



Who lived here first and how do we know?

Key Learning Area	Unit or lesson title and main focus questions	Most appropriate level and suggested number of lessons
 Geography	Who lived here first and how do we know. Who lived in North West Sydney first and how do we know?	Stage 2
 History	How do people's perceptions about places influence their views about the protection of places?	2 lessons

Teacher briefing

In this lesson students explore the importance of country and place to Aboriginal people, with a focus on the Darug people of the North West Sydney region. Students examine a range of evidence about the Darug to help answer the questions 'Who lived here first?' and 'How do we know?'

Requirements for these lessons

- Interactive whiteboard and internet connection.
- A Dreaming story that instructs about correct behaviour – printed, animated, online.
- Printed copies of Activity Sheets 1, 2, 3 and 4

Assessment

- Any of the individual, pair or group activities in this lesson could be used for formative assessment and feedback on students' demonstration of target outcomes.
- A summative assessment activity could ask students to assemble a gallery of images of five different Aboriginal sites in the Sydney region with a brief explanation of what each site tells us about how Aboriginal people lived.

Key terms and vocabulary

Source and evidence, place.

Background information

- The first five entries of the Web Links provide essential background

Syllabus links

History K-10

Stage 2 – Community and remembrance

(HT2-2) describes and explains how significant individuals, groups and events contributed to change in the local community over time.

Geography K-10

Stage 2 – Places are similar and different

(GE2-1) examines features and characteristics of places and environments

(GE2-2) describes the ways people, places and environments interact.

Web links



Aboriginal archaeological sites recorded in the Sydney region up to 2001

<https://dictionaryofsydney.org/media/4033>

Aborigines in the Hills District

<https://www.thehills.nsw.gov.au/files/assets/public/library-documents/local-studies/aborigines-in-the-hills-district.pdf>

Aboriginal Sites Awareness

<http://www.aboriginalheritage.org/wp-content/uploads/Aboriginal-Sites-Awareness7.pdf>

AIATSIS Map of Aboriginal Australia

<http://aiatsis.gov.au/explore/articles/aboriginal-australia-map>

Australian Museum, Indigenous Spirituality

<http://australianmuseum.net.au/indigenous-australia-spirituality>

Australian Museum, Museum in a Box – Living on the Land

<http://australianmuseum.net.au/museum-in-a-box>

Protection of Aboriginal Cultural heritage

<http://www.environment.nsw.gov.au/licences/ACHregulation.htm>

The Making of Modern Australia, Education Extras Episode 4: 'Aunty Beryl Carmichael talks about the Dreaming', ABC TV

http://education.abc.net.au/home?_escaped_f#!/media/103044/aunty-beryl-carmichael-on-spirit-and-culture

Lesson steps

Step 1 – Aboriginal Australia

- Display the AIATSIS map of Aboriginal Australia which can be found at <http://aiatsis.gov.au/explore/articles/aboriginal-australia-map>
- Explain to students that this map shows the hundreds of different Aboriginal nations that existed when the British arrived in Australia. Many of these nations had their own language and customs
- Explain to students that before the British came, Aboriginal people lived all over Australia, in all kinds of environments: on islands, along the coasts and rivers, in rainforests, woodlands, mountains, deserts and plains. Different groups developed different skills and built a unique body of knowledge based on their particular environment
- Zoom in to show the language groups of New South Wales, then zoom in further onto the North West Sydney region and explain that this was Darug country
- Explain that Aboriginal people lived in groups or clans of around 40 to 60 people. Display map showing Aboriginal clans of the Sydney region <http://www.sydneybarani.com.au/sites/aboriginal-people-and-place/>
- Explain that each clan was a community of related families who belonged to their country and took care of it. Some towns today are named after Aboriginal clan names. People from one clan did not encroach into another clan's country
- On a simple map of the Sydney region, students locate and shade places with names derived from Aboriginal clan names. Distribute Activity Sheet 1 Places with Aboriginal names (page 95).

