

Warning: Aboriginal and Torres Strait Islander users are respectfully advised the following resource contains information and images about deceased persons.

Aboriginal people whose traditional lands and waters exist within the boundaries that today frame the state of Victoria are often collectively called Koorie peoples or Koories.

Koorie is a contemporary collective or group term.

Throughout this unit of work, the term Indigenous may also be used inclusively to refer to both Aboriginal and Torres Strait Islander peoples.

Unit name: Indigenous Superstars	EAL level: B2 & B3	Year level: 5 to 6	Duration: 8-10 weeks
Topic focus By the end of this unit, students will be able to: <ul style="list-style-type: none">• discuss and reflect on identity and sense of self including personal strength and courage (VCPSCSE026)• define and recognise core issues such as racism, discrimination and prejudice (VCPSCSO030)• discuss and reflect on the history of Aboriginal and Torres Strait Islander cultural heritage (VCHHK089) (VCHHK094)• discuss important Aboriginal and Torres Strait Islander peoples, their achievements and their impact on Australian society	Victorian Curriculum EAL By the end of this unit, students will be able to: <ul style="list-style-type: none">• navigate and read a diverse range of texts and sources (VCEALA358)(VCEALA437)• follow a simple planning, drafting and revision process (VCEALA381) (VCEALA382)(VCEALA460)(VCEALA461)• develop a timeline to show the sequence of events in a person’s life (VCEALC375) (VCEALC454)• write a biography about a notable Aboriginal and Torres Strait Islander person based on information from multiple sources (VCEALC374)(VCEALC453)	Victorian Curriculum Capabilities By the end of this unit, students will be able to: <ul style="list-style-type: none">• participate in discussions and critically explore cultural and racial issues and perspectives (VCICCD011)(VCICCD012)	
Topic-specific vocabulary Vocabulary related to concepts of: <ul style="list-style-type: none">• identity and cultural identity• racism, discrimination and prejudice Vocabulary related to issues on: <ul style="list-style-type: none">• colonisation• Stolen Generation• National Sorry Day• reconciliation• Native Title (Acknowledgement of Country)	Linguistic structures and features <ul style="list-style-type: none">• noun groups (an Indigenous rights advocate)• reference chains: third person pronouns (she/her/they/them, it)• circumstances of time and place• past tense processes (active and passive)• connectives (however, nevertheless, therefore)• evaluative language: expressing positive or negative attitudes (feelings, appreciation and judgements)• biographical recount text structure (orientation, record of events, judgement)	Summative assessments <ul style="list-style-type: none">• a written biography on a notable Aboriginal and Torres Strait Islander person• a visual timeline of events based on a notable Aboriginal or Torres Strait Islander person’s life	

Teaching and learning activities

Teachers must follow protocols for [teaching Aboriginal and Torres Strait Islander culture](#) known as the [Koorie Cross-Curricular Protocols](#).

The following activities follow [the teaching and learning cycle's four stages](#).



indicates links to resources and lessons located in this unit.





indicates links to an external website or location.

Teaching activities and strategies in *italics* are listed in the [glossary of teaching activities and strategies](#).

Learning intention: We are learning about our identity (who we are) and our values.

Success criteria: I can share my thoughts with a partner and the class. I can create a mind-map that illustrates who I am. I can use an English dictionary to find out what words mean. I can discuss what values are and which ones I believe in.




- Explain to students what the word identity means. Provide students with examples of different forms of identity we use to show to people who we are such as driver's licence, passports, school ID cards, social media profiles, etc. Ask students if they think these forms of identity sufficiently illustrates who we are and our sense of self.
- Use *think, pair, share* activity where students first take some time to *think* about what makes them who they are individually, before *pairing* with another student to talk through the questions and *share* their responses. Provide prompt questions and sentence starters to support their discussion, along with vocabulary lists for each category. For example:
 - Is it our physical appearance or what we look like? → I have...
 - Is it our personality/characteristics (are you stubborn, kind, friendly, bossy, etc.)? → I am...
 - Is it our interests such as our likes or dislikes? → I like... I don't like...
 - Is it our strengths or things we are good at? → I am good at...
 - Is it our hopes and dreams or who we want to be and what we want to do when we grow up? → I want to...
 - Is it the social groups we are a part of such as our family, friends, sporting or musical groups, etc? → I am part of...
 - Is it the languages that we speak in different situations? → I speak...
- Students create a *mind-map* illustrating who they are. Provide students with models or examples of different mind-map templates that students can follow. Students can use a combination of drawing, writing or the computer to express their understanding of self.
- Give students the opportunity to share their mind-maps with a partner or with the class.
- Watch [*Wellbeing for Children: Identity and Values*](#)  by ClickView and explain to students that they will be focusing on their values. When watching the video, turn on subtitles /closed captions, or adjust the playback speed on the video settings, to support students' listening comprehension. Pause the video whenever there is a need for further elaborations and teacher support to ensure student comprehension.
- Provide students with a brief list of [*values*](#)  they need to define. Model to students how to use an English student dictionary to find the definition of new words and paraphrase the definition into their own words to reflect their own understanding of the words. Ask them to translate the words into their home language if they have home language literacy skills. Work through the first few values together as a class before students work together in pairs to define the remaining values. Allow them to use bilingual resources to translate into their home language and share what they understand of key concepts from their home language with the class (bilingual resources available at LMERC).
- With their partners, students share with the class the definitions of the remaining values on the list. They share one or two values they believe represents themselves using sentence starters such as 'We value ... because ...'

Note: This lesson has been organised into mini lessons as it may go over a few periods or days.


Learning intention: We are learning about our cultural identity.


Success criteria: I can create a personal dictionary to help me remember new words. I can discuss and share my culture with my peers. I can make links between my culture and who I am. I can reflect on the importance of learning and sharing culture.

Mini lesson 1:

- Introduce students to the term ‘cultural identity’ and break down the meanings of the two words. Explain that ‘cultural’ is the adjective of the word ‘culture’ which refers to the ideas, customs and behaviours we do that is specifically relevant to our community/group of people.
- Supportive learning suggestion: Encourage students to create their own [personal dictionary](#)  that includes new vocabulary, a translation in their home language, a simple explanation of what it means in English and other synonyms. Encourage them to continue adding to it during all lessons to expand their vocabulary.
- Read [Culture by Charles Hope](#)  (available at LMERC) or [My Culture and Me by Gregg Dreise](#)  (available at LMERC) and take the time to allow discussion about the significance of different cultures. This includes visible aspects such as language, food, religion, celebrations, as well as those less tangible such as family roles, manners and mannerisms. Also discuss the idea of culture being passed down through generations. Encourage students to share aspects of their culture with the class, discuss any similarities or differences between them, and what aspects of their culture are shared through their family. Co-construct a *mind-map* to represent the different elements that can contribute to culture from the discussion.
- Optional: Ask students to interview their parents about their culture and their life when they were young, to share back with their class. Prepare questions with students that they can ask their parents. Students may want to work with a same-language peer to translate the questions into their home language to ask their parents. They discuss translation options that best capture the meaning of the questions written in English.
- Facilitate an open discussion about students’ cultural identity, asking them if they think that their culture plays a role in forming their identity as well as their changing sense of self after moving to a new country and culture. Allow for wait time when posing questions and re-cast questions to support student comprehension and participation. Allow students opportunities to make mistakes and self-correct in their oral responses and provide supportive feedback.
- Give students the option to work in similar cultural groups and create a *mind-map* that represents their culture. Students can refer to the co-constructed *mind-map* on culture to add to their existing *mind-map*. Like the previous activity, students can use a combination of drawing, writing or technology to express their understanding of their own culture.

Mini lesson 2:

- Students watch [Tanderrum](#)  by Melbourne International Arts Festival with the subtitles/closed captions on. Let students know they will watch the video twice. The first time they watch the video, ask them to think about the different ways culture is shared in the community and whether this is similar or different to how they learnt about their own culture. Provide some time after the video for students to contribute or discuss what they noticed in the video.

	<ul style="list-style-type: none"> As they watch the video a second time, they will need to answer the question, ‘Why is it important to learn about our culture and our heritage?’ followed by the sentence starter, ‘I think it is important to learn about our culture and our heritage because...’ Write the question and sentence starter on the board so they can refer to it during the video. Students share their responses to the question, ‘Why is it important to learn about our culture and our heritage?’, in a <i>wallpaper activity</i> where they write their responses on a sticky note and one-by-one read their responses out before sticking it on the wall. Extension: Students find links or similarities between the responses on the sticky notes and bundle or categorise them together. They summarise the links or the themes in each category, for example, ‘These sticky notes are grouped together because they are about...’
Building the context or field	<p>Learning intention: We are learning to describe our identity.</p> <p>Success criteria: I can use suffixes to transform a noun into an adjective. I can describe myself and others using noun groups.</p> <ul style="list-style-type: none"> Explain that when we describe ourselves, we can choose to describe ourselves using ‘I am’ statements. This can be done by transforming nouns into adjectives. Explain what suffixes are in English (a letter or group of letters added to the end of words) and provide examples of words that add or remove suffixes, e.g. play (n) → playful (adj), honesty (n) → honest (adj). Work through the worksheet changing nouns into adjectives  and explain the meaning of each suffix. This can be done as a whole class, in pairs or individually depending on language level. Students should keep this worksheet for future reference. Ask students to choose two or three sentences about themselves and show them how to transform their sentences into ‘I am’ statements, e.g. I like art. → I am artistic. I am good at sport. → I am sporty. I value courage. → I am courageous. I was born in India, but I live in Australia. → I am Australian Indian. Show students how to combine each individual sentence into one sentence by combining each adjective into one noun group, e.g. I am an artistic, sporty, courageous Australian Indian. This can be modelled by writing the sentences on sentence strips and cutting them up to transform them into a single noun group. Students practise creating noun groups to describe themselves. This can be written down and shared orally in small groups or as a whole class.

Note: This lesson has been organised into mini lessons as it may go over a few periods or days.

Learning intention: We are learning about Indigenous Australians.





Success criteria: I can look at pictures to understand a story. I can understand unfamiliar words by searching for clues in a text.

I can share my thoughts and wonderings about Aboriginal and Torres Strait Islander cultures. I can listen to a Dreamtime Story and draw my interpretation.


Pre-assessment:

- Ask students what they already know about Indigenous Australians. Create a whole-class *KWL chart* for students and write down what they **Know**, and what they **Want** to know learn more about. Keep the chart in class so that students can continue adding to it.










Mini lesson 1:

- Introduce the Indigenous Australians as the first people of this nation. Show the [map of Indigenous Australia](#)  which shows the different boundaries of language, tribal or nation groups and explain the different languages and cultures that exists in Australia.
- Watch the first 1:30 minutes of [What is NAIDOC Week?](#)  by ClickView which also introduces the map of Indigenous Australia. Explain the Indigenous group of the land on which your students are on as well as the term 'Koorie' which is used to describe the Indigenous groups in Victoria.
- Introduce the importance of storytelling in Aboriginal and Torres Strait Islander cultures, also called Dreamtime Stories, and the use of totems and symbols. Talk about [Bunjil 'the creator'](#) , a wedge-tailed eagle who is an ancestral being for the Wurundjeri people of the Kulin nation in Melbourne and about the importance of continual spiritual connection to the land for Aboriginal and Torres Strait Islander people. Make sure to use visuals to support student understanding.
- Watch [Spirituality](#)  from Culture Victoria which talks about Koorie spirituality. Provide students with the transcript of the video available on their website to read as they watch to support student comprehension.

