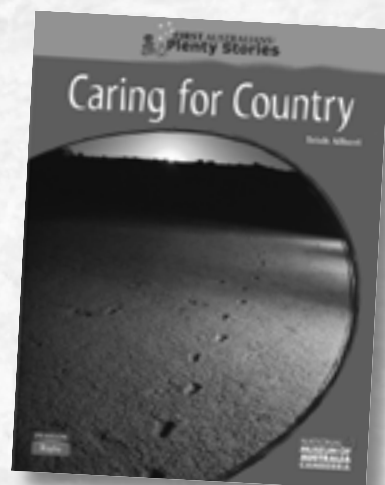


Caring for Country

Background

The Paakantji, Ngyiampaa and Mutthi Mutthi tribes share inherent rights to lands that today are part of the Willandra Lakes Region in New South Wales. As far back as 50,000 years ago, Aboriginal groups were living in the region. The area's five freshwater lakes were a source of water and food for people there.



At Lake Mungo in 1968, a scientist discovered the grave of an Aboriginal woman who died 40,000 years ago. The remains sparked worldwide interest and were subsequently taken away for scientific study. The woman was named 'Mungo Lady'. She is one of the oldest skeletons of a modern human ever found. The Traditional Owners wished for Mungo Lady to be returned, and after years of campaigning celebrated her return with a special ceremony in 1992. This significant event involving the scientific community and Aboriginal community was a first of its kind. It sent a strong message that Aboriginal people should be acknowledged as the custodians of their cultural heritage and that their connection to Lake Mungo is a continuing one.

Caring for Country explores the wonders of the Willandra Lakes World Heritage Area and looks at why and how the Traditional Owners are preserving the cultural heritage of their Country.

Further information

For a full list of further resources and useful weblinks visit
www.pearsonplaces.com.au



Learning activities

Select activities appropriate for your students from each of the following stages of learning.

Focusing

- What do students know about the history of the area where they live? Consider recent history, all of human history and geological history. How can we find out more? Are there physical clues in the natural and man-made environments? What other sources might be useful?

Engaging

- Before reading the book, discuss the front cover with students. What is striking about the photo? How might this be related to the concept of 'caring for Country'? If students are not familiar with the concept of 'Country', read the glossary definition on **page 31**.
- Read the back cover blurb, and discuss the front and back cover photos as a pair.
- Discuss some or all of the following questions as students read the book in sections.

Pages 2–3: Why are there so many archaeological sites in the Willandra Lakes Region? Why is the region so important to Aboriginal people? What can you tell about the region from the map on **page 2**?

Pages 4–6: Use the map on **BLM 1** to locate the Country that the elders describe.

How have the different environments affected the everyday life and culture of the three different tribes? Use the Internet to find a satellite image of the area. Why do some areas have more trees? Where is there access to water?

Complete **BLM 1** if you have not already done so.

Pages 7–12: Why are the bones of Mungo Lady and Mungo Man so important to Aboriginal people? Why are they important to university scholars? Do you agree with Alice Kelly that Aborigines and scholars have been brought together by this experience? What can each group learn from the other?

How would you explain the significance of Mungo Lady and Mungo Man, and their return to Willandra Lakes, to someone who had never heard of them? Work with a partner to develop a press release or radio news item about the important events in 1968, 1974 or 1992. Then share these with the class.

Pages 13–15: Now that you have read about the footprints at Lake Mungo, what do you think about the photos on the front and back covers?

Which groups and organisations have been involved in caring for these footprints? What do the footprints mean to each of these groups?

- **A** **Pages 16–21:** Research one of the animals, birds or plants mentioned. Use the Internet or library books. Develop a spoken or written report.

Pages 22–29: Look at the timeline on page 28. Create a more specific timeline that shows significant changes for the Paakantji, Ngyiampaa and Mutthi Mutthi tribes since the 1960s. Add information about other significant events in Aboriginal and Torres Strait Islander history.

Why do you think so many women are Traditional Owners of the Willandra Lakes Region?

Brainstorm ideas for a Keeping Place for the region. Work with a partner to describe your ideal Keeping Place in written or visual form.

What do you think World Heritage listing of the region means to the Traditional Owners?

Page 30: The Willandra Lakes Region is both a library (a storehouse of knowledge and culture) and a continuing story for the Paakantji, Ngyiampaa and Mutthi Mutthi tribes. Has reading the book made you think differently about their Country?

Exploring further

- Use the internet to investigate the Willandra Lakes Region and other World Heritage listed areas in Australia. Are any of the sites near you? Have you visited any of the sites?

A Record some of your findings on **BLM 2**.

