**The Impact of British Occupation on Indigenous Australians** Due Date:

Name: Advisory:

**Aim:** Students understand the impact British occupation had on Indigenous Australians and demonstrate the ability to interpret and succinctly present information.

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| AUSTRALIAN CURRICULUM CONTENT DESCRIPTORS |
| **English** |
| Interpret and compare how representations of people and culture in literary texts are drawn from different historical, social and cultural contexts (ACELT1633)  |
| Understand that authors innovate with text structures and language for specific purposes and effects (ACELA1553)  |
| Create literary texts, including hybrid texts, that innovate on aspects of other texts, for example by using parody, allusion and appropriation (ACELT1773)  |

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| **Achievement Standards for Year 9 English** |
| They evaluate and integrate ideas and information from texts to form their own interpretations.  |
| Students create texts that respond to issues, interpreting and integrating ideas from other texts.  |
| In creating texts, students demonstrate how manipulating language features and images can create innovative texts.  |

**Task**

**Section One – Background Information**

1. Read pages 4-11 from ‘Humanities Alive Book 3’ to gain an understanding of the impact of white settlement on Indigenous communities.
2. In small groups discuss the following questions and present your answers to the class:
* Why did the early European settlers believe they could take the land of the Indigenous people of Australia?
* Explain the changing nature of the Indigenous reaction to the European Arrivals.
* To what extent were the negative interactions between many of the European Settlers and Indigenous people typical human behaviour?

**Section Two – Producing the Task**

1. Read pages 1-12 of ‘How Did Aboriginal Australians Resist British Colonisation?’ and complete the following tasks:

a) Complete the summary table on page 3; a summary of case studies of Aboriginal peoples’ reaction to the British occupation of Australia.

b) Museum curators have strict limits on the number of words that can be used in exhibitions. The summary below contains 104 words. Write your own summary, using no more than 100 words.

**‘*Duggai gulli yahngu* – the whitefellas are here to stay.’** (Yugambeh community, south-east Queensland, 1872)

The lives of Aboriginal and Torres Strait Islander peoples were profoundly changed by the arrival of British colonists in 1788. Lives were lost and land taken as the colonisers attempted to impose new social, economic and religious orders. New animals, plants and diseases were introduced.

Indigenous people responded in a variety of ways. Some fought back with weapons. Others developed different strategies to survive this new and hostile presence. Here we present four of these stories.

***‘Ngulli yahnbai gulli bahn*! – we are still here now!’** (Yugambeh community, south-east Queensland, 1986)

**Hints for Writing your Summary**

* Identify the main points the exhibition presents and write them concisely – short sentences written in the active voice.
* Write in 3rd person
* Focus on the type of language you are using and the effect you want to achieve. Consider using adjectives and other persuasive techniques to add greater effect.
* Include profound quotes from the participants of the exhibition to engage the reader’s interest
* Check your grammar and spelling carefully.- ask a friend to check too.

**For more information about Early European Settlement, watch the following videos:**

[**http://splash.abc.net.au/home#!/media/2443619/impact-of-european-settlement-on-aboriginal-tasmanians**](http://splash.abc.net.au/home#!/media/2443619/impact-of-european-settlement-on-aboriginal-tasmanians)

[**http://splash.abc.net.au/home#!/media/2443651/interactions-between-europeans-and-aboriginal-tasmanians**](http://splash.abc.net.au/home#!/media/2443651/interactions-between-europeans-and-aboriginal-tasmanians)

**Achievement Standards Rubric**

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|  | A | B | C | D | E |
| Evaluate and integrate ideas and information from texts to form own interpretations. | Demonstrates high and detailed level of understanding of issues presented in texts. | Demonstrates good understanding of issues presented in texts. | Demonstrates solid understanding of issues presented in the texts. | Demonstrates some understanding of issues presented in the texts. | No attempt made |
| Create texts that respond to issues, interpreting and integrating ideas from other texts. | Inclusion of highly accurate and relevant information. | Inclusion of all accurate and relevant information. | Inclusion of mostly accurate and relevant information. | Inclusion of some accurate and relevant information. | No attempt made. |
| Demonstrate how manipulating language features and images can create innovative texts. | Writing is carefully crafted to be succinct and precise, meets the 100 word limit and highly effective language techniques have been incorporated to engage the reader. | Writing is succinct and precise, meets the 100 word limit and language techniques have been applied to engage the reader. | Writing meets 100 word limit, mostly succinct and precise and applies some language techniques to engage the reader. | Writing does not meet the word limit, some areas are succinct and/or precise. Atemp at application of at least one language technique. | No attempt made. |

**References**

‘How did Aboriginal Australians Resist British Colonisation?’, accessed 21st May 2017

<http://www.nma.gov.au/__data/assets/pdf_file/0007/18997/Aboriginal_resist_colonisation_colour_Oct2012.pdf>

‘First Australians’ in ‘Humanities Alive 3’, accessed 21st May 2017 <http://www.jaconline.com.au/humanitiesalive/ha3/downloads/HA3_01.pdf>