Mini lesson 2:

- As a class, read [Wilam: A Birrarung Story by Auntie Joy Murphy and Andrew Kelly](#)  (available at LMERC). Explain to students that the words used in the book is Woiwurrung language, an Aboriginal language spoken by the Wurundjeri people of the Kulin Nation in Victoria. As they read, encourage students to pay attention to the illustrations in the book and take the time to decode the Woiwurrung words, e.g. 'What do you think 'Wilam' means?' (Optional: refer to the back of the book for the glossary of terms. Students can also add the Woiwurrung words into their personal dictionaries with the English and home language translations.)
- After reading, students discuss how the connection to land has been depicted through the images and storytelling using a *See, Think, Wonder activity* about the story. They answer the questions 'What do you see?', 'What do you think about it?', 'What does it make you wonder?' with sentence starters, 'I see...', 'I think...', 'I wonder...' If students do not know the language, use this opportunity to build their vocabulary.

Mini lesson 3:



	<ul style="list-style-type: none"> Select a short story from the land on which you and your students are on, from Nyernila – Listen Continuously by Aboriginal Creation Stories of Victoria . Students will listen to a Dreamtime Story and draw their own interpretation of an animal, place or object in the story. (Reminder: refer to the Koorie Cross-Curricular Protocols  to ensure respectful use of Aboriginal art and practices.) <p>Additional resources can be found on Aboriginal cultures: Sharing, connecting and practising  by ABC Education and Aboriginal Culture and History  by Victorian Public Sector Commission.</p>
Building the context or field	<p>Note: Prior to this lesson, refer to the Acknowledgement of Traditional Owners and Welcome to Country in Schools policy  for information on how to conduct an Acknowledgement of Country and/or invite an elder to perform a Welcome to Country at school.</p> <p>Learning intention: We are learning how to acknowledge the Traditional Owners and pay respect to Country.</p> <p>Success criteria: I can explain why it is important to respect the traditional owners of our land. I can brainstorm ways to show respect for Country at school. I can write a letter inviting an Elder or Traditional Owner to come to our school.</p> <ul style="list-style-type: none"> Link back to the previous lesson about the importance of connection to land and ask students what they think ‘acknowledge the Traditional Owners’ means and why it is important to ‘pay respect to Country’. Provide synonyms to support understanding of new words. Read Welcome to Country by Auntie Joy Murphy and Lisa Kennedy  (available at LMERC) and also watch Welcome, by Auntie Joy Murphy AO, Wurrundjeri Woi Wurrung Elder  by Australia Day Victoria. Discuss the meaning of key words such as ‘strength’, ‘courage’, ‘integrity’, ‘values’, etc, and how this also relates to respecting Country. Allow students the opportunity to add new key words to their personal dictionary. Optional: Download the Acknowledgement of Country translated in different languages  from Language Loop. As a class, ask students why it is important to acknowledge and pay respect to the Traditional Owners of our land, how can they show respect for Country at school and at home. In groups, students brainstorm ways they can incorporate an Acknowledgement of Country in English and their home languages at school, whether it is during school assemblies or in their classroom. As a class, students jointly construct a letter using the list of sentence starters for letter writing  inviting a Traditional Owner of the local community to perform a Welcome to Country at school.

Note: This lesson has been organised into mini lessons as it may go over a few periods or days.


Learning intention: We are learning about the colonisation of Australia.

Success criteria: I can highlight key words in a text. I can listen for information. I can listen for sounds in words. I can explain what colonisation means.

Mini lesson 1:



- Students will be watching [The Story of the Healing Foundation](#)  by The Healing Foundation twice through. (Teacher tip: Adjust the playback speed of the video to 0.75 to support students' listening comprehension.)
- Before watching the video, provide students with some background information about the video. Explain what the word 'colonisation' means using definitions and visuals. Ask students to add the word to their personal dictionaries.
- Extension: If possible, students can ask their families about their countries' histories and the colonisation of their countries and share this information with the class.
- Give the students the worksheet [The story of the Healing Foundation](#)  and read through each question. Model how to highlight key words in the first couple of questions that they think are important to listen out for when watching the video.
- While watching the video for the first time, students raise their hand as they hear pieces of information that provide them with answers to any of the questions. As soon as a hand is raised, the teacher pauses the video so students can answer the question.

Mini lesson 2:

- Before watching the video again, read through the [cloze passages](#) . Students can also predict and fill in any answers before listening as this can help them listen more actively and confirm or correct their answers as they listen.
- After the video, go through the answers in the cloze passages and ask students to highlight any words they are unsure of. Instead of using a dictionary, students help each other to understand the highlighted words. This can be done as a *doughnut circle activity* where students form an inner circle facing outwards and an outer circle facing inwards of equal number of students and rotate to a different partner after a few minutes, or as a *free-roam activity* where students randomly find a new partner.



Mini lesson 3:

- Explicitly teach students how to break down words according to their syllables to help them focus on the sounds of each word (phonemes) and consequently help them spell, e.g. a/ssi/mi/la/tion. Certain phonemes in a word can also provide students clues about the meaning of the word. This can be a separate lesson focused on identifying phonemes using syllables, onset and rime.
- To further support students' ability to remember the meaning of more complex words, use sentence strips or blank cards. Students write down a new word and draw a representation of what they understand the word to mean. Students explain their representations with each other. Students can write the translation of the word on the other side of the card or record an audio recording of the translations on a tablet or other electronic recording device.

Additional resources in the [Colony to Nation](#)  by NGV including the [Adaptations for English as an Additional language resources](#) .

Learning intention: We are learning about the impact of colonisation on Aboriginal and Torres Strait Islander people.

Success criteria: I can understand how images and language can influence how we feel. I can understand the importance of respecting points of view. I can participate in respectful discussions with my class.




- Explain to students that images and language have the ability to influence the ways we feel, which are also called emotions. These emotions can either be positive or negative. Provide visual examples of different scenes from a range of movies/videos. Students practise sharing how they felt watching each scene and categorise each emotion into either positive or negative.
- Explain how different aspects of a scene have been specifically chosen to elicit a certain emotion, whether it be the colours, lighting, music or type of language used. With language, provide some examples of adjectives that can infer positive or negative emotion such as ‘amazing’ or ‘horrific’. Students categorise the adjectives into either positive or negative.
- Students will be watching [*Intergenerational Trauma*](#)  by Healing Foundation twice through. (Teacher tip: Adjust the playback speed of the video to 0.75 to support students’ listening comprehension.)
- Before watching the video for the first time, prepare students by telling them to think about how they feel while watching the video. Ask them to not only focus on the images, but to also think about the words used in the video.
- During the video, additional support to assist students’ comprehension of key vocabulary, such as pausing the video and providing further elaboration, may be required.
- After watching the video for the first time, students share how the video made them feel.
- Students watch the video a second time and complete the [*Using Persuasive Language: Positive and Negative*](#)  chart using the list of words provided and adding words they hear as they watch the video.
- Students participate in *think, pair, share activity* and discuss why they think certain words were used to elicit a specific emotional response from the audience as well as understanding the impact of colonisation. This can also be done as a *doughnut circle activity*. Pose questions to support student discussion, such as:
 - Whose point of view was the video showing?
 - How did you feel when you watched the video, and why?
 - Why is it important to look at different points of view?
 - Why is it important to understand and respect the point of views of Aboriginal and Torres Strait Islander people?
 - What has been the impact of colonisation on Aboriginal and Torres Strait Islander people?
 - What do you think can be done to heal the trauma of Aboriginal and Torres Strait Islander people?
- Make sure to break down the language in each question to support students’ understanding by highlighting key words, providing synonyms and examples linked to resources they have previously read or seen.

Note: This lesson has been organised into mini lessons as it may go over a few periods or days.





Learning intention: We are exploring issues of racism and prejudice and what it means for us.

Success criteria: I can contribute my thoughts and ideas to class discussions. I can use reading strategies to understand the information in a text. I can share my understanding of a text with my peers.

Mini lesson 1:

- Introduce students to the words ‘racism’ and ‘prejudice’ and ask students what they think these words mean. Students respond using a sentence starter such as ‘I think racism is...’. Write the students’ ideas and contributions on the board or poster paper. If students are not sure, let them know this is fine as they will be watching two videos about racism. Remind students about the [lesson on colonisation](#)  where they learnt how to listen for information by writing down key words and listening to the sounds of words.
- Students watch [Racism](#)  on Behind The News and then the music video [What you say matters. Racism. It Stops With Me.](#)  by Brothablack.
- After watching the videos, ask students again about what they think ‘racism’ and ‘prejudice’ mean. Add any more ideas and contributions to the board or poster paper.

Mini lesson 2: (Option: break this mini lesson down into each individual reading strategy or focus on two of the four reading strategies.)

- Explain to students the four main reading strategies they will be practising in the activity:
 1. *skimming* (reading quickly) and *scanning* (looking for information) a text – to get a general idea or the main ideas of the text.
 2. *re-reading for detail* – to make sure they have understood the information by highlighting key pieces of information and underlining words or phrases they don’t understand.
 3. using *thinking tracks* (making thinking explicit) – to ‘leave tracks’ of their thinking through writing/drawing responses or asking questions on sticky notes and sharing their thinking with others
 4. *summarising a text* – to ensure information has been fully understood.
- Using the information fact sheet [Why are people racist?](#) , first draw students’ attention to the visual features of the text such as layout and images, and text features such as headings, subheadings and the use of different fonts. Explain how understanding the features of a text can support them to chunk/group information in a meaningful way.
- Using [My Reading Strategies](#) , scaffold the reading strategies with the students by modelling first (I do) and then doing it together (we do). Students will then practise using the reading strategies themselves in small groups (you do together) through a *jigsaw activity* where they will become ‘experts’ on a different aspect of a topic.
- For the *jigsaw activity*, students are arranged in 5 equal groups with at least 2 people in each. Each group is provided an information fact sheet about racism by the Human Rights Commission:
 - Group 1 - [Who experiences racism?](#) 
 - Group 2 - [Where does racism happen?](#) 

- Group 3 - [Why is racism a problem?](#) ☞
- Group 4 - [What can you do?](#) ☞
- Group 5 - [What does the law say?](#) ☞
- Students re-group into new groups of 5 people (one member from each of the previous groups). This time, students take it in turns as 'experts' and share the three main points they have summarised from their specific reading.

Mini lesson 3:

- Introduce the recent Black Lives Matter movement from the US and watch [US Protests Against Racism](#) ☞ on Behind The News ABC.
- As a class, students discuss if they have, or know anyone who has been treated differently because of how they look or where they are from, either in their home country or in Australia. If so, ask students how this made them feel or how they think others feel when they are treated differently. (Caution: be mindful of sensitivities of individual students and encourage a safe and respectful space for students to share.)
- Show students several different images only from the news article [Black Lives Matter rallies held across Australia to protest against mistreatment and deaths of Indigenous people](#) ☞ used by ABC News. Organise students into small groups and allocate each group with a different image. Students take time to look deeply at their image and complete a *See, Think, Wonder* response using sentence starters, 'I see... I think... I wonder...' Students then share their responses with the rest of the class along with their focus image.
- Watch [Australian Black Lives Matter](#) ☞ on Behind The News ABC about the recent campaigns in Australia. Give students a copy of the transcript available on the ABC website to read as they watch the video. Encourage students to highlight or write thinking notes on the transcript while watching the video.
- Students read the series of [true or false statements on Australian Black Lives Matter](#) ☞ and share their responses and explanations in small groups.

Additional resources on [Racism. It Stops with Me](#) ☞ . by the Australian Human Rights Commission.

