

BAYALA NURA

YARNING
COUNTRY



Secondary
Education
Kit



AUSTRALIAN MUSEUM

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Book an Educator-led Program!

Students can engage with the Museum's collections and a Museum educator at the Museum.

- ♦ Australia's Ancient Past
- ♦ Aboriginal Fibres and Weaving Workshop
- ♦ Indigenous Art Workshop
- ♦ *Garrigarrang: Sea Country* Exhibition Tour
- ♦ *First Australians Galleries* Tour

Go to <http://australianmuseum.net.au/museum-educator-led-programs>

How to Book

For information about Booking and Risk Assessment information go to:

<http://australianmuseum.net.au/booking-an-education-group>

Teacher Notes

Briefing

On arrival at the Museum the students will be met and briefed about the Museum. Please ensure all students and accompanying adults attend this short briefing.

Bag Storage

Museum staff will securely store the students' bags.

Exhibitions

Outside of any educator-led sessions students and teachers may explore the Museum's exhibitions. Some special exhibitions incur an extra charge. We suggest that you divide the students into small groups to move through the exhibitions to prevent overcrowding of the displays.

Lunch

We recommend that students bring their recess and lunch and eat it in Hyde Park. Alternative locations will be provided in wet weather.

Photography

Students are welcome to bring mobile devices to record their excursion. There may be some photography restrictions for special exhibitions.

Free Wi-fi at the Museum

The Museum offers free Wi-fi for onsite visitors. It is available in 30 minute sessions. Students and teachers can log on for more than one session.

Photocopying

Please photocopy the following materials for students and accompanying adults:

- *Bayala Nura* Inquiry Cards Activity on pages 12 – 14
- *Bayala Nura* Exhibition Floorplan on page 11

Student Mobile Devices

Students can download the Inquiry Cards to their mobile device as a PDF.

Pre-visit student activities

To make the most of your visit to the exhibition we recommend that you prepare your students by completing the suggested pre-visit activities on page 9.

Post-visit student activities

After your visit your students will be full of enthusiasm and ideas. We recommend some post-visit activities to harness their interest on page 10.

NSW Syllabus for the Australian Curriculum

History		
	Stage 4	Stage 5
Outcomes	<p>HT4-1 Describes the nature of history and archaeology and explains their contribution to an understanding of the past.</p> <p>HT4-5 Identifies the meaning, purpose and context of historical sources.</p> <p>HT4-6 Uses evidence from sources to support historical narratives and explanations.</p>	<p>HT5-2 Sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia.</p> <p>HT5-3 Explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia</p> <p>HT5-6 Uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia</p>
Content	<p>THE ANCIENT WORLD</p> <p>Depth Study 1: Investigating the Ancient Past</p> <ul style="list-style-type: none"> -Locate and describe a variety of sources for ancient Australia, e.g. animal and human remains, tools, middens, art and stories and sites related to the Dreaming. -Investigate what these sources reveal about Australia's ancient past -Describe an Australian site which has preserved the heritage of Aboriginal and Torres Strait Islander peoples <p>ANCIENT TO THE MODERN WORLD</p> <p>Depth Study 6: Expanding Contacts</p> <ul style="list-style-type: none"> -Describe the differences between Aboriginal and non-Aboriginal relationships to Land and Country. 	<p>MAKING OF THE MODERN WORLD</p> <p>Depth Study 4: Rights and Freedoms (1945 – Present)</p> <ul style="list-style-type: none"> -Discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples -Outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms

Aboriginal Studies		
	Stage 4	Stage 5
Outcomes	<p>4.3 recognises the changing nature of Aboriginal cultures</p> <p>4.4 outlines changes in Aboriginal cultural expression across time and location</p> <p>4.7 describes the contributions and significance of Aboriginal Peoples to Australian society</p>	<p>5.3 describes the dynamic nature of Aboriginal cultures</p> <p>5.4 explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location</p> <p>5.7 assesses the significance of contributions of Aboriginal Peoples to Australian society</p>