If interest remains high, extend the

focus to sites elsewhere in the world. Individual students or groups could report back to the class on different sites.

Make footprints in a sandpit, beach, mudflats or dusty area. Experiment with different people's footprints, or with the same person's prints as they walk, run, jump or move in different ways. Can you tell the difference?

How can you look after your footprints? What makes them special, worth looking after?

Reflecting

A Are there places near you where you can clearly see layers of time and cultural history? Are these places well-known and looked after? Find examples of groups or organisations that look after your place or your area. These might be government bodies, historical or environmental associations, or other local groups. Build up a class list over time. Look in the local paper, on local noticeboards etc, as well as on the Internet.

Has reading the book made you think differently about your own country?

Kaurareg Mob

Background

The Kaurareg people are an Aboriginal group whose traditional lands are known today as the 'inner islands' of the Torres Strait. These islands are situated off the tip of Cape York Peninsula in Queensland. Because their lands are within the Torres Strait region, the Kaurareg are often mistakenly thought to be of Torres Strait

Islander descent. They are a minority group within the Torres Strait region. The Kaurareg identify as a distinct Aboriginal group and for decades have spoken up for their right to have a say at the local, state and national level on issues that affect them and their places (both land and sea).

The Kaurareg people's history includes remarkable examples of early contact with Europeans. One sad story tells of their displacement from their traditional island by government authorities, another tells of their acts of kindness towards a shipwrecked young European woman.

The Kaurareg people hold onto their history and identity with a fierce determination. They want others to learn about their history because it is not widely known. This book explores some traditions of the Kaurareg mob through the voices of elders and a younger leader. It also looks at how and why one young boy is learning about his mob's seafaring culture.



Further information

For a full list of further resources and useful weblinks visit

www.pearsonplaces.com.au



Learning activities

Select activities appropriate for your students from each of the following stages of learning.

Focusing

- What does 'remote' mean to you? What sort of landscape do you think of when you think about 'remote' communities?

Engaging

- Before reading the book, discuss the front cover. What can you tell about the Kaurareg people and their community from this photo? Where do you think they might live?
- Read the back cover blurb. Why do you think the Kaurareg are a seafaring people? Clarify the concept of 'seafaring' if necessary, starting with the glossary definition on **page 31**.
- Discuss some or all of the following questions as students read the book in sections. (Note that there is also a special introduction from one of the Kaurareg elders on the inside front cover.)

Pages 2–3: Create a timeline showing the dates included in this introductory section.

Pages 4–7: What is the significance of Waubin (or Hammond Rock) to the Kaurareg people?

Pages 8–9: Why do you think that European settlement on Cape York Peninsula made such a difference to the lives of the Kaurareg people? Why do you think there was such a difference between Kaurareg interaction with European travellers and European settlers?

Pages 10–11: Why does the map on **page 11** show more islands than the map on **page 3**?

How have things changed for Kaurareg people since the 1940s?

Are Kaurareg people Aboriginal, or Torres Strait Islanders? In what sense are Kaurareg people a minority in the area where they live?

Pages 12–15: In what ways was Barbara Thompson a survivor? Oswald Brierly had long conversations with Barbara Thompson on the voyage back to Sydney. Why do you think he would have been especially keen to talk with her?

Page 16: What do you think of the name *Goodwill* for the ship that took the Kaurareg away from Kirriri?

Do you think the elders made the right decision by leaving Kirriri?

Page 17: Do you think Elikiam was courageous? In what ways?

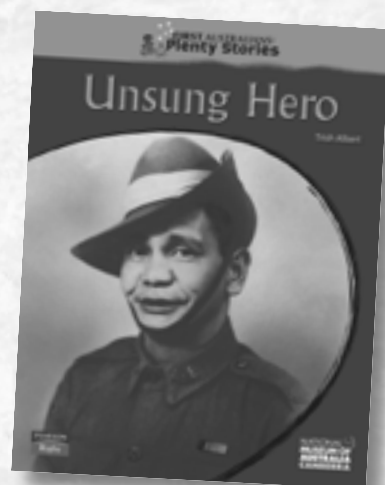
Have the Kaurareg people been able to go back to their original homeland?

Pages 18–21: Discuss Isaac's connection to the sea. What are the basic elements of Isaac's connection to his land, people and culture?

- A** **Pages 22–29:** Divide the class into five groups, with each one reading about one aspect of Kaurareg traditions. Then have one or more students from each group report back to the whole class, with:
- a summary of that section of the book
 - how it contributes to Kaurareg tradition
 - what they think about this tradition
 - one more thing they would like to know.