Note: This lesson has been organised into mini lessons as it may go over a few periods or days.

Learning intention: We are learning about the Stolen Generation.

Success criteria: I can identify subject, object and possessive pronouns and who/what they refer to. I can be respectful and participate in a discussion with my peers. I can share my thoughts and reflections.

Note: Prior to this lesson, refer to the [Narrangunnawali: Reconciliation in Schools and Early Learning program](#) for support on teaching about the Stolen Generation in a respectful and appropriate way.

Mini lesson 1:

- Tune students into the topic of the Stolen Generation by watching [Took The Children Away](#) on YouTube or read [Took the children away by Archie Roach](#) (available at LMERC). Give students copies of the lyrics to read as they listen to it. This will need to be sourced independently.
- Focus on the range of personal pronouns used throughout the song. Teach students that personal pronouns are used to refer to someone, and there are subject pronouns (the main doer in the sentence), object pronouns (the person or thing being 'done' to in the sentence) and possessive pronouns (the owner of the thing). Provide students with the table of pronouns in [Personal Pronouns: Reference Chains](#).
- In partners or small groups, students identify the personal pronouns used in the lyrics as either subject, object or possessive, and indicate who the pronouns refer to.
- Use the discussion questions in [Personal Pronouns: Reference Chains](#) to encourage students to think about why Archie Roach used 'us' and 'them' pronouns to highlight the distinction between the children of the stolen generation and the people who took the children away.

Mini lesson 2:

- Students watch a testimonial of a survivor (preferably a Victorian survivor or survivor from your local area) from [Stolen Generations' Testimonies](#) or [The Healing Foundation: Telling Our Stories – Our Stolen Generations](#), or read written testimonials from [Bringing Them Home: Written Testimonies](#).
- Facilitate a *yarning circle* where students take it in turns to share their thoughts following the testimonials or stories they have watched, discuss the idea that cultural identity is passed down through generations and how this has impacted the Stolen Generation by losing a part of their identity and values. Provide students with a [list of sentence stems](#) to use and model how to use them. Make sure to establish protocols and rules prior to facilitating a yarning circle, such as 'listen with your heart', 'one person speaks at a time', 'all thoughts are welcome', 'silence is welcome', as well as using a talking stick or toy that is passed around to allow everyone an opportunity to share. Students should be allowed to share certain words, phrases or terminology from their own language to help them emphasise certain points that cannot be expressed accurately in English. The focus is not on speaking correct English, but about sharing and reflecting.

- Introduce the term ‘putting yourself in another person’s shoes’ or talk about showing empathy. Ask students how they show they care or show empathy for others at school or at home. Use an emotions chart/emotions thermometer to guide a reflection on how the stories made them feel. Use sentence starters to support students to communicate their feelings, e.g. ‘I felt when I saw ...’
- Optional: In groups or as a class, students create a *wordle or word cloud* to represent the emotions or feelings they shared during their reflection.

Additional resources on the [Stolen Generation](#)  by AIATSIS.

Note: This lesson has been organised into mini lessons as it may go over a few periods or days.

Learning intention: We are learning about reconciliation and National Sorry Day.

Success criteria: I can use a range of reading strategies to understand a text. I can identify past tense process words. I can change sentences from active to passive voice. I can share my thoughts and ideas about the apology.

Mini lesson 1:











- Students read [Learning about the Stolen Generations](#) and take turns reading parts of the text out loud or *shadow reading*. This strategy involves students listening to the teacher read while reading aloud at the same time from their own text.
- Support students to highlight key words in the text and elaborate on their meaning to support comprehension. Revise previous reading strategies to support meaning making such as searching for clues in the text, using a dictionary, skimming, scanning, re-reading for detail, using thinking tracks and/or summarising. Give students time to add new words to their personal dictionaries.

Mini lesson 2:

- Introduce past tense process words to talk about the past and create a *word wall/anchor chart* of past tense process words. Students re-read [Learning about the Stolen Generations](#) and highlight **in green** all the past tense process words.
- Introduce active and passive voice. Model how to transpose sentences from active to passive by swapping the two participants (subject and object) in the sentence, and then conjugate the process word to the conjugated form of 'to be' + the past participle + 'by' preposition.
- Students transpose sentences from active to passive voice in [Active and passive voice: Learning about the stolen generations](#).
- Explain to students why understanding how to change active to passive allows them to direct the reader's attention to focus on the main subject or first participant in the sentence. Ask students to highlight **in red** the first participant in both the active and passive sentences to indicate the main focus in each of the sentences. Ask students to think about why the author has chosen the main focuses in each sentence of the text, [Learning about the Stolen Generation](#).
- Students then compare their sentences with a partner before sharing their sentences with the class to check for understanding. Write the students' sentences on the board and model any corrections needed so students have the opportunity to correct and ask questions.

Mini lesson 3:

- Read [Sorry Day by Coral Vass and Dub Leffler](#) (available at LMERC) or [Down the hole by Edna Tantjingu Williams and Eileen Wani Wingfield](#) (available at LMERC) and read out loud to students 'Reflection One: Extract from the Apology motion, 13 February, 2008' on page 34 of [Learning about the Stolen Generation: the National Sorry Day Committee's School Resource](#).
- Place different [talking points](#) around the room. In small groups, students move to each talking point and share their thoughts and opinions.
- Follow up with a whole class feedback session with all groups sharing what they had spoken about for each *talking point*.

Uncoached Draft	<p>Learning intention: We are writing an historical recount of the Koorie and Aboriginal people.</p> <p>Success criteria: I can use a template to plan my writing. I can include information I have learnt about Indigenous Australians, colonisation, the Stolen Generation and National Sorry Day.</p> <ul style="list-style-type: none"> Students need to write an historical recount about the events that happened to Aboriginal and Torres Strait Islander people, combining everything they have learnt about the Indigenous Australians, colonisations, the Stolen Generation and National Sorry Day. Briefly summarise the content learnt during the building the content/knowledge of the field using a class-constructed mind-map. Refer back to the whole-class <i>KWL chart</i> from the beginning of the unit. Clarify any questions students may still have about the topics covered in class so far. Provide students with a writing template  to plan their writing of an historical recount, and briefly go through the template. Students can use their personal dictionaries and any previous classwork to support their writing. Inform them that this piece of draft writing will help them learn about writing an historical recount and help the teacher to understand how to teach them better.
Modelling the text (or deconstruction)	<p>Learning intention: We are learning about a biographical recount.</p> <p>Success criteria: I can participate in a class discussion. I can read a text after a teacher. I can use a checklist to identify features of a biography. I can read a rubric to understand how to write a good biography.</p> <ul style="list-style-type: none"> Read Our Home, Our Heartbeat by Adam Briggs  (available at LMERC) or watch Our Home, Our Heartbeat with Briggs  by NGV Melbourne to begin the conversation with students about notable Aboriginal and Torres Strait Islander people. Ask them if they know about any of the Aboriginal and Torres Strait Islander people mentioned in the story and introduce the main writing task for the unit – writing a biographical recount about a notable Aboriginal and/or Torres Strait Islander person. Explain to students that a biographical recount is a true recount about someone’s life and written by someone else. Biographies are usually about people who have accomplished amazing things or contributed to the world. Introduce students to Eddie Mabo by watching Mabo Legacy  on Behind The News. Use focus questions and discussion starters in the Teacher Resource: Mabo Legacy  from Behind The News to facilitate a class discussion about Eddie Mabo after watching the video. Provide students with a biography checklist  and read through the main points to cue them into the main features of a biography. As a class, <i>shadow read</i> the model text Eddie Mabo  by reading each sentence first followed by the students. This gives the students an opportunity to hear the text first before reading it out loud themselves. As they read through the text, tick off the points in the biography checklist provided and answer the questions as a class. Go through the Biography of an Aboriginal Superstar Rubric  with students. Explain to students the rubric helps us understand how to write a good biography. Highlight the key words in the rubric and elaborate on meaning. Let students know that they will be learning more about each of the structure and language to help them write a good biography. Keep an enlarged copy of the rubric available around the classroom as a signpost for all future language lessons. <p>Additional resources on Eddie Koiki Mabo  on AIATSIS and Native Title  on Behind The News.</p>








	<p>Learning intention: We are learning about the structure of a biographical recount.</p> <p>Success criteria: I can discuss the main structure of a biographical recount. I can re-arrange a biographical recount. I can label the main parts of a biographical recount.</p> <ul style="list-style-type: none"> • With the class, go through the structure of a biographical recount: title, orientation, sequence of events, judgement. • Read through the Eddie Mabo model text again and label the main sections with the class. Explain the purpose of each section and the type of information that is included in each section. Use <i>margin questions</i> that focus on the organisation of the text, e.g. ‘What type of information is included in the orientation?’, ‘How are the paragraphs ordered?’, ‘What is the focus of the last section – Judgement?’ • Students work together in small groups or with a partner to re-arrange the Structure of a biography 1 or Structure of a biography 2 in the correct order and label the main sections with the correct heading.
Modelling the text (or deconstruction)	<p>Learning intention: We are learning how to use extended noun groups to describe a person.</p> <p>Success criteria: I can identify noun groups in a text. I can re-arrange noun groups in the correct order. I can create extended noun groups.</p> <ul style="list-style-type: none"> • Explain that noun groups are a group of adjectives and nouns that describe participants. Explain why it is important to understand how to create noun groups in a biographical recount to describe a person. Refer to a previous lesson on describing their identity. • Model and provide examples of different noun groups using the noun groups chart as explained in Noun Groups (for teachers). Use functional questions to help guide students to understanding and using the noun groups chart. • Explicitly teach how to use prepositional phrases and embedded clauses in the qualifier to add additional information to an extended noun group. Create an <i>anchor chart</i> that describes how prepositional phrases start with a preposition such as ‘by’, ‘with’, ‘in’, ‘of’, ‘for’ and embedded clauses contain process verbs and can start with either a relative pronoun such as ‘that’, ‘which’, ‘who’, or a verb such as ‘running’, ‘jumping’. Read through the model text Eddie Mabo and highlight the noun groups in red. Student unjumble the noun groups selected from the text into the noun groups table in Eddie Mabo: Noun Groups Activity. Answers have been provided in Eddie Mabo: Noun Groups (Answers). • Link learnings to the assessment rubric and discuss what a one-star, two-star, and three-star noun group would look like.

Note: This lesson has been organised into mini lessons as it may go over a few periods or days.




Learning intention: We are learning about cohesion within a text.

Success criteria: I can identify pronouns to create cohesion within a paragraph. I can identify connectives to create cohesion within a text. I can understand how to use pronouns and connectives in a text to create cohesion.

Mini lesson 1:








- Explain what ‘cohesion’ means as words that links words together and gives it meaning. Refer to a [previous lesson on personal pronouns](#) .
- Explicitly outline the first main cohesive device they will be focusing on: third person pronouns. Refer back to the [personal pronoun chart](#)  outlining subject, object and possessive pronouns.
- With the students, read through the model text [Eddie Mabo](#)  and highlight the pronouns (subject, object and possessive pronouns) **in red**. Start off by modelling the process with the first couple of paragraphs and explaining your thinking aloud. Then encourage students to participate by reading the sentence first together and then asking, ‘Is there a pronoun in this sentence?’, ‘What is it referring to?’ Towards the end of the model text, students can start working together in pairs to highlight the rest of the pronouns and link it to the participant it is referring to. Go through the answers with students at the end. Answers have been provided in [Eddie Mabo: Pronouns \(Answers\)](#) .
- Extension: If students understand the links between pronouns and participants, they can work together in pairs to highlight the pronouns and draw a line to the participant it refers to in the re-arranged biography of [Evonne Goolagong Cawley](#) , [Archie Roach](#)  or any other biography of an Indigenous Australian.
- Explain the importance of using a variety of pronouns and participants to avoid creating repetitive texts and discuss how using cohesion in a text can keep the reader engaged.
- Link learnings to the [assessment rubric](#)  and discuss what a one-star, two-star, and three-star for third person pronouns would look like.