NSW Syllabus for the Australian Curriculum

Geography		
	Stage 4	Stage 5
Outcomes	4.1 identifies and gathers geographical information 4.2 organises and interprets geographical information 4.7 identifies and discusses geographical issues from a range of perspectives 4.8 describes the interrelationships between people and environments	5.1 identifies, gathers and evaluates geographical information 5.2 analyses, organises and synthesises geographical information 5.7 analyses the impacts of different perspectives on geographical issues at local, national and global scales
Content	4G4 – Global Issues and the Role of Citizenship <ul style="list-style-type: none"> indigenous people and self-determination the need to promote ecological sustainability 	5A1 - The Australian continent <ul style="list-style-type: none"> the origins of the continent: <ul style="list-style-type: none"> Aboriginal perspective 5A2 - Factors causing change in Australian communities <ul style="list-style-type: none"> recognition of native title 5A3 - Geographical issues: <ul style="list-style-type: none"> land and water management:

Science		
	Stage 4	Stage 5
Outcomes	Physical World -discusses how scientific understanding and technological developments have contributed to finding solutions to problems involving energy transfers and transformations SC4-11PW Chemical World -explains how scientific understanding of, and discoveries about, the properties of elements, compounds and mixtures relate to their uses in everyday life SC4-17CW	Living World -explains how biological understanding has advanced through scientific discoveries, technological developments and the needs of society SC5-15LW
Content	Physical World -describe the scientific principles used in some traditional technologies used and developed by Aboriginal and Torres Strait Islander people Chemical World -research how a knowledge of physical properties of natural materials is used by ATSI peoples in everyday life, e.g. tools, weapons, utensils, shelter, housing or bush medicine	Living World LW2 Conserving and maintaining the quality and sustainability of the environment requires scientific understanding of interactions within, the cycling of matter and the flow of energy through ecosystems. -e. assess ways that Aboriginal and Torres Strait Islander (ATSI) peoples' cultural practices and knowledge of the environment contribute to the conservation and management of sustainable ecosystems

Stages 4-5 History Content - suggested activities

Stage 4 History

Content	Suggested student activities
THE ANCIENT WORLD Depth Study 1: Investigating the Ancient Past -Locate and describe a variety of sources for ancient Australia, e.g. animal and human remains, tools, middens, art and stories and sites related to the Dreaming. -Investigate what these sources reveal about Australia's ancient past	-Complete artefact-based Inquiry Cards in this education kit -Visit the Garrigarrang exhibition and complete the relevant activities in Garrigarrang Education Kit
ANCIENT TO THE MODERN WORLD Depth Study 6: Expanding Contacts -Describe the differences between Aboriginal and non-Aboriginal relationships to Land and Country.	-View First Footprints – 3 minute film on large screen (see floorplan) -View Land Rights and Spirituality panels – text and photos (see floorplan) -Visit the Garrigarrang exhibition and complete the relevant activities in Garrigarrang Education Kit

Stage 5 History

Content	Suggested student activities
MAKING OF THE MODERN WORLD Depth Study 4: Rights and Freedoms (1945 – Present) -Discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples -Outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms	-View First Footprints film – on large screen, 3 minutes (see floorplan) -View The Apology Manuscript 2008 -View the following panels (particularly the photos): <ul style="list-style-type: none"> • Freedom Rides, • Human Rights, • Secret Histories, • Truganini, • Missions, • Stolen Generations (particularly Cootamundra Girls Home and Kinchela Boys Home photos), • The Apology, • Respect for Elders • Land Rights (Native Title, <i>terra nullius</i>) • Land • Spirituality -View Blood Brothers - Freedom Rides – 27 minute film on small screen -Visit the Garrigarrang exhibition and complete the relevant activities in Garrigarrang Education Kit

About the exhibition

Bayala Nura: Yarning Country showcases hundreds of cultural artefacts which demonstrate the beauty, depth and diversity of Aboriginal and Torres Strait Islander peoples and culture.