Step 2 – Belonging to Country

- Explain that Aboriginal people identified themselves as belonging to the land, which they called their country, rather than the land belonging to them. Aboriginal people often called the land their mother because it provided everything they needed. They had to take care of their land and the special places within it, especially their sacred sites. This could involve special ceremonies and other activities
- Explain that in Aboriginal belief, people felt a kinship with the natural world. They believed that all of nature is related: the land, animals, plants and people. Everyone had a plant or animal as a spirit brother or sister, sometimes called a totem. People had an individual totem and a clan totem. People would not hurt their totem. Totems were often shown in art
- Explain that Dreaming stories tell of the time when the sky, the land and sea and everything in them was created by the Spirit Ancestors. Dreaming stories also explain how people should behave toward the natural world and toward each other. These stories were passed on from generation to generation, in ways that everyone could understand, from the youngest to the oldest
- Show film clip in which Aunty Beryl Carmichael explains what the Dreaming means to Aboriginal people. http://education.abc.net.au/home?_escaped_f#!/media/103044/aunty-beryl-carmichael-on-spirit-and-culture
- Show or read a Dreaming story to students, then discuss the message it provides about correct behaviour. E.g. Tiddalick the Frog which can be found online at <https://www.youtube.com/watch?v=Oy3Ta5xcKV4>

Step 3 – How do we know?

- Groups discuss and report. Ask students to discuss in small groups how we know that Aboriginal people were here when the British came to Australia. Remind them that there were no cameras or recorders then. Groups record their ideas and share with the class. Teacher saves group lists to compare with final activity
- People. Explain that Aboriginal people living today are one of the main sources of information about what life was like in the past. In Aboriginal families, stories have been passed on from generation to generation. Some of these stories tell what life was like for Aboriginal people and how it changed after the British came
- Language. Explain that Aboriginal languages are also passed down from generation to generation. And even when the language is not completely remembered and spoken, some of the words are. We use many Aboriginal words in Australian English such as *boomerang* and *kangaroo* and the names of places such as *Parramatta* and *Toongabbie*
- Listen to 'Advance Australia fair' sung in the Darug language, follow the words on screen <https://oranaplaygroup.wordpress.com/2014/01/24/advance-australia-fair/>
- Students complete the Darug crossword Activity Sheet 2 (page 96)
- Eyewitness accounts. Explain that there are 'eyewitness' accounts of what life was like for Aboriginal people at the time of the First Fleet, from British, French and Russians who were in Sydney at the same time. Some people wrote diaries and letters that described what life was like. Some of them asked Aboriginal people about their language and wrote down the Aboriginal names of things, creating dictionaries of Aboriginal languages. Others made drawings or paintings of what they saw.

- Display on the smartboard the painting 'View in Port Jackson' painted by Richard Clevely in 1789, only one year after the arrival of the First Fleet. <https://dictionaryofsydney.org/media/4777>. Ask students to take their time and look closely. What details can they see about the people, their equipment and the environment



Figure 3: 'View of Port Jackson', Richard Clevely. From Arthur Phillip, *The Voyage of Governor Phillip to Botany Bay*, 1789. State Library of New South Wales.

- Display on the smartboard convict Joseph Lycett's painting of 'Two Aboriginal people spearing eels'. <http://nla.gov.au/nla.obj-138499671/view> Obscure the title, have students observe the image closely and report what they see about the environment, the people and their equipment. Explain to students that Parramatta means 'place where the eels are'
- Issue Activity Sheet 3 which contains eyewitness descriptions of aspects of Darug life. Read each description with students, then have them draw the objects described
- Aboriginal sites. Explain that different types of sites provide information about Aboriginal life in the past. Rock engravings of animal tracks show which animals were hunted. Grinding grooves on rocks show where stone axe-heads were made and spear points were sharpened. Tools made of stone, bone and shell tell us about the technology that was used. Middens show what food people ate. Images of different types of sites in the Sydney region can be found at <http://www.aboriginalheritage.org/wp-content/uploads/Aboriginal-Sites-Awareness7.pdf>



Figure 4: Thumbnail scraper and backed blade, hammerstone fragment and retouched chert flake. Sydney Metro Northwest Archaeological Salvage Program, Plate 36, page 96.