Mini lesson 2:




- Explicitly outline the second main cohesive device they will be focusing on: connectives. Provide students with the [Writing a biography: sentence starters](#)  sheet that lists common connectives and sentence starters. Go through each sentence starter to ensure student understands the meaning of each one. Ask questions to support students’ comprehension about when you would use each connective or sentence starter, e.g. ‘Would you use ‘unfortunately’ to indicate something good happening or something bad happening in the person’s life?’
- In pairs, students highlight all the connectives and sentence starters **in yellow** that were used in the re-arranged biography of [Evonne Goolagong Cawley](#) , [Archie Roach](#) , or any other biography of an Indigenous Australian. Choose the text depending on language difficulty and the language abilities of students.

	<ul style="list-style-type: none"> Discuss the range of connectives and sentence starters used, and why they were chosen. Ask students if they would change the connectives to something different and why. Link learnings to the assessment rubric and discuss what a one-star, two-star, and three-star for connectives would look like.
Modelling the text (or deconstruction)	<p>Learning intention: We are learning about tenses in a biographical recount.</p> <p>Success criteria: I can identify process verbs in a text. I can recognise present tense, regular past tense, irregular past tense and passive voice in a sentence. I can use the past tense verb correctly in a sentence.</p> <ul style="list-style-type: none"> Explain the different types of process in English. Create an anchor chart that can be kept around the classroom explaining each type of process. Refer to the types of processes (for teachers) and a previous lesson on active and passive voice. With the students, read through the model text Eddie Mabo and highlight in green all the main process verbs in the text. Start off by modelling the process with the first couple of paragraphs and thinking aloud. Then encourage students to participate by reading the sentence first together and then asking, ‘What is happening in this sentence?’, ‘What is the main process?’ Towards the end of the model text, students can start working together in pairs to help highlight the rest of the processes in the text. Go through the answers with students at the end. Answers have been provided in Eddie Mabo: Processes (Answers). Students read a series of sentences and label the processes as either present tense, regular past tense, irregular past tense or the passive voice in each sentence in Processes: tenses. Extension: if students grasped the difference between each type of tense, they can also label the types of processes in green that were highlighted in the model text Eddie Mabo. Students discuss which is the main tense used in a biography (past tense) and how the correct tense used is dependent on the overall meaning of the sentence. Discuss the similarities and differences of tenses in their home language, as some languages do not use tenses. Link learnings to the assessment rubric and discuss what a one-star, two-star, and three-star for process verbs would look like.

Modelling the text (or deconstruction)	<p>Learning intention: We are learning how to create a timeline recount.</p> <p>Success criteria: I can find the circumstances of time in a text. I can find circumstances of place in a text. I can place dates and events in chronological order on a timeline.</p> <ul style="list-style-type: none"> • Show students examples of different timelines for different people. Ask students what the symbols mean and discuss how information is organised visually on a timeline. Focus on specific features such as the arrows, the line, the chronological order of events and a brief description of what happened on those dates. • Explain that circumstances provide additional information to a sentence. The two main types of circumstances used in a biographical recount is circumstance of time and circumstance of place. Each one answers the questions ‘When?’ and ‘Where?’ • With students, read through the model text Eddie Mabo and highlight the circumstances of time and circumstances of place in blue. Start by modelling the process with the first couple of paragraphs and explaining your thinking aloud. Then encourage students to participate by reading the sentence first together and asking ‘When is this happening?’ or ‘Where is this happening?’ Towards the end of the model text, students can start working together in pairs to help highlight the rest of the circumstances of time and place in the text. Go through the answers with students at the end. Answers have been provided in Eddie Mabo: circumstances (Answers). • Model how to identify the first main event that happened in Eddie’s life, when and where it happened, and how to fill in the Timeline of Eddie Koiki Mabo. Then in small groups or with partners, students fill in the rest of the Timeline of Eddie Koiki Mabo. Give students time to compare their timelines at the end of the activity.
Guided practice (or joint construction)	<p>Learning intention: We are learning how to research for information.</p> <p>Success criteria: I can look at 3 sources of information. I can highlight key pieces of information from my sources. I can use a template to collect information.</p> <ul style="list-style-type: none"> • Explain to students the importance of learning how to research to find accurate information. Show different places we can source information from such as the school library and the internet. If possible, organise for students to go to the library to learn how the books are organised in non-fiction and fiction areas. When using the internet, students can use online encyclopedias for students or student-friendly search engines such as Kiddle. • Provide students with the name of a notable Aboriginal and/or Torres Strait Islander they will all research together. They will use their research notes to write a co-constructed biographical recount. You may want to organise a selection of books and sources prior to the class to ensure the language level is appropriate. • Choose one source of information and use the template Writing a biography: collecting information to record key pieces of information from the text. Model how to select and highlight key pieces of information by explaining your thought processes to the class. Refer to the Reading Strategies from a previous lesson. • Model how to fill in the template Writing a biography: collecting information using the key pieces of information highlighted. This will help summarise key information about the person in preparation for writing the biography. Refer to the biography checklist as the questions should be similar. This can be completed independently, in partners, or as a whole class.

	<p>Learning intention: We are learning how to write a biographical recount and timeline together.</p> <p>Success criteria: I can create a timeline to represent key events in a person’s life. I can use a writing template to help me plan my writing. I can contribute sentences and share my thoughts with the class.</p> <ul style="list-style-type: none"> • Use the information gathered from the previous lesson to create a timeline and plot the main events that happened in the person’s life. Refer students to previous lesson on creating a timeline recount  and the Timeline of Eddie Mabo . • Discuss the importance of planning a piece of writing. Remind students what the structure of a biography is and the kind of information that is included in each section of the biography. • Using the timeline, the information gathered from the previous lesson and the biography writing template , organise the biographical recount. Model how to use the writing template to plan their biography by writing down a dot point for each idea that will be included in each section. • Discuss the importance of preparing all materials and resources before writing a text. This includes the biography sentence starters  and the biography writing template  filled in with all relevant dot points. • Co-construct each section of the biography with the students. Model the language by thinking aloud the process so they can also see and hear the thinking process involved in writing a text.
Guided practice (or joint construction)	<p>Learning intention: We are learning how to proof-read and edit a biographical recount together.</p> <p>Success criteria: I can re-read our writing to check for accurate content and comprehension. I can re-read our writing for grammar and spelling mistakes.</p> <ul style="list-style-type: none"> • Explain the purpose of proof-reading for two main reasons; to check that the content is accurate, readers can comprehend the overall text and to check for any grammatical or spelling mistakes. Explain that proof-reading is a necessary part of writing any text as it gives writers an opportunity to fix any mistakes we may have made the first time around and to improve our writing. The first time we write a text it is called a first draft. • With students, read the co-constructed biography once through. Read through the text a second time, focusing on the content and cohesion of the overall text. Refer to the biography checklist  to ensure all necessary information has been included. Model the types of questions you would pose during this proof-reading process such as ‘Is this piece of information relevant and correct?’, ‘Do I need to add more information here?’ It is also important to model the ‘marking up’ process when proof-reading such as the types of symbols used when inserting extra words or how to delete words. Some students may have learnt, from their previous educational experiences, their own ‘coding system’ when it comes to reviewing their first draft. • Read through the text a third time, focusing on grammar and spelling. Refer back to the biography assessment rubric  to remind students of the different grammatical structures that have been taught throughout the unit and that they need to be included in a biographical recount.

Independent construction	<p>Learning intention: We are learning to be experts on a notable Aboriginal and/or Torres Strait Islander person.</p> <p>Success criteria: I can choose a notable Aboriginal and/or Torres Strait Islander person to focus my research on. I can find key information on my notable Aboriginal and/or Torres Strait Islander person. I can read a range of texts. I can share some key information on my notable Aboriginal and/or Torres Strait Islander person.</p> <p>Note: This lesson may cover more than one lesson to provide students adequate amount of time to research and gather enough information.</p> <ul style="list-style-type: none"> • Inform students they will choose a notable Aboriginal and/or Torres Strait Islander person to focus on for their biography. Take the students to a school library or provide a list of different Aboriginal and/or Torres Strait Islander person for students to choose. This could be based on their interests. If possible, collate a selection of texts from the library related to the different people chosen by students. When using the internet, students can use online encyclopedias for students or student-friendly search engines such as Kiddle. • Students use the template Writing a biography: collecting information and the reading strategies checklist to help them collect information about their chosen person. • Students participate in a <i>Hot Seat</i> drama activity where they take it in turns to share key information they have found about their chosen person with the rest of the class.
Independent construction	<p>Learning intention: We are writing a biographical recount and timeline on a notable Aboriginal or Torres Strait Islander person.</p> <p>Success criteria: I can use a writing template to help me plan my writing. I can write a biographical recount about a notable Koorie or Aboriginal person. I can create a timeline of key events about a notable Koorie or Aboriginal person.</p> <ul style="list-style-type: none"> • Students use the information they have collected about their chosen person and write a biographical recount using the biography writing template and the biography sentence starters to support their writing. • Students can either use the timeline template or create their own visual representation of their person's life. <p>Learning intention: We are proof-reading and editing our biographical recount.</p> <p>Success criteria: I can re-read my writing for content and comprehension. I can re-read my writing for grammar and spelling mistakes.</p> <ul style="list-style-type: none"> • Students proof-read their writing using the biography checklist to ensure they have included all relevant information and content. They also check to make sure their writing makes sense. • Students proof-read their writing using the assessment rubric to ensure they have checked for any grammatical or spelling mistakes. They can also check to ensure they have done their best to achieve 'three stars' on the assessment rubric.

	<p>Learning intention: We are proof-reading each other's biographical recount.</p> <p>Success criteria: I can read my classmate's biographical recount. I can use the checklist and rubric to proof-read their writing.</p> <ul style="list-style-type: none"> • Explain the benefits of helping each other by proof-reading each other's piece of writing. Sometimes we might miss our own mistakes and a classmate might think of other ideas or additional information that can be included in our writing. • Students exchange their written text with another classmate and use the biography checklist  and assessment rubric  to proof-read and make suggestions about their friend's writing. Students can use the 3 star and a wish sentence stems  to provide feedback to each other.
Independent construction	<p>Learning intention: We are writing and publishing a final copy of our biographical recount.</p> <p>Success criteria: I can re-write my biographical recount to include all edits and corrections. I can pay attention to the presentation of my writing, so it is clear and readable.</p> <ul style="list-style-type: none"> • Explain to students the importance of presentation when it comes to creating a final copy of their piece of work. Presentation makes it easier to read, and also makes it visually appealing and engaging for the reader. • Students re-write their biographical recount to include all edits and corrections that were suggested by their peers, including their own edits. This also includes the presentation of their visual timeline. • Display the students' biographical recounts and visual timelines around the classroom or school and create time for students to appreciate each other's work and presentation. Suggestion: create a mini event within the school to showcase student work. • Students review the <i>KWL chart</i> created at the beginning of the unit, add additional pieces of information in the 'L' column about what they have learnt and share what they enjoyed the most about the unit.