There are remarkable displays of modern and traditional tools and technologies used for daily life including shields, boomerangs, woomeras, spears, clubs, message sticks, axes, baskets and carriers. A canoe exhibit illustrates the importance of sustainability and the land to Aboriginal and Torres Strait Islander peoples.

The ceremonial artefacts, including didgeridus, Pukumani (burial) poles, a Torres Strait Islander mask and ornaments, show exquisite craftsmanship and utilization of natural materials.

The exhibition also incorporates text-based displays and images which examine the themes:

- ***Freedom Rides,***
- ***Human Rights,***
- ***Secret Histories,***
- ***Truganini,***
- ***Missions,***
- ***Stolen Generations***
- ***The Apology,***
- ***Respect for Elders,***
- ***Land Rights*** (Native Title, *terra nullius*)
- ***Land***
- ***Spirituality***

Students can also see:

- the manuscript of the Kevin Rudd's Apology in 2008,
- 'Blood Brothers – Freedom Ride' film on a small screen - 27 minutes
- 'First Footprints' film on a large screen about the longevity of the Aboriginal and Torres Strait Island cultures – 3 minutes).

Background Information

Explore Aboriginal and Torres Strait Islander cultural artefacts

Images and information about tools, art and ceremonial artefacts relevant to the student activities are found on the Museum's website at:

<http://australianmuseum.net.au/explore-indigenous-australian-objects>



Languages

The Aboriginal and Torres Strait Islander languages represented throughout the exhibition are from different language groups across Australia. Aboriginal and Torres Strait Islander Australia is a multicultural society with around 250 different language groups in existence today. These groups are the current traditional owners of particular areas of land in Australia. The Australian Museum is built on the land of the Gadigal of the Eora Nation.

The word 'Didgeridu'

'Didgeridu' or 'didgeridoo' (either spelling is used) is the name Europeans gave this musical instrument. The onomatopoeic word phonetically resembles the sound the instrument makes. There are many Aboriginal names for the instrument, such as *yidaki*. *Yidaki* is a popular name that refers to the type of instrument made by the Yolngu people of north-east Arnhem Land.

Indigenous Archaeology

The long history of Indigenous cultures of Australia (at least 50,000 years) has been constructed through fossils and artefacts from the past found in many significant archaeological sites. Archaeological sites include camping sites, quarries, ceremonial sites and middens. Archaeologists examine these sites to recover material evidence and to document the relationships of objects to each other. Evidence includes remnants of various craftworks, bones of consumed animals, rock art and ceremonial arrangements and carved trees which are analysed to learn how Indigenous Australians lived. Kakadu is an example of a significant site in Australia containing one of the largest collections of rock art sites in the world.

Preserving heritage

Aboriginal and Torres Strait Islander peoples have preserved their heritage by passing down, through hundreds of generations, their language, knowledge and stories. Traditions, practices and beliefs have been passed down orally through stories and also through body art, sand art, rock art (including painting and engraving), tree carving, bark painting and objects such as shields and dance-boards. Rock paintings and engravings survive throughout Australia and are some of the oldest in the world.

The Australian Museum is aiding the preservation of Aboriginal and Torres Strait Islander heritage by holding, conserving and displaying traditional cultural objects. Objects that are in the collections and not on display are accessible to Aboriginal and Torres Strait Islander peoples. The Museum is also travelling to Aboriginal and Torres Strait Islander communities and digitally recording oral stories so they are preserved for the future.

The Australian Museum's Collections

The Australian Museum cares for over 25 000 ethnographic objects acquired from many communities across Australia and over 1 000 000 archaeological objects.

Information on the Museum's Aboriginal and Torres Strait Island Collections:

<http://australianmuseum.net.au/aboriginal-and-torres-strait-collections>

Movie file about how the Museum stores Indigenous objects:

<http://australianmuseum.net.au/movie/indigenous-australians-stores>

Pre-visit Activities

1. Construct a timeline

To reinforce the length of time Indigenous Australians have been in Australia in comparison to Europeans students could do one of the following 3 activities:

- Draw a simple timeline to scale showing Indigenous Australians occupation 50 000 years ago, British invasion/colonisation and the present.
- Put these dates on a piece of string
- Act out a timeline across the classroom using a student to represent each event and space the students apart according to correct proportional intervals of time.