Unsung Hero

Aboriginal and Torres Strait Islander peoples have made significant contributions to the armed forces responsible for the defence of Australia. During the Second World War alone, more than 2000 Indigenous people served their country. Eddie Albert, an Aboriginal man from Far North Queensland, decided to enlist in the army to fight in the Second World War. He wanted to serve his country and he was lured by the opportunity of adventure and the chance to use the skills he'd learnt in the Citizen Military Forces (known as the Militia). This book is about Eddie's life story and we first meet him at a point in his life when he is 28 years old and it is 1939.



This book explores Eddie's rights as an Aboriginal person and as a member of the Australian community. Students will learn how laws and policies affected Eddie's life, and whether laws and attitudes towards Aboriginal people changed for the better during his lifetime.

In this book students explore Eddie's first-hand experiences of discrimination. They also discover Eddie's character and his strong will to live with dignity, to raise an Aboriginal family and to instil pride in his children, so they grew up to be proud of their heritage.

Further information

For a full list of further resources and useful weblinks visit
www.pearsonplaces.com.au



Learning activities

Select activities appropriate for your students from each of the following stages of learning.

Focusing

What makes someone a hero? Do you have to be famous to be a hero?

Engaging

- Before reading the book, discuss the front cover. Why do you think this man might be an unsung hero?
- Read the back cover blurb. What do you think might have been some of Eddie Albert's experiences?
- What do you know about the items in the photograph on the back cover?
- Discuss some or all of the following questions as students read the book in sections.

Pages 2–3: How old was Eddie when he joined the Army?

Why do you think it is important to read about Eddie's ordinary life experiences as well as the extraordinary experiences?

Pages 4–7: What have you learnt about Eddie's character from these pages?

Why do you think there are so many spoken accounts on these pages?

What might be the reason that Eddie is only quoted once on these pages?

Pages 8–12: Why do you think Eddie kept trying to escape?

How can you tell that Italy was an ally of Germany during the Second World War from the information on these pages? Why was Eddie trying to escape to Switzerland?

A Can bravery be measured or compared? Discuss the bravery of the Italians who helped Eddie.

Pages 13–14: What formal discrimination did Eddie face on his return from the war? Why do you think there was less discrimination during the war?

Pages 15–21: Explain the effects of the Protection Act of 1897 on Nora, Fred and Eddie. Why were the outcomes so different for each of them?

What were Eddie's pastimes?

Think about the women mentioned here—Sarah Ross and Milly Stewart. Do you think they were brave? In what ways?

How did Eddie maintain his Aboriginal identity?

Pages 22–29: Write a poem or a song about the sadness of Nora's death. You could use the photo on **page 23** for inspiration, or phrases such as 'after they were stolen' or 'so close but so far' as starting points.

Do you think that Fred and Eddie would have recognised each other? Look up the word 'reunion' in a dictionary. In what senses is it a much more meaningful description of what happened that day than 'meeting' or 'get together'?

Explain the importance of Anzac Day to Eddie Albert, and to his family.

Do you think Eddie made a good choice, settling in Cardwell?

What do you think is Eddie's most important legacy?

Do you think that Eddie's wish for his descendants has come true? What do you think Eddie would think about life for Indigenous Australians today?

Page 30: Was Eddie Albert an unsung hero?

How do you feel about Tony Albert's painting? What does it mean to you?

A Complete **BLM 15**.

Exploring further

- Create a timeline that includes all of Eddie's lifetime, and also relevant events before and after. You could include significant political and social milestones such as the 1967 Referendum.
- Reread all the spoken accounts in the book. What sorts of texts are they? Choose different people to read the different pieces. Encourage rehearsal and constructive input from other students acting as directors. Then you could record these spoken texts and create an audio documentary or soundscape about the life of Eddie Albert. You could also add a voice-over from a narrator with further information, or a commentary, as well as other imagined interview texts.
- A** Create a multi-cell storyboard about Eddie's war experiences.
- Locate and explore Cardwell and other places mentioned on the Internet or in an atlas.
- Indigenous Australians have fought in all wars in which Australia has been involved. Find out more about Australia's 'Black Diggers'.

Reflecting

- Look back through the photos in the book. Which photo says most to you about Eddie Albert? Explain your choice to a partner, or write about what the photo means to you.
- A** Do you know an unsung hero like Eddie? What makes the person you know an unsung hero like Eddie? Complete **BLM 16**.
- Discuss the contribution of Indigenous soldiers like Eddie Albert and the difference in the way they were treated by their country on the battlefield and back at home. Then create a poem, song or artwork that reflects this difference.
- What have you learnt from this book about both Indigenous and non-Indigenous Australians? Has reading about Eddie and his family made you think about your own family? In what ways?