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Glossary of teaching activities and strategies used throughout the unit

Anchor Chart – This is a tool used to support instruction by ‘anchoring’ the learning for students. As you teach a lesson, you create a chart with your students that captures the most important content and relevant strategies.

Doughnut Circle – In two concentric circles with equal numbers, children face each other and have a short conversation. One circle then moves on and the process is repeated. Also see: [*Literacy Teaching Toolkit: Classroom talk techniques*](#)

Free-roam – Instead of the more structured doughnut circles, students move around the room choosing different partners to have short conversations.

Hot Seat – This is a role-play activity that can involve the whole class. One student takes on a character role, and the remainder of the class asks questions about his or her life or understanding.

Jigsaw – This is an activity in which students are organised into groups and provided with information on a particular aspect of a topic. They become experts in that particular aspect, then form different groups comprising experts from each aspect to build common understandings of the topic. Also see: [*Literacy Teaching Toolkit: Classroom talk techniques*](#)

Key-Ring Words – These are students’ own visual representations of key concept words, drawn on small cards and fixed on a key ring. If the word is known in another language, they may also write this, or an explanation, on the back of the card.

KWL Chart – This is a graphic organiser that helps students organise information before, during and at the end of a unit or a lesson. The acronym stands for ‘What I Know’, ‘What I Want To Know’ and ‘What I Learnt’.

Mind map – This is a way of collecting and organising information, often carried out initially as a brainstorm, with students recalling what they already know about a subject and the words and concepts they associate with the key word. In this case these ideas will often reflect very different categories and levels of generalisation. So, after the initial brainstorm, these random associations can be reorganised and classified by the teacher and students together. Sticky notes can be used to record the suggestions so that ideas can be more easily moved around. As the topic progresses, new categories, subcategories, and information are added.

See, Think, Wonder – A protocol that can be used to help students make careful observations and thoughtful interpretations about an object or a topic. Also see: [*Harvard Project Zero: See, Think, Wonder*](#)

Shadow Reading – Children first follow and then read along with the teacher. They try to follow the pronunciation, stress patterns, and intonation patterns as closely as possible. This is useful rehearsal if children are later going to read aloud.

Think Aloud – This is a teaching strategy used to model to students the internal thinking processes when engaged in learning tasks such as making transparent the process of reading or writing. Also see: [*Literacy Teaching Toolkit: Modelling through think alouds*](#)

Think, Pair, Share – This is a strategy designed to foster student talk. Students are given a short period of time to marshal their thoughts individually before working with another on a task, then the results are shared with a larger group. Also see: [*Literacy Teaching Toolkit: Classroom talk techniques*](#)

Wallpaper – This is a brainstorm activity. Give students sticky notes to write down one thing they know about a topic, or an idea they have about a topic. Place the sticky notes on the walls of the classroom. Students walk round and read other students’ ideas. Later they can comment on the ideas of others such as, ‘I agree with the one that said...’, ‘I didn’t know that...’, ‘I don’t think that’s right.’

Word Cloud/Wordle – This is a collection or a cluster of words depicted in different sizes. This can be created using a variety of different word cloud websites such as Wordle that students can use to create word clouds.

Word Wall/Word Bank – This is a display of words that are relevant to a particular topic or text type. They are usually organised according to types of meanings.

Yarning Circle – Originating from Indigenous Aboriginal culture, this is a harmonious, creative and collaborative way of communicating and can be used as a learning tool to enrich and promote shared knowledge of a group. This is usually initiated by an individual such as a teacher or a student. Students sit in a circle and are encouraged to listen to others' views. There is no hierarchy in a circle and everyone is considered equal. The teacher introduces the focus question or topic to students. Students take turns to talk and share their thoughts, ideas and what they have learnt. This can be facilitated using a 'talking stick'. Time can be allocated for students to write or draw their thoughts in between each speaker. A butcher's paper or poster can be placed in the middle of the circle to allow students to record their thoughts. Also see: [*Supporting learning resource: Yarning circles*](#)

References

- Derewianka, B & Jones, P., (2018). *Teaching Language in Context*, Second Edition, Oxford University Press, South Melbourne, Victoria.
- Gibbons, P., (2015). *Scaffolding Language, Scaffolding Learning: Teaching English Language Learners in the Mainstream Classroom*, Second Edition, Heinemann, Portsmouth, New Hampshire.

ABORIGINAL SUPERSTARS

YEARS 5 & 6 – B2 & B3 LEVEL

RESOURCES AT LMERC

A list of big books, kits, readers and activities providing examples of the range of resources available at the Languages and Multicultural Education Resource Centre related to the TEAL unit of work, Aboriginal superstars.

LMERC is a DET library specialising in English as an Additional Language, Languages and the Cross Curriculum Priority Areas, for educators across all sectors and levels. Membership is free and teachers can borrow resources for up to 12 weeks. Click on the LMERC catalogue link under each title to check availability, find a summary of the contents, publisher information or to request the resource.

For more information about the library and how to join, see: [LMERC](#)

The following items provide examples of the range of resources available from LMERC.

PICTURE BOOKS – FICTION

Welcome to Country – by Joy Murphy, illustrated by Lisa Kennedy

'Welcome to the traditional lands of the Wurundjeri People. We are part of this land and the land is part of us. This is where we come from. Wominjeka Wurundjeri balluk yearmenn koondie bik. Welcome to Country. An expansive and generous Welcome to Country from a most respected Elder, Aunty Joy Murphy.' Publisher summary.

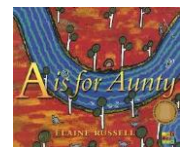
See: [LMERC catalogue](#)



A is for Aunty – by Elaine Russell

This book 'was inspired by growing up on a mission in northern New South Wales. Using the letters A-Z as a framework, Elaine Russell depicts daily routines and incidents at the mission, including billycart racing, fishing for yabbies and having a possum as a pet.'

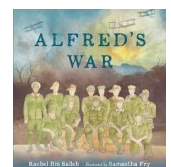
See: [LMERC catalogue](#)



Alfred's war – by Rachel Bin Salleh, illustrated by Samantha Fry

'Alfred was a forgotten soldier. Although he had fought bravely in the Great War, as an Aboriginal man he wasn't classed as a citizen of his own country. Yet Alfred always remembered his friends in the trenches and the mateship they had shared. Every year on ANZAC Day, Alfred walked to the nearest town and quietly stood behind and paid homage to his fallen mates. Rachel Bin Salleh's poignant narrative opens our hearts to the sacrifice and contribution that Indigenous people have made to Australia's war efforts.' Publisher summary.

See: [LMERC catalogue](#)



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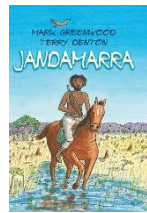
Jandamarra – by Mark Greenwood, illustrated by Terry Denton

'Set in the Kimberley region in north-west Australia, this is the story of a young warrior born to lead. To the settlers, he was an outlaw to be hunted. To the Bunuba, he was a courageous defender of his country.' Publisher summary

Hardcopy book is available at LMERC, eBook available. Contact LMERC for instructions on accessing the eBook.

See: [LMERC catalogue](#)

See: [Wheelers – LMERC eBook collection](#)



Stolen girl - by Trina Saffioti and Norma MacDonald, illustrated by Norma MacDonald

'A fictionalised account of the Stolen Generation that tells of an Aboriginal girl taken from her family by the government and sent to a children's home. She sings and dreams of her mother and the life they once shared but each morning is woken by the bell to the harsh reality of the children's home. Finally, one day she unlocks the door and takes her first step toward home.' Publisher summary.

See: [Reading Australia teaching notes](#)

See: [LMERC catalogue](#)

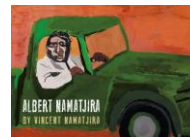


BOOKS – NONFICTION

Albert Namatjira – by Vincent Namatjira

A story about the art and life of Albert Namatjira, written and illustrated by his grandson, artist Vincent Namatjira. The author introduces the reader to his grandfather's art and life; the successes but also the hardships and unfair treatment he received as an Aboriginal person in Australia in the 20th century. The book also tells the wider story of the injustices faced by all Aboriginal people who had to fight for their rights to citizenship in their own country.

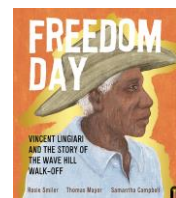
See: [LMERC catalogue](#)



Freedom day: Vincent Lingiari and the story of the Wave Hill walk-off – by Rosie Smiler, Thomas Mayor and Samantha Campbell

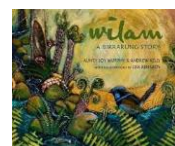
Rosie Smiler is the granddaughter of Vincent Lingiari. In her words 'I want to follow in my grandfather's footsteps. His footsteps started with our ancestors long ago. Let me tell you about the pathway they made for us, from then to now.' The story tells of the arrival of the kartiya (white person) Nat Buchanan in 1879. In simple language the story tells of the subsequent theft and abuse of land and the oppression and mistreatment of the Gurindji people. The Wave Hill walk off was the start of the fight by the Gurindji people for better working conditions and the return of their land, led by Vincent Lingiari.

See: [LMERC catalogue](#)



Wilam: a Birrarung story – by Joy Murphy

In this picture book the indigenous and geographical story of Melbourne's beautiful Yarra River, from its source to its mouth; from its pre-history to the present day. An ode to Australian rivers,



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the flora and fauna that live on them, and the function they perform as a part of modern day life. Wilam brings Aboriginal life, culture and language right in to the heart of the city. Publisher summary.

See: [LMERC catalogue](#)

Our home, our heartbeat – by Adam Briggs, Kate Moon, Rachael Sarra

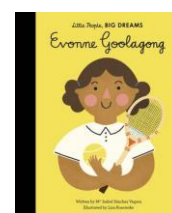
'Adapted from Briggs' celebrated song 'The Children Came Back', Our Home, Our Heartbeat is a celebration of past and present Indigenous legends, as well as emerging generations, and at its heart honours the oldest continuous culture on earth.' Publisher summary.



See: [LMERC catalogue](#)

Evonne Goolagong – by Maria Isabel Sanchez Vegara, illustrated by Lisa Koesterke,

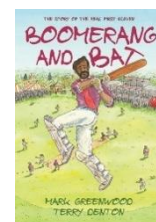
'Evonne grew up on a hot, dusty farm in Australia. She was the third of eight children, and descendant of the Wiradjuri people, who have lived on the land for more than 60,000 years. Her talent for tennis was discovered at a local tennis club, and before she knew it, the girl dreaming about the place called 'Wimbledon' was playing on centre court. This moving book features stylish and quirky illustrations and extra facts at the back, including a biographical timeline with historical photos and a detailed profile of the brilliant tennis player's life.' Publisher summary.



See: [LMERC catalogue](#)

Boomerang and bat – by Mark Greenwood, illustrated by Terry Denton

'In 1868 a determined team of Aboriginal cricketers set off on a journey across the world to take on England's best. Led by star all-rounder Johnny Mullagh, and wearing caps embroidered with a boomerang and a bat, they delighted crowds with their exceptional skill. From the creators of Jandamarra, this is the remarkable story of the real first eleven.' Publisher summary.



See: [LMERC catalogue](#)

Doug Nicholls: champion for dignity – by Sandra Fitzpatrick

'Profiles Doug Nicholls who became a spokesman for Aboriginal people throughout Australia and dedicated his life to improving their plight.' Publisher summary. Makers and Shakers series.

See: [LMERC catalogue](#)

Oodgeroo Noonuccal – by Gail Taylor

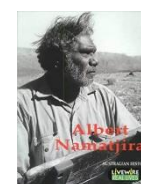
Real lives in Australian history series.