2. Life before British contact

Students imagine what life was like when there were only Aboriginal people living in Australia. Ask them:

- What do you think Sydney Harbour looked like?
- Brainstorm sea and land animals living in the Sydney region (students can research these if appropriate).
- What food do you think Aboriginal people living in the Sydney area would have eaten?
- What technology would they have used to catch, carry and cook their food?

3. Natural resources

Students brainstorm some of the natural resources which would have been used by Indigenous Australians prior to British invasion/colonisation. Source some of the following natural resources: shells, plant fibres, bark, wood, leaves, resin, rocks, minerals, sand, animal skin, animal fur, seeds, seed cases, wax, flowers, human hair, fruit, nuts, animal meat, teeth, bone, tendon (sinew), soil, water. Use pictures if you are unable to find the real thing. Sort these into groups – animal, vegetable or mineral – and discuss the potential uses.

4. Sustainability

Indigenous Australian people lived off the land and waterways and nothing was wasted. They hunted for and collected food to eat using the rest of the animal for other purposes – to make jewellery, fishing hooks, spears and to communicate through art. Collect items from within the classroom or at home which can be re-used AND/OR collect natural items from the school grounds. Ask students to create a collage or sculpture of an animal of their choice using the materials collected. This animal could have totemic significance to the area.

5. Relationship to country

Students think about what their country (Australia) means to them. They could explain what it means to them in writing or through artwork. How is this different or similar to the way Indigenous Australians see their traditional country? Note: "Country" to Indigenous Australians is the land and waterways that their language group belong to and look after.

6. Caring for country

Students brainstorm what they do at home and at school that helps to look after their country. Research the meaning of sustainability and then as a class create a list of activities they are already doing to help care for their school. Create an additional list of things they are not currently doing to help care for their school. Begin acting on this list where possible.

7. Communication

Find an Aboriginal languages map online. Ask students if any of them speak another language at home and if so what it is. Brainstorm ways we could communicate amongst each other in the classroom if we couldn't use English as a language. Ideas might be drawing pictures, using body language, sign language or miming. Divide class into groups. Ask each group to think of a message and then to communicate it to the rest of the class without making any noise. The rest of the class has to guess what the message is. This activity prepares students for the concept behind message sticks.

Post-visit activities

1. Video Conference

Your class could do one of the Australian Museum Video Conferences: Indigenous Totems or Indigenous Art Workshop. Find out about them at:

<http://australianmuseum.net.au/video-conferencing>

2. Explore Aboriginal and Torres Strait Islander cultural artefacts

Images and information about tools, art and ceremonial artefacts relevant to the student activities are found on the Museum's website at:

<http://australianmuseum.net.au/explore-indigenous-australian-objects>

3. Becoming an Expert

Students could do further research on the aspect that they focussed on at the Museum (Art, Tools (for hunting or fighting), Sustainability, Ceremonial or Tools (for daily life). They are then the 'class experts' on that theme. They could compare and contrast the different designs, materials, technology and use of objects around Australia. They could present their information in an oral presentation, essay, a poster or film to communicate their findings.

There is detailed information about artefacts on the Museum's website at:

<http://australianmuseum.net.au/explore-indigenous-australian-objects>

4. Student extended response/research projects

Students could choose one of the following three topics to think about and research. They could write an essay, create an artwork or deliver a presentation about their selected topic.

a. Preserving the heritage of Indigenous Australians

Aboriginal and Torres Strait Island people have preserved their culture and heritage for over 40 000 years by Elders handing down language, knowledge and traditions to younger generations. Think about the **Bayala Nura: Yarning Country exhibition** and the large **collections** that the Museum stores behind the scenes. How is the Australian Museum helping to preserve the heritage of Indigenous Australians?

b. Relationship to Country

Students reflect on their visit to *Bayala Nura: Yarning Country* exhibition and the relationship between Indigenous Australians and the land. Ask them to describe and explain this in words or through art. How is their own relationship with the land different and how is it similar to Indigenous Australians relationship with Country? They could think of a tradition, activity or place they like that is special to them and their family and compare this with the way Indigenous Australians relate to the land.

