhat did you find difficult about creating this project? â€œWhat do you think worked well? â€œCls there anything you would do differently?
WebQuest: 1. The people of ancient Australia (Lesson 1 & 2)
Link #1 - Mungo Man Holds Secrets of the First Australians
URL: https://www.asgmwp.net/media/elimatta/Elimatta_2017_Summer.pdf
How I will use it: Show a glimpse into the past to understand and consider what I know and what I need to know.
2. Historical recordings by the first peoples of ancient Australia (Lesson 5, 6, 11 & 12)
Link #2 - National Australian Museum
How I will use it: Gather information and recordings about the earliest occupation of the first people.
3. Historical evidence of Australia’s first peoples (Lesson 6 & 11)
Link #3 - Historical evidence
URL: https://australianmuseum.net.au/indigenous-australia-time-line-pre-contact
How I will use it: To understand and gather information about what caring for country means within our intercultural society, and why connection with country is important.
4. Dreaming (Lesson 3 [excursion] & 4)
Link #5 - Explaining Creation - The Dreaming
URL: https://www.creativespirits.info/aboriginalculture/spirituality/what-is-the-dreamtime-or-the-dreaming
How I will use it: Gather information on the dreaming and its link to creation and spiritual ancestors.
5. Aboriginal and Torres Strait Islander languages
Link #6 - Share our Pride
URL: https://www.shareourpride.org.au/sections/our-culture/HOW I will use it: Gather information on their languages and complex trade relationships with other communities.
6. What connects us (Lesson 10 & 11)
Link #7 - How are we connected
How I will use it: Understand and gather knowledge about how we belong and connect to each other and Australia.
7. clash of cultures (Lesson 7 [Incursion] 8, 9 & 13)
Link #8 - First Encounters
How I will use it: Gather information about the impacts of British colonisation and answer questions.
8. Reflection (Lesson 15)
Key Questions:
1. How beneficial was this inquiry?
2. What were my strengths?
3. What did I do particularly well?
4. What do I still need to work on?
5. What could I have done differently?
6. What should I remember for next time?
7. Jobs for each person:
   - Facilitator – helps facilitate group discussion and helps to keep everyone on task
   - Recorder/Checker – takes notes and summarises discussion and helps everyone understand what is required
   - Explorer – helps as a group to explore a new inquiry
   - Innovator – encourages imagination and new ideas

Over a period of 10 weeks with time allocated each week to work on your WebQuest project: I wonder who the people of ancient Australia are?
Important Action:
- Please fill out the Inquiry Assessment Template and WebQuest Progress Page (Refer attachment).
- Write your name next to the job you have been allocated by your HASS group.
- Each person needs to contribute to the inquiry.
- Each person needs to reflect on their learning.
- Present your information as a power-point include your poster and photo of your rich task - Australia in a Shoe Box.
- Insert images, posters, links, mind-maps and any relevant information gathered.
- The WebQuest will be marked against the Rubric as an assessment piece and you will present your power-point to the class using the smart board.
- Date due: Last HASS lesson of term 6th July 2018

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**Evaluation**

1. You need to complete a power-point presentation: Ask and answer questions, display relevant information - use pictures and visuals and appropriate fonts and colours.
2. You need to complete a poster: Hand draw a portrait of an inspirational Indigenous person who has accomplished a great achievement and write about the person’s achievements, include dates and relevant information.
3. You need to complete a rich-task - Australia in a shoe box: Identify aspects of the past that have remained the same - use sustainable resources and to show your observations, knowledge and imagination.

**Category and Score**

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**Conclusion**

9. Reflection: What did you do to create this project? What did you enjoy most about this project? What did you find difficult about creating this project? What do you think worked well? Any other issues?

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**Teacher Page**

Teaching Period: Term 2; Weeks 1-10 (History)
Title of Project Piece: Who are the People of Ancient Australia
Subject: History
Learning Area: HASS
Year 4
Key Concepts: Explore connection to place, change, cause and effect, perspectives, empathy and...
action (ACARA, 2018). Examine contact with other societies and the effects on people and environments (ACARA, 2018). Explore their own identity and how different groups shape identity (ACARA, 2018). Research Australia’s heritage and cultural diversity and they will examine the significance of traditions and shared values within society (ACARA, 2018). Research the capacity of the environment to sustain human life (ACARA, 2018). Explore, analyse, interpret and evaluate various sources to learn, describe and identify the past and present (ACARA, 2018). Explore different perceptions of people, places, ideas and events and gain understanding about how the first peoples connect and relate to each other and country (ACARA, 2018). Investigate and provide information about the past using written and non-written materials using primary and secondary sources (ACARA, 2018). Explain Indigenous view to land compared to Europeans views Indigenous people’s connection to land (ACARA, 2018). This project will explore: Curriculum Objectives This term’s objectives are to research and understand the importance of people of ancient Australia connection to place and people belonging to something, someone or somewhere. Develop the understanding of how others might feel when they are displaced and disconnected from what is important to them. Through the inquiry unit it is essential to develop researching and observational skills to present data from different sources using different text types. Prior Learning: History - How the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community (ACHASSK068). 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) OI.6 Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country/Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation. OI.5 Aboriginal and Torres Strait Islander Peoples’s ways of life are uniquely expressed through ways of being, knowing, thinking and doing. OI.4 Aboriginal and Torres Strait Islander societies have many Language Groups. The project will reflect the students learning and growing understanding of the importance of the people of ancient Australia belonging to something, someone or somewhere. As well as how the Indigenous Australians cared for country and sustained the land. A Students will develop their understanding of how others might feel when they are displaced and disconnected. The aim of the project is for students to develop a sense of culture, what it means to belong and the importance of caring for the environment. Through the WebQuest, students individually and collaboratively create pictures and text representing Indigenous cultural identity, linking people to people, places and environments, in addition, demonstrating Indigenous history, caring for country, spirituality and rites. The project will be conducted in groups of four, individually and collaboratively they will gather, organise, interpret and evaluate information which they will then communicate through various means which include a power-point presentation, poster and rich task - Australia in a Shoe Box. Which will also be used as the basis for an oral presentation. Project is a WebQuest â€“ Who are the people of Ancient Australia (each lesson students will be allocated time to work on their project). A Students will create a power-point, poster and Australia in a shoe box using the WebQuest in groups of 4 Credits Images are my own pictures Jbassett Other Overall this unit of learning is to meet the following teaching points: Gain meaning concerning how the community has changed and remained the same over time and the role that people of diverse backgrounds have played in the development and character of the local community; and the importance of sustainability (ACARA, 2018). Gain understanding about the importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACARA, 2018). Value Aboriginal and Torres Strait Islander histories and cultures (ACARA, 2018). Students will develop the following inquiry skills: Ask questions, investigate answers, create new understanding, communicate their findings and reflect - through engaging in a WebQuest and creating a power-point, poster and a rich task in groups of 4 which they will then Show Case to the class and parents. Skills Developed: Students through presenting their findings and reflecting they are demonstrating active learners who have skills to locate information and analyse their findings. Also, through reflecting students demonstrate that they can think critically about what they have learned (ACARA, 2018). Through asking questions students will develop researching and interpreting skills as they seek answers. They will develop skills in asking questions and investigating answers leads to creating meaning. Students will then communicate their findings and reflect on their learning. Through the inquiry process students develop critical, creative and reflective skills.