See: [LMERC catalogue](#)



Albert Namatjira – by Gail Taylor

Real lives in Australian history series.



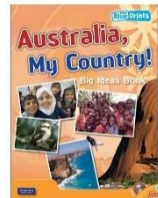
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See: [LMERC catalogue](#)

Australia, my country!: big ideas book – by Eliza Webb and Jan Pritchett

'This element of the Blueprints program sets the scene for a unit of work, presents the 'challenge' to be learned, features a variety of text types and includes an interactive CD-ROM with activities and assessment tasks.' Publisher description. [Sample pages](#)

See: [LMERC catalogue](#)



Charles Perkins and the freedom ride – by Melanie Guile and Chris Burns

Stories from Australia's history series.

Chapters: The big picture, Key people, Shameful treatment (graphic pages), Viewpoints, Racism's ugly face (graphic pages), What happened next?, The effect of the Freedom Ride, What do you think?, Find out more. Includes a glossary and index. [Sample pages](#)

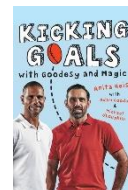
See: [LMERC catalogue](#)

Kicking goals with Goodesy and Magic – by Anita Heiss, Adam Goodes, Michael O'Loughlin

'Anita Heiss talks to Adam Goodes and Michael O'Loughlin about what their childhoods were like, what they wanted to be when they grew up, and how they came to be football players.' Publisher summary.

See: [LMERC catalogue](#)

See: [LMERC eBook collection](#)



Our Land, Our Stories: People, Lower Primary – by Murray Josie, Shae Orlando, Emily Hanlon, Colin MacDougall and Daniel Walding

'Meet Jose, Orlando and Shae. Learn about each of the children's families and their favourite things to do together.' Publisher summary. Part of Our Land, Our Stories: Lower Primary Resource Pack. Published in partnership with the Australian Institute of Aboriginal and Torres Strait Islander Studies.

See: [LMERC catalogue](#)



Our land, our stories lower primary resource box: Aboriginal and Torres Strait Islander histories, peoples and cultures.

Our Land, Our Stories: Country / Place, Upper Primary [kit] – by Kate Habgood

Our Land, Our Stories: Culture, Upper Primary [kit] – by Lisa Fuller

'The series was written by, and in consultation with, First Australians. It will immerse students in historical and contemporary stories of Indigenous Australia, and empower educators to confidently teach students about the richness and diversity of Aboriginal and Torres Strait Islander peoples, histories and cultures.' Publisher summary.

See: AITSIS – [Our Land, Our stories](#)



LMERC RESOURCE LIST

POSTERS

Aboriginal flag poster

Aboriginal Australia

Points of view

LMERC has a wide range of maps and posters related to Aboriginal and Torres Strait Islander cultures.

All resources in the list.

See: [LMERC catalogue](#)

These books and other relevant resources can be borrowed from LMERC. Membership to the library is free. To join, click on the register button on the top right side of the [library homepage](#). Contact LMERC to request titles or select via the online catalogue. For more information, please contact LMERC by email or by phone.

CONTACT US:

LMERC

Address: Level 1, 189 Faraday Street, (CO.AS.IT Building), Carlton 3053

Phone: (03) 9349 1418

Email: lmmerc.library@education.vic.gov.au

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[DET website - LMERC](#)

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Suggested excursions and resources about Aboriginal and Torres Strait Islander cultures

- [Victorian Aboriginal Education Association Incorporated \(VAEAI\)](#)
 - [Koorie Education Resources](#)
- [Aboriginal Victoria](#)
 - [Aboriginal Honour Roll inductees](#)
 - [Aboriginal culture and heritage](#)
 - [Welcome to Country and Acknowledgement of Traditional Owners](#)
- [Australian Olympic Team](#)
 - [Indigenous Australian Olympians](#)
- [ABC Education](#)
 - [Archie Roach Stolen Generations Resources](#)
 - [First Australians](#)
 - [The Australian Dream Resources](#)
- [Bunjilaka Aboriginal Cultural Centre / Melbourne Museum](#)
 - [First Peoples exhibition](#)
 - [Virtual tour of First Peoples exhibition](#)
 - [Our shared history: Year 5 & 6](#) (self-directed)
 - [Victorian Aboriginal Languages](#)
- [Culture Victoria](#)
 - [Aboriginal Culture](#)
- [Deadly Story](#)
- Department of Education and Training Victoria
 - [Koorie teaching resources](#)
 - [Teaching Aboriginal and Torres Strait Islander culture](#)
 - [Acknowledgement of Traditional Owners and Welcome to Country in Schools](#)
- [Healing Foundation](#)
- [Human Rights – It Stops With Me](#)
- [Koorie Heritage Trust](#)
 - [Aboriginal Walking Tour – Birrarung Wilam \(River Camp\) Walk](#)
- [National Gallery of Victoria](#)
 - [Colony to Nation Online](#) (virtual excursion)
 - [Colony to Nation: Federation](#) (learning resource)
 - [Colony to Nation: Federation](#) (adaptation for EAL)
- [Parliament of Victoria](#)
 - [Aboriginal Change Makers](#)
- [State Library of Victoria](#)
- [Victorian Collections](#)
 - [Early photographs: Indigenous Victorians](#)
 - [Indigenous Stories about Sport](#)
 - [Koorie Art and Artefacts](#)
 - [William Barak](#)

List of some notable Aboriginal and Torres Strait Islander people

Below is a list of some notable Indigenous people. This is by no means exhaustive.

- Yagan (1795 – 1833) – Indigenous leader
- Truganini (1812 – 1876) – Indigenous leader
- William Cooper (1860 – 1941) – Activist
- David Unaipon (1872 – 1967) – Inventor and writer
- Albert Namatjira (1902 – 1959) – Artist
- Sir Douglas Nicholls (1906 – 1988) – AFL player, pastor, activist and governor
- Vincent Lingiari (1908 – 1988) – Human rights activist
- Emily Kame Kngwarreye (1910 – 1996) – Contemporary artist
- Oodegeroo Noonuccal (Kath Walker) (1920 – 1993) – Poet, author and political activist
- Neville Bonner (1922 – 1999) – politician
- Lowitja O'Donoghue (1932 – present) – Nurse and public administrator and leader
- Eddie Koiki Mabo (1936 – 1992) – Human rights activist
- Jimmy Little (1937 – 2012) – Musician, actor and teacher
- Syd Jackson (1944 – present) – AFL player
- Lionel Rose (1948 – 2011) – Boxer
- Pat Dodson (1948 – present) - Politician
- Evonne Goolagong Cawley (1951 - present) –Tennis player
- Ken Wyatt (1952 – present) - Politician
- Archie Roach (1956 - present) – Singer and songwriter
- Bronwyn Bancroft (1958 - present) – Artist and fashion designer
- David Gulpilil (1963 - present) – Actor and dancer
- Christine Anu (1970 - present) – Singer and actress
- Geoffrey Gurrumul Yunupingu (1971 – 2017) – Singer and songwriter
- Nova Peris (1971 – present) – Olympic gold medal hockey player and Australian Senator
- Cathy Freeman (1973 - present) – Olympic gold medal runner
- Gavin Wanganeen (1973 – present) – AFL player
- Adam Goodes (1980 - present) – AFL player
- Emma Donovan (1981 – present) – Singer and songwriter
- Adam Briggs (1986 - present) – Rapper and author
- Lance 'Buddy' Franklin (1987 – present) – AFL player
- Miranda Tapsell (1987 – present) - Actress
- Patty Mills (1988 – present) - Basketballer
- Jessica Mauboy (1989 - present) – Singer and actress
- Samantha Harris (1990 - present) – Model
- Thelma Plum (1994 – present) – Singer and songwriter
- Ash Barty (1996 – present) - Tennis player

My values

Find the meaning of each value. Add your own values.

I value...	What it means	Home language translation
honesty		
generosity		
leadership		
curiosity		
determination		
creativity		
kindness		
loyalty		
patience		
teamwork		

My personal dictionary

New word	Home language	Explanation	Synonyms	Picture

Changing nouns into adjectives

Transform the words into adjectives using the correct suffix.

suffix	meaning	noun	adjective
-ful	to be full of	beauty	
		joy	
		play	
-ous / -ious	to be full of	courage	
		grace	
		humour	
		generosity	
-less	to be without	fear	
		fault	
-y	to be characterised as	honest	
		sport	
		dream	
-ic	to have the character of	artist	
		poet	
		hero	
-ive	to tend to do something	creativity	
		expression	
		activity	

Writing a letter: Sentence starters

Greeting	Dear... (name of person)
Introduction (Who are you?)	My name is... I am from... We are learning about...
Request (What are you asking?)	I am writing to you to ask for... I was wondering... I am hoping...
Conclusion	Thank you for your time. I look forward to hearing from you.
Salutation (signing off)	From, Regards, Kind regards, Warm regards, With thanks,

The story of the Healing Foundation

Put your hand up when you hear the answer to these questions.

1. When does the story of healing begin?

2. Who are the first people?

3. When did the tall ships come?

4. How was the new colony created?

5. Who are the Stolen Generations?

6. What is the word for events from the past that have an impact on present day?

7. Intergenerational trauma has created gaps in Australian society. What are these gaps?

8. How can we start to close these gaps?

Listen carefully to the video and fill the gaps in these sentences.

It's a story of a nation and Australia's _____, the first
Australians, a _____ people, a nation of _____,
many languages, cultures and traditions _____ by spirit and body
to their _____.



Colonisation is to send settlers to a place and establish _____
_____ over it by the _____, _____ and eventual
_____ of any pre-existing _____ laws, practices and
_____ into the new colonising nations.

To create this _____, lands were _____, stations were _____,
and _____ were _____. In many
cases across the country, these acts heartbreakingly _____
families, _____ people from their traditional _____ and cultural
_____, _____ people from their very _____ and
_____.

Adapted from *The Story of the Healing Foundation Reproduced* and reproduced and made available for copying and communication by Department of Education and Training VIC permission from The Healing Foundation, (2013). *The Story of the Healing Foundation*, [online] YouTube. Available at: <https://youtu.be/zDN7R6qRpUg> [Accessed 17 August 2021].

Using persuasive language: Positive and negative

Place the words into either positive or negative. Add your own words.

Positive 	Negative 	

disease
happy
bad
healthy
violence
destruction
weak
taken
stripped
thrive
denied
belonged
strong

My reading strategies

- ☐ I can read a text quickly (skimming).
- ☐ I can look for information (scanning).
- ☐ I can highlight key pieces of information (re-reading).
- ☐ I can underline words or phrases I don't know.
- ☐ I can ask my peers for help with words or phrases I don't know.
- ☐ I can use a dictionary for help with words or phrases I don't know.
- ☐ I can 'leave tracks' of my thinking (thinking tracks).
- ☐ I can share my thinking with others.
- ☐ I can summarise three main points.

The three main points in the text:

1.

2.

3.

True or false: Australian Black Lives Matter

The Australian Black Lives Matter protests are only copying the protests in America.	True or False
Australia's first people lost their land and their lives for hundreds of years.	True or False
The Black Lives Matter protests have allowed Indigenous people to vote.	True or False
There is no more racism in Australia.	True or False
The Prime Minister of Australia, Kevin Rudd, apologised to Australia's first people.	True or False
Indigenous kids are less likely to attend school and are falling behind in their studies.	True or False
Racism in Australia only affects Aboriginal and Torres Strait Islander people.	True or False
Calling out racism is the first thing you can do to fight racism.	True or False

What do you think 'calling out' means?