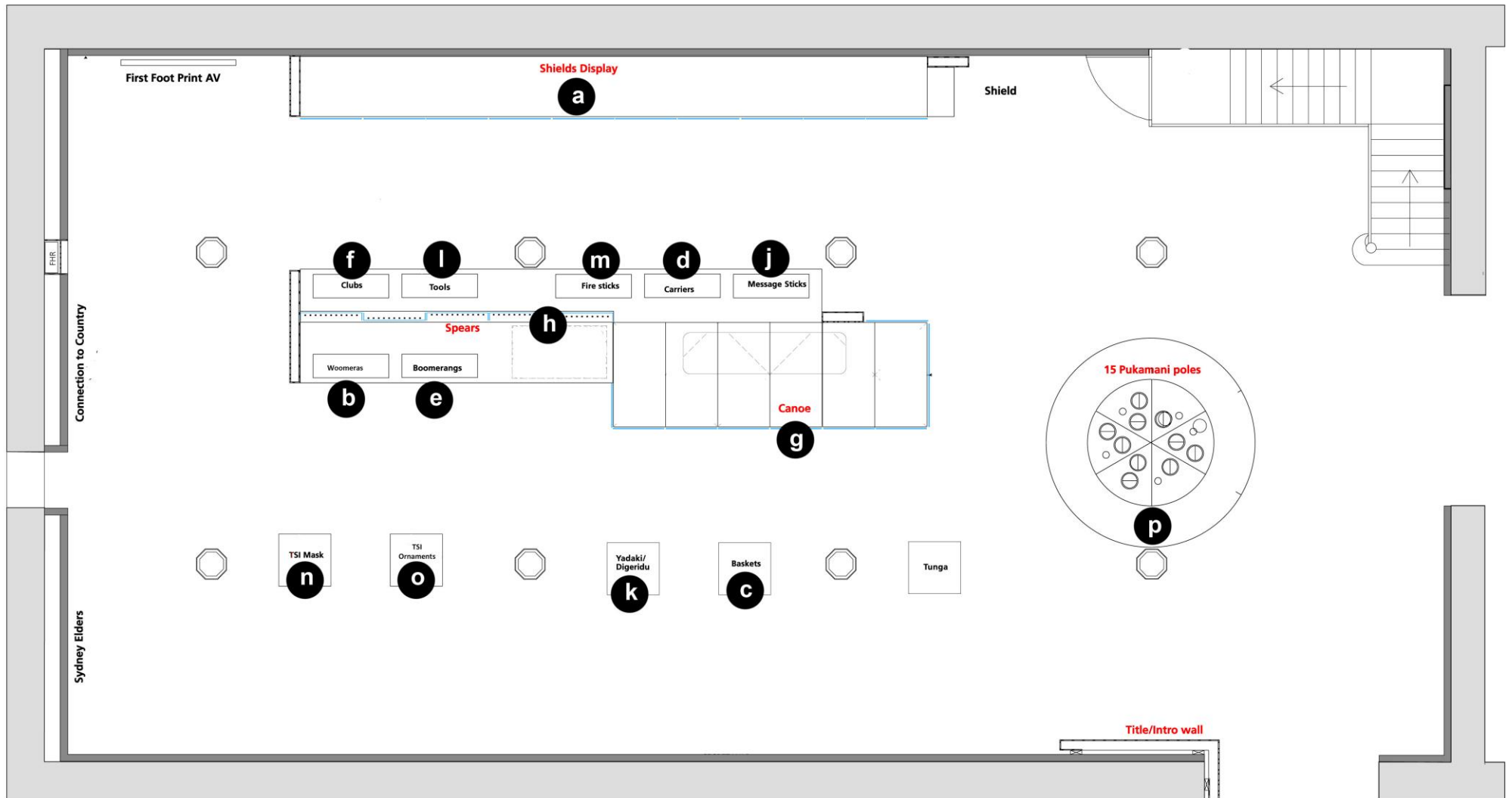
c. Sustainability

Indigenous Australians have lived sustainably for over 50 000 years. In the 200 years since invasion/colonisation more mammals have become extinct in Australia than in any other country in the world. Think about Indigenous Australians and sustainable living. How and why have Indigenous Australians managed their environment so well for such a long time?

d. Australia's ancient past

The artefacts on display are sources of evidence of how Aboriginal and Torres Strait Islanders lived in the past. Explain what the artefacts tell us about ancient beliefs and daily life in ancient Australia.

Bayala Nura Exhibition Floorplan



Bayala Nura Inquiry Card Activity

Research in museums has concluded that students learn better when:

- they are following an area of their own interest
- they work in groups



The Inquiry Cards are designed to be self-guided.

Divide the class into 5 groups. Each group selects the theme they would like to study first and is given a copy of that card. Groups could study more than one theme.

Each group should also be given a copy of the *Bayala Nura: Yarning Country* floorplan. The letters on the floorplan relate to the letters on each Inquiry Card.

While doing this group activity the Museum recommends:

- Students spend at least 10 minutes generally viewing the exhibition and orientating themselves before they begin the Inquiry Cards.
- A student reads aloud the introductory statement and each question on the card to the group.
- Students discuss their observations and opinions within their group.
- They take photos to use back at school.

Art Inquiry Card	
<div><h3>Shields</h3><p>(a)</p><p>Shields were used for different purposes. The shape, size and design often indicate how they were used and what region they are from.</p><p>Student activity</p><p>Find the shield display and look at the different shapes, sizes and designs of the shields.</p><ol style="list-style-type: none">1. For what purposes do you think the different types of shields were used? Why?2. Choose 2 examples of shields with intricate patterns. What type of pattern is it? What region is it from?3. Compare the patterns on 2 shields from the same region. What are the similarities and differences?