- Archaeology. Ask students if they know what an archaeologist does. Confirm or correct responses. Explain that archaeologists have examined thousands of Aboriginal sites around Australia, including deposits in caves and rock shelters, camp sites and burial sites. They have used scientific methods such as radiocarbon dating to find out how old the sites are. Explain that the Lake Mungo burials in western NSW have been dated to more than 40,000 years ago. In the Blue Mountains are sites dated to more than 20,000 years ago and a site in Bidjigal Reserve in Castle Hill has been dated to more than 10,000 years ago. By comparison, the Great Pyramid in Egypt was built only 4,500 years ago
- Display on the smart board the map showing Aboriginal sites in the Sydney region which can be found at <https://dictionaryofsydney.org/media/4033> and explain to students the key which identifies the main type of Aboriginal sites shown. Display Figure 5, a map of the Sydney Metro Northwest Archaeological Salvage Program. This shows recent archaeological sites excavated in North West Sydney
- Show images of archaeologists at work as part of the Sydney Metro Northwest Archaeological Salvage Program (Figures 6 and 7). <https://www.sydneymetro.info/sites/default/files/document-library/Sydney%20Metro%20Northwest%20Indigenous%20Heritage%20Archaeological%20Salvage%20Program%20Report.pdf>

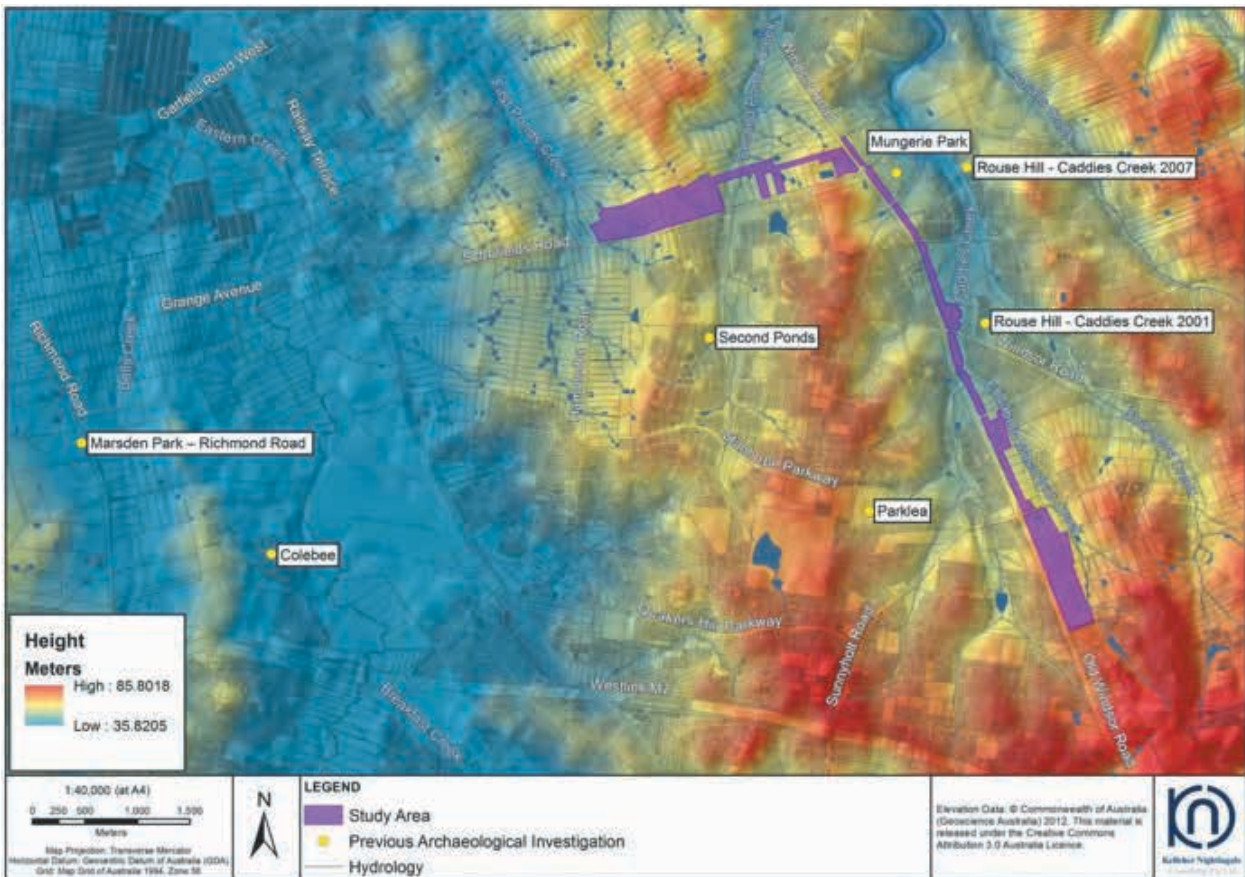


Figure 5: Map of Sydney Northwest Archaeological Salvage Program showing recent archaeological sites excavated in north west Sydney, Sydney Metro Northwest.