What is one thing you could do to stop racism?

Personal pronouns: Reference chains

Subject Pronouns (doer)	Object Pronouns (done to)	Possessive Pronouns (owned by)
I	me	my
you	you	your
he	him	his
she	her	her
we	us	our
they	them	their

Discussion questions:

1. Why do you think Archie Roach used personal pronouns in his song instead of their names?

2. How did the song make you feel about the children that were taken away?

3. How did the song make you feel about the people who took the children away?

Yarning circles: Sentence stems

To share your thoughts:

I think... because...

I feel... because...

I believe... because...

I wonder... because...

To agree with someone:

I agree because...

I also think that because...

Yes, that's what I think too because...

To disagree with someone:

I disagree because...

I don't think that because...

I have my own thoughts because...

To half agree and half disagree with someone:

I agree with part of that, but I also think that...

That is not necessarily so because...

Learning about the Stolen Generations

From the 1800s to the 1970s, generations of Aboriginal children from across Australia were taken from their families and communities. These children are called the Stolen Generations.

The Australian government passed laws to remove Aboriginal and Torres Strait Islander children as they did not want the Aboriginal culture, language and identity to continue. People from the government and the church removed the Aboriginal children so they could grow up like white children. For many years, Aboriginal and Torres Strait Islander parents hid their children because they were afraid they would be taken away. Some children were adopted to new families, while other children were trained as servants and labourers for little or no money. Many of these children spoke about the abuse and trauma they received from their adopted families.

In 1997, a report called 'Bringing them home' shared stories of over 700 adults who were removed from their families. The report recommended four actions to help with reconciliation: an annual 'Sorry Day' to remember and commemorate the Stolen Generations; compensation for the Stolen Generations; an apology from the Australian government; and allowing children of the Stolen Generation to find their families. In 2008, the former Prime Minister of Australia, Kevin Rudd, apologised on behalf of the Australian Parliament. It was a historic event for the Stolen Generations, the wider Aboriginal and Torres Strait Islander community and many non-Indigenous Australians.



Adapted from *Learning about the Stolen Generations: The National Sorry Day Committee's School Resource*, and reproduced and made available for copying and communication by Department of Education and Training VIC for its educational purposes with the permission of the National Sorry Day Committee, (2013). *Learning about the Stolen Generations: the National Sorry Day Committee's School Resource*, [online] National Sorry Day Committee, Canberra City, Australian Capital Territory, pp 24-25. Available at: https://www.deadlystory.com/icms_docs/286608_national-sorry-day-committee-school-resource.pdf [Accessed 20 August 2021].

Active and passive voice: Learning about the Stolen Generation

Active Voice

People from the government and the church **removed** the Aboriginal children.

Passive Voice

The Aboriginal children **were removed** **by** the people from the government and the church.

Transpose these sentences from active to passive voice.

Active	<u>The Australian government</u> passed <u>laws to remove Aboriginal and Torres Strait Islander children.</u>
Passive	
Active	<u>Aboriginal and Torres Strait Islander parents</u> hid <u>their children.</u>
Passive	
Active	<u>Many of these children</u> spoke about <u>the abuse and trauma.</u>
Passive	
Active	<u>The 'Bringing them home' report</u> recommended <u>an annual 'Sorry day'.</u>
Passive	

Talking points: Reflecting on the National Apology

Cut up these talking points and put them up around the room.

Why do you think so many Australians were crying when they were watching the Apology? Were they tears of sadness or joy?

- I think... because...
- I believe... because...
- I feel... because...

Why did the former Prime Minister, Kevin Rudd, call the apology the “first step” and what could the next step be?

- I think... because...
- I believe... because...
- I feel... because...

What wonderings do you have about the Apology and what it means for the Stolen Generations?

- I wonder...

What is one thing you learnt today?

- I learnt...
- I discovered...
- I found out...

Historical recount writing template

Orientation (What/who are you talking about?)	
Record of events (What happened, in order?)	
Judgement (How do you feel about it?)	

Biography checklist

A biography should:

- ☐ give facts about a person's life
- ☐ give the place and date that the person was born (and died if they are no longer living)
- ☐ describe why they are famous or important to the world
- ☐ describe the person's early life and childhood
- ☐ describe the person's achievements and accomplishments
- ☐ describe any challenges they overcame
- ☐ describe their personality and what they were like
- ☐ be written in chronological order (in time order)

When was the person born?

When did the person die?

Why is the person famous or important to the world?

What are the person's key achievements and accomplishments?

Did the person overcome any challenges, and if so, what were they?

Eddie Mabo

Eddie Koiki Mabo (born Sambo) was born on the 29th of June 1936 on the Island of Mer (Murray Island) of the Torres Strait Islands. He was an Indigenous Australian activist and fought for land rights for Indigenous people.

Eddie was adopted by his uncle, Benny Mabo, and his wife, Maiga, after Eddie's mother died in childbirth. Eddie grew up learning about his culture. He learnt about his cultural identity, traditional lifestyle, customs, and ceremonies. He spoke Meriam, Creole, and English, and learnt how to fish and farm, as well as the importance of respecting other people's land.

Eddie had many jobs throughout his life. He worked as a labourer, a fisherman, a railway fettler, a cane cutter and a grounds keeper across northern Queensland and the Torres Strait Islands. He was very good with his hands and was also an artist, writer, singer, dancer and performer. Some of his artworks can be found in the National Library of Australia. In 1959 he married his wife, Bonita Neehow. They settled down in Townsville, Queensland and had ten children together.

Eddie became a prominent leader for Aboriginal and Torres Strait Islander people in Queensland. He became the president of the Council for the Rights of Indigenous People. He campaigned for the 1967 Referendum to include Aboriginal and Torres Strait Islander peoples in the national census and in 1973, he co-founded Australia's first Indigenous community school.

While Eddie worked as a gardener at James Cook University, he learnt the land he called home was not considered his. Instead, when the British colonised Australia, they classed Australia as 'terra nullius' meaning 'land belonging to no one' in Latin. They did not recognise that Indigenous Australians had been living on the land with established communities for thousands of years. So, Eddie decided to speak up and fight for traditional land ownership.

On the 20th of May 1982, Eddie and four other Meriam people began the legal process to overturn laws and seek recognition as the traditional owners of the Island of Mer. This became known as the 'Mabo Case'. The Mabo Case took over 10 years in the High Court of Australia.

On the 3rd of June, 1992, the High Court finally decided to recognise the rights of Aboriginal and Torres Strait Islander peoples to their lands based on their traditional connection to Country. A year later, the Parliament of Australia passed the Native Title Act 1993 which allowed Aboriginal and Torres Strait Islander peoples to make a native title claim over their lands.

Unfortunately, Eddie never got to see the achievements from his hard work and dedication. He passed away on the 21st of January 1992, a few months before the decision was announced.

Eddie Koiki Mabo was a notable Torres Strait Islander person who fought to recognise the rights and interests of Indigenous people. As a result of his efforts, he received a Human Rights Award by the Australian Human Rights Commission and the Australian of the Year in 1992. Eddie Mabo has become a household name, and every year on June 3rd, Aboriginal and Torres Strait Islander people celebrate Mabo Day to honour and celebrate his legacy.



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Biography of an aboriginal superstar rubric

	☆☆☆	☆☆☆	☆☆☆
Text Structure	I do not have a logical structure to my writing.	I have a logical structure to my writing which includes: <ul style="list-style-type: none"> • a simple orientation, • sequence of events, and • a simple judgement of the person's life. 	I have a logical structure to my writing which includes: <ul style="list-style-type: none"> • a detailed orientation introducing the person, • sequence of events, and • detailed judgement using evaluative language of the person's life.
Selection of life events	I can include one or two life events in the biography.	I can include a range of significant life events in the biography.	I can include a range of significant life events and organise them in chronological order.
Noun groups	I do not use a noun group or adjectives correctly to describe the person.	I can use simple noun groups with adjectives to describe the person.	I can use extended noun groups with a range of adjectives to describe the person.
Third person pronouns	I do not use pronouns correctly.	I can use some pronouns with some mistakes.	I can use a variety of different pronouns correctly such as he/she, it/they, him/her.
Process verbs	I do not use process verbs correctly.	I can use process verbs with some mistakes.	I can use a range of process verbs consistently and with correct tenses.
Circumstances of place and time	I do not use circumstances of place and time correctly.	I can use some circumstances of place and time with mistakes.	I can use a range of circumstances consistently and correctly.
Connectives	I do not use connectives correctly.	I can use some connectives to link paragraphs with some mistakes.	I can use a variety of different connectives appropriately to link sentences and paragraphs together.
Spelling and punctuation	I can spell some words correctly and use some punctuation correctly.	I have some spelling and punctuation mistakes.	I can use correct spelling and punctuation consistently.
Timeline	I do not include a timeline.	I can include a brief timeline to depict a person's life.	I can include a visual timeline to depict all key events in the person's life.

Structure of a biography 1

TITLE
ORIENTATION
SEQUENCE OF EVENTS
JUDGEMENT

Evonne trained very hard and started winning many local competitions. When she turned 18, Evonne competed in Wimbledon. However, she lost in the second round. Nevertheless, Evonne didn't give up. She competed again the following year in 1971 and won. She became the first Australian Aboriginal woman to win Wimbledon.

Evonne continued playing tennis and competing professionally. Even after she got married to Englishman, Roger Cawley, and gave birth to her daughter in 1977, Evonne ended up winning Wimbledon again in 1980. She became the only mother to win before World War 1.

Evonne Goolagong Cawley was born on July 31st, 1951. Evonne is an Indigenous Australian tennis player. She is a Wiradjuri woman and lived in Barellan in New South Wales.

Evonne ended up winning 92 professional competitions. She was awarded the Australian of the Year in 1971 and was inducted into the Sport Australia Hall of Fame in 1985. After her tennis career, Evonne started her foundation called the Evonne Goolagong Foundation to provide education and mentoring opportunities for both young Indigenous and non-Indigenous Australians.

Evonne Goolagong Cawley

When Evonne was young, she loved to play sports and often played with the boys. She was very talented and joined the local tennis club. By the age of 10, Evonne decided she was going to Wimbledon one day.

Structure of a biography 2

TITLE
ORIENTATION
SEQUENCE OF EVENTS
JUDGEMENT

When Archie was young, he was taken away from his mother and father as part of the Stolen Generation. As a result, he lived with several different foster homes. One of his foster families was the Cox family who taught him how to play the keyboard and the guitar.

Archie wrote a song called 'Took the Children Away'. The song tells Archie's story of the Stolen Generation and has won many music awards, including the Human Rights Achievement Award. Archie's music is internationally recognised. He continues to make music and works with a range of well-known artists around the world.

Archie Roach

Archie Roach was born in Mooroopna in 1966. He grew up on the Framlingham Aboriginal Mission near Warrnambool. Archie is a talented Indigenous singer and song writer and known for giving a voice to the Stolen Generation through his music.

Archie continues to make music and share his message about reconciliation. He also runs the Archie Roach Foundation which helps young Indigenous people through art and culture.

While Archie was living on the streets, he met Ruby who was a talented musician and also part of the Stolen Generation. He married Ruby and they started a family together.

When Archie was taken from his parents, he believed they had died. He later found out the truth about his family and why he was taken away. This led to an identity crisis and years of alcoholism and homelessness.

Noun groups (for the teacher)

These are the people, things, issues concepts or phenomena. They are typically realised through noun groups.