</div> <div></div>	<div><h3>Didgeridus</h3><p>(b)</p><p>The didgeridu is a musical instrument originally from the Northern Territory. It is used for recreation and ceremonial purposes.</p><p>Student activity</p><p>Choose 3 different didgeridus with different designs and think about the following questions.</p><ol style="list-style-type: none">1. What is it made from and how was it made?2. Was the design painted or carved?3. What colours were used?4. How do you think the colours were made?5. What do you think the design represents?6. What is a traditional name for a didgeridu and where did it originate?</div> <div></div>

Tools (for hunting or fighting) Inquiry Card

Boomerangs

(e)

Boomerangs have been used by Aboriginal Australians for thousands of years.

There are many different types of boomerangs from across Australia. They vary in shape, size and use.

Student activity

Look at the different designs of the boomerangs in the display.

1. Where are they from?
2. What are they used for?
3. What is different about the design of the non-returning boomerangs?
4. How do you think the boomerangs fly?



Clubs

(f)

Clubs are made from wood and other materials. They can be used for hunting, digging, battle and in ceremonies.

Student activity

Look at the different clubs.

1. What do you think each club is used for?
2. What materials apart from wood have been used?
3. Which of these materials is post-British Contact?
4. Do you think the clubs are an example of sustainable practice? Why?



Sustainability Inquiry Card

Canoe

(g)

Many different types of canoes were made by Aboriginal and Torres Strait Islander peoples. These include dug-out canoes, bark canoes and reed canoes.

Student activity

Look at the canoe display.

1. What are the steps used to make a bark canoe?
2. How do you think bark canoes are an example of sustainability?
3. What are the advantages and disadvantages of bark canoes compared with fibre-glass boats?



Fire

(m)

Aboriginal and Torres Strait Islander people used friction to make fire. Fire was used for cooking, ceremonies, warmth, light, signaling, and controlled bush burning for new growth and clearing of pathways.

Student activity

Look at the fire artefacts.

1. How do the fire artefacts create fire?
2. Why do some of the fire sticks have covers?
3. Why are the fire hearth boards decorated?
4. Why do you think it's important to learn from Aboriginal knowledge about fire?



Ceremonial Inquiry Card

TSI mask (n)

Masks were used in ceremonies in the Torres Strait Islands (TSI) and made to represent people, animals and stories from the past.

Student activity

Look at the Torres Strait Islander mask.

1. What materials is it made from?
2. What animal does it represent and why might this animal have been recreated?
3. How do you think it was used in a ceremony?
4. What do you think was the purpose of the ceremonies?



Pukamani Poles (p)

Pukamani poles are from the Tiwi Islands and are painted and sculpted to honour the dead with the number and size of the poles signifying their status. The design of the poles is representative of the deceased person's life.

Student activity

Look at the Pukamani Poles and their designs.

1. How were they made?
2. Choose 2 poles. What do you think their shapes, sizes and painted designs represent?
3. How is the Pukamani ceremony different from your culture's death and burial ceremony?



Tools (for daily life) Inquiry Card

Carriers (d)

Coolamons and kangaroo skin water bags were common carriers used to transport food and water and for other purposes. There were different types depending on the region.

Student activity

Look at the different carriers on display.

1. What are they each used for?
2. What natural materials are they each made from?
3. Why do you think these materials were selected? Hint: think about their physical properties.
4. What do these artefacts tell us about Australia's ancient past?



Message sticks (i)

Message sticks were used to communicate information between people from different language groups. Patterns and pictures were carved or painted to convey messages or gain permission to enter another language group region.

Student activity

Look at the message sticks on display. Choose 3.

1. Where are they each from?
2. Are there any similarities in the patterns?
3. What do you think the patterns and symbols might represent?
4. What might the message be?
5. How does the use of message sticks compare with communication methods today?



Australian Museum Guide

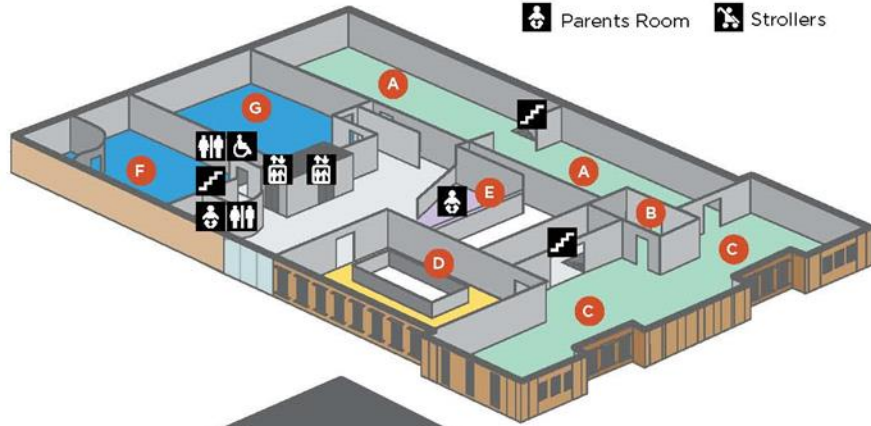
4 Rooftop Cafe

Visit our new Rooftop Cafe
Take the lift or stairs to Level 4
and enjoy food with a view.

- | | |
|--------------|-----------|
| Admissions | Theatre |
| Information | Stairs |
| Toilets | Lifts |
| Accessible | Lockers |
| Parents Room | Strollers |

2

- A** Surviving Australia
- B** Pacific Spirit
- C** Dinosaurs
- D** Birds & Insects
- E** Kidspace
- F** Search & Discover
- G** Education Rooms