- Explain that the objects found by archaeologists and the paintings and descriptions done by early British observers are all *sources* that provide *evidence* about how Aboriginal people lived. Students complete Activity Sheet 4 (page 99) by linking sources and evidence.



Figure 6: Archaeologists at work on the Sydney Metro Northwest Archaeological Salvage Program.



Figure 7: Archaeologist sieving and searching through excavated materials in search of artefacts.

Step 4 – To sum up

- Explain that Aboriginal people lived in Australia for more than 50,000 years before British arrived. They lived all over the country in all kinds of environments. They belonged to their country and took good care of it. They named the places, animals and plants around them and we use some of these names today
- Have students complete the mix and match Activity Sheet 4 to summarise how we know about the Darug people who were living here when the British arrived. Allow students to compare this with the lists they created at the beginning of the lesson.

Step 5 – Reflection

- Read with students ‘What is Aboriginal cultural heritage?’ from the NSW Office of Environment and Heritage website, explaining words and phrases as required.
<http://www.environment.nsw.gov.au/licences/ACHregulation.htm>
Have students explain in writing why Aboriginal cultural heritage should be protected.

Extension activities

- Work in pairs or groups to create a dictionary of 50 words in Darug and English. The words should be arranged in at least four categories, for example animals, insects, body parts, plants, weapons, tools and equipment, greetings
- Use the Dharug Dalang website for words and their meanings, and use the mouse to hover over words to hear how they are pronounced
<http://www.sydneybarani.com.au/sites/aboriginal-people-and-place/>
- Plan and conduct an excursion to a museum where students can engage with stories and artefacts relating to how Aboriginal people lived before the arrival of Europeans
- Borrow from the Australian Museum ‘Museum in a Box – Living on the Land’ which contains a range of facsimile artefacts resources, information and activities. You need to book months in advance. See <http://australianmuseum.net.au/museum-in-a-box-how-to-book>

Activity sheet 1

Places with Aboriginal names

Instructions

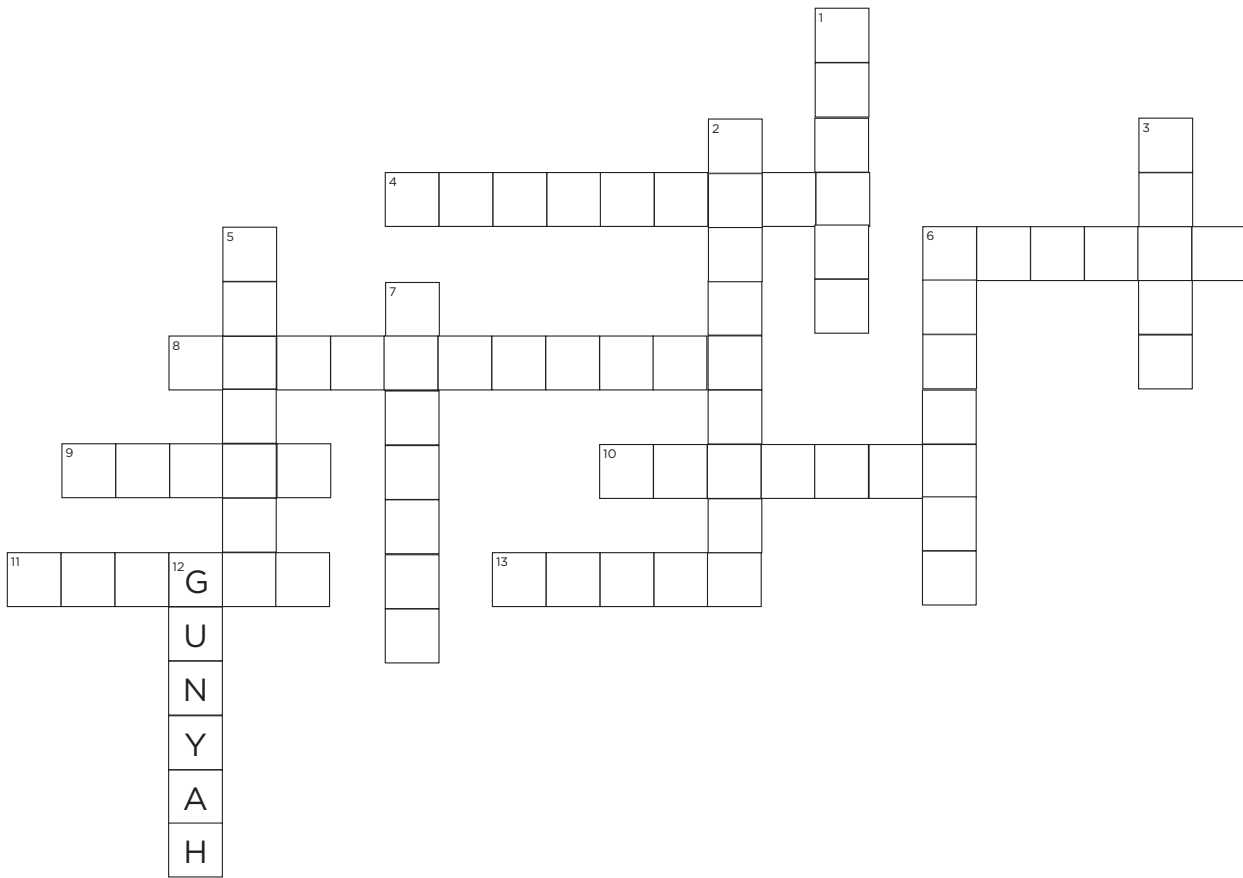
On the map, find and shade the following places that have Aboriginal names:

Parramatta, Cattai, Dural, Maroota, Toongabbie, Yagoona, Kurrajong, Mulgoa, Cobbity, Colo, Yarramundi.



Activity sheet 2

Darug Crossword Puzzle



ACROSS

- 4 Eastern water dragon
- 6 Large, burrowing marsupial
- 8 A gathering of people for a special ceremony
- 9 Call to attract attention in the bush
- 10 Emblem flower of NSW
- 11 Hut or shelter
- 13 Native dog

DOWN

- 1 A large pigeon
- 2 Curved wooden throwing implement
- 3 Tree-dwelling marsupial
- 5 Throwing stick
- 6 Smaller cousin of the kangaroo
- 7 A type of owl
- 12 Shellfish found in creeks



Northwest

Activity sheet 3

Written accounts

Instructions

Draw the objects described in each of the sources in the spaces provided below.

John Hunter described Darug spears. He was a naval officer who later became Governor of NSW. Draw and label the two spears he described.

“The spears were well made; one of them had a single barb of wood fixed on it with gum, the other had two large barbs cut out of solid wood, and it was as finely brought to a point as if it had been made with the sharpest instrument.”

Hunter, J. *Historical Journal of the Transactions at Port Jackson and at Norfolk Island*

Watkin Tench described the shelters the Darug made when they were out hunting. Draw and label the shelter he described.

“Traces of the natives appeared at every step, sometimes in their hunting huts, which consist of nothing more than a large piece of bark, bent in the middle, and open at both ends, exactly resembling two cards set up to form an acute angle . . .”

Tench, W., *Sydney's First Four Years*



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Activity sheet 3

Written accounts

Watkin Tench did not think very highly of Darug canoes, but he was impressed with the way they were handled. Draw and label a canoe as Tench described it.

“... being nothing more than a large piece of bark tied up at both ends with vines. Their dexterous management of them, added to the swiftness with which they paddle and the boldness that leads them several miles in the open sea, are, nevertheless, highly deserving of admiration. A canoe is seldom seen without a fire in it, to dress the fish by as soon as caught.”

Tench, W., *Sydney's First Four Years*



Figure 8: 'A family of New South Wales' by William Blake (1793) showing various tools, weapons and equipment used by Aboriginal people in the early years of the colony. National Gallery of Australia.

Activity sheet 4

Mix and Match

Instructions

Draw a line to match each source in Column 1 with the evidence (information) they provide.

Source	Evidence (Information)
Aboriginal people	Observers drew, painted or described what they saw
Aboriginal language	Can say how long Aboriginal people have lived in a place
Eyewitness accounts	Pass on stories from generation to generation
Rock engravings of animal tracks	Show where stone axe heads were made
Middens	Show us what technology was used
Archaeologists' dating	We use many Aboriginal words today
Tools of stone, bone and shell	Show us what animals were hunted
Grinding grooves on rocks	Show us what food was eaten



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