	Participant (in the form of a noun group)					
	Pre-modifier				Main noun	Post-modifier
Function	Pointer	Quantifier	Describer	Classifier	Thing	Qualifier
Grammatical form	determiner	number word	adjective	noun	noun	prepositional phrase embedded clause
Functional questions	Which one?	How many?	What like?	What type?	What or who are we talking about?	Tell me more
Examples	a	pair of	shiny	glass	slippers	with a high heel
	the	-	talented	Australian	runner	who won gold in the Sydney Olympics

Prepositional phrase: starts with a preposition, e.g. by, with, in, of, for

Embedded clause: contains a verb and can either start with:

- a relative pronoun, e.g. that, which, who
- a verb, e.g. running, jumping

Eddie Mabo: Noun groups

Put these noun groups in their correct order.

activist	Indigenous	an	Australian
----------	------------	----	------------

prominent	for Aboriginal and Torres Strait Islander people in Queensland	leader	a
-----------	--	--------	---

of the Council for the Rights of Indigenous people	the	president
--	-----	-----------

community	Australia's	Indigenous	first	school
-----------	-------------	------------	-------	--------

person	notable	Torres Strait Islander	who fought to recognise the rights and interests of Indigenous people	a
--------	---------	---------------------------	---	---

Pointer Which one?	Quantifier How many?	Describer What like?	Classifier What type?	Thing Who are we talking about?	Qualifier Tell me more

Eddie Mabo: Noun groups (answers)

Pointer Which one?	Quantifier How many?	Describer What like?	Classifier What type?	Thing Who are we talking about?	Qualifier Tell me more
an			Indigenous Australian	activist	
a		prominent		leader	for Aboriginal and Torres Strait Islander people in Queensland
the				president	of the Council for the Rights of Indigenous people
Australia's	first		Indigenous community	school	
a		notable	Torres Strait Islander	person	who fought to recognise the rights and interests of Indigenous people

Eddie Mabo: Pronouns (answers)

Eddie Koiki Mabo (born Sambo) was born on the 29th of June 1936 on the Island of Mer (Murray Island) of the Torres Strait Islands. **He** was an Indigenous Australian activist and fought for land rights for Indigenous people.

Eddie was adopted by **his** uncle, **Benny Mabo**, and **his** wife, Maiga, after Eddie's mother died in childbirth. **Eddie** grew up learning about **his** culture. **He** learnt about **his** cultural identity, traditional lifestyle, customs, and ceremonies. **He** spoke Meriam, Creole, and English, and learnt how to fish and farm, as well as the importance of respecting other people's land.

Eddie had many jobs throughout his life. **He** worked as a labourer, a fisherman, a railway fletcher, a cane cutter and a grounds keeper across northern Queensland and the Torres Strait Islands. **He** was very good with his hands and was also an artist, writer, singer, dancer and performer. Some of **his** artworks can be found in the National Library of Australia. In 1959 **he** married **his** wife, **Bonita Neehow**. **They** settled down in Townsville, Queensland and had ten children together.

Eddie became a prominent leader for Aboriginal and Torres Strait Islander people in Queensland. **He** became the president of the Council for the Rights of Indigenous People. **He** campaigned for the 1967 Referendum to include Aboriginal and Torres Strait Islander peoples in the national census and in 1973, **he** co-founded Australia's first Indigenous community school.

While **Eddie** worked as a gardener at James Cook University, **he** learnt the land **he** called home was not considered **his**. Instead, when **the British** colonised Australia, **they** classed Australia as 'terra nullius' meaning 'land belonging to no one' in Latin. **They** did not recognise that Indigenous Australians had been living on the land with established communities for thousands of years. So, Eddie decided to speak up and fight for traditional land ownership.

On the 20th of May 1982, Eddie and four other Meriam people began the legal process to overturn laws and seek recognition as the traditional owners of the Island of Mer. This became known as the 'Mabo Case'. The Mabo Case took over 10 years in the High Court of Australia.

On the 3rd of June, 1992, the High Court finally decided to recognise the rights of Aboriginal and Torres Strait Islander peoples to their lands based on their traditional connection to Country. A year later, the Parliament of Australia passed the Native Title Act 1993 which allowed Aboriginal and Torres Strait Islander peoples to make a native title claim over their lands.

Unfortunately, Eddie never got to see the achievements from his hard work and dedication. He passed away on the 21st of January 1992, a few months before the decision was announced.

Eddie Koiki Mabo was a notable Torres Strait Islander person who fought to recognise the rights and interests of Indigenous people. As a result of his efforts, he received a Human Rights Award by the Australian Human Rights Commission and the Australian of the Year in 1992. Eddie Mabo has become a household name, and every year on June 3rd, Aboriginal and Torres Strait Islander people celebrate Mabo Day to honour and celebrate his legacy.



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Writing a biography: Sentence starters

<p>Orientation:</p> <ul style="list-style-type: none"> → (person's name) was born in (place) on (date). → His/her family members included... → He/she was a... 	<p>Judgement:</p> <ul style="list-style-type: none"> → His/her life was... → His/her greatest achievement was... → He/she will be remembered most for... → In his/her final years... → Towards the end of his/her life... → In his/her later years...
<p>Sequence of events:</p> <ul style="list-style-type: none"> → At a young age he/she... → As a teenager he/she... → Right from the beginning... → At the age of... → During his/her early years... → As a child... → Many years later... → Soon afterwards... → Shortly after this... → Following this... → After this... 	<p>Connectives:</p> <ul style="list-style-type: none"> → However... → Nevertheless... → Unfortunately... → Even though... → In spite of... → Although... → Strangely... → Surprisingly... → Luckily...

Eddie Mabo: Processes (answers)

Eddie Koiki Mabo (born Sambo) **was born** on the 29th of June 1936 on the Island of Mer (Murray Island) of the Torres Strait Islands. He **was** an Indigenous Australian activist and **fought** for land rights for Indigenous people.

Eddie **was adopted** by his uncle, Benny Mabo, and his wife, Maiga, after Eddie's mother died in childbirth. Eddie **grew up learning about** his culture. He **learnt about** his cultural identity, traditional lifestyle, customs, and ceremonies. He **spoke** Meriam, Creole, and English, and **learnt** how to fish and farm, as well as the importance of respecting other people's land.

Eddie **had** many jobs throughout his life. He **worked as** a labourer, a fisherman, a railway fettler, a cane cutter and a grounds keeper across northern Queensland and the Torres Strait Islands. He **was** very good with his hands and **was** also an artist, writer, singer, dancer and performer. Some of his artworks **can be found** in the National Library of Australia. In 1959 he **married** his wife, Bonita Neehow. They **settled down** in Townsville, Queensland and **had** ten children together.

Eddie **became** a prominent leader for Aboriginal and Torres Strait Islander people in Queensland. He **became** the president of the Council for the Rights of Indigenous People. He **campaigns** for the 1967 Referendum to include Aboriginal and Torres Strait Islander peoples in the national census and in 1973, he **co-founded** Australia's first Indigenous community school.

While Eddie **worked** as a gardener at James Cook University, he **learnt** the land he called home **was not considered** his. Instead, when the British **colonised** Australia, they **classified** Australia as 'terra nullius' meaning 'land belonging to no one' in Latin. They **did not recognise** that Indigenous Australians **had been living** on the land with established communities for thousands of years. So, Eddie **decided to speak up** and **fight** for traditional land ownership.

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Types of processes (for teachers)

These are the 'going ons' in the world; the actions, the sayings, the sensings and the states of being and having. They are realised through the verb group. The verb group can consist of one or more words.

	Examples
Doing processes	Action – gave, biting, was closed, never got to go Behavioural – sighed, staring
Saying processes	asked, said, tells, remind
Relating processes	Identifying – is, are Attributing – has, have
Sensing processes	Perception – saw, could feel, noticed Desire – want, wish, hope Emotion – love, hate, adore, regret Cognition – believe, thought

Phrasal verbs – a process ending with a preposition or adverb.

E.g. shut down, learnt about, give in, speak up

Passive voice – a relating process followed by another process.

E.g. was followed, was given, had been shown

Past tense (for teachers)

Regular – commonly ends with '-ed' or '-d' if the verb already ends with an 'e'.

E.g. decided, announced, founded, adopted

Irregular – does not end in '-ed', rather has an individual form.

E.g. go → went, know → knew, see → saw

In a verb group – the first word is usually conjugated in the past tense form, with the rest of the verbs in the infinitive form.

E.g. decided to speak, learnt to play

Processes: Tenses

What tense is the process in each sentence? The first one has been done for you. Choose from the following:

- Present tense
- Past tense – regular
- Past tense – irregular
- Passive voice

1. He **grew up** on the Framlingham Aboriginal Mission near Warrnambool

What is the tense? Past tense – irregular

2. In 1959 he **married** his wife.

What is the tense? _____

3. She **is** a Wiradjuri woman.

What is the tense? _____

4. The decision **was announced**.

What is the tense? _____

5. He **continues to make** music.

What is the tense? _____

6. Eddie **was adopted** by his uncle.

What is the tense? _____

7. Evonne **started** her foundation.

What is the tense? _____

8. Archie **wrote** a song called 'Took the Children Away'.

What is the tense? _____

Eddie Mabo: Circumstances (answers)

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Eddie was adopted by his uncle, Benny Mabo, and his wife, Maiga, after Eddie's mother died in childbirth. Eddie grew up learning about his culture. He learnt about his cultural identity, traditional lifestyle, customs, and ceremonies. He spoke Meriam, Creole, and English, and learnt how to fish and farm, as well as the importance of respecting other people's land.

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Timeline of Eddie Koiki Mabo

When: Where: What:	When: Where: What:	When: Where: What:	When: Where: What:
----------------------------------	----------------------------------	----------------------------------	----------------------------------



When: Where: What:	When: Where: What:	When: Where: What:	When: Where: What:	When: Where: What:
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------



Writing a biography: Gathering information

When was the person born?

If they are no longer alive, when did the person die?

Why is the person famous or important to the world?

What are three key events that happened in this person's life?

1.

2.

3.

Did the person overcome any challenges, and if so, what were they?


What are the person's key achievements and accomplishments?

Biographical recount writing template


<p>Orientation</p> <p>(Who are you talking about?)</p>	
<p>Sequence of events</p> <p>(What are some key events that happened in this person's life?)</p>	
<p>Judgement</p> <p>(What was significant about this person?)</p>	

Timeline of _____

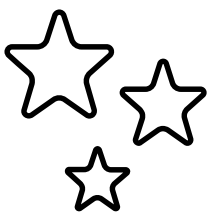
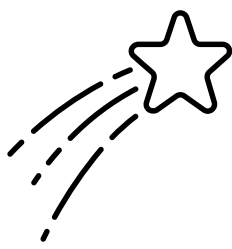
When: Where: What:	When: Where: What:	When: Where: What:	When: Where: What:
----------------------------------	----------------------------------	----------------------------------	----------------------------------



When: Where: What:	When: Where: What:	When: Where: What:	When: Where: What:	When: Where: What:
----------------------------------	----------------------------------	----------------------------------	----------------------------------	----------------------------------



3 stars and a wish: Sentence stems

<p>3 stars</p> 	<p>I liked...</p> <p>I enjoyed...</p> <p>I noticed you...</p> <p>My favourite part was...</p> <p>You should be proud of...</p> <p>It was interesting how you...</p> <p>I think the best thing about it was...</p> <p>You did a great job when you...</p>
<p>A wish</p> 	<p>It would be great if you...</p> <p>I think you might want to...</p> <p>I would recommend if you...</p> <p>Next time maybe you could try...</p> <p>You can improve by...</p> <p>It would be even better if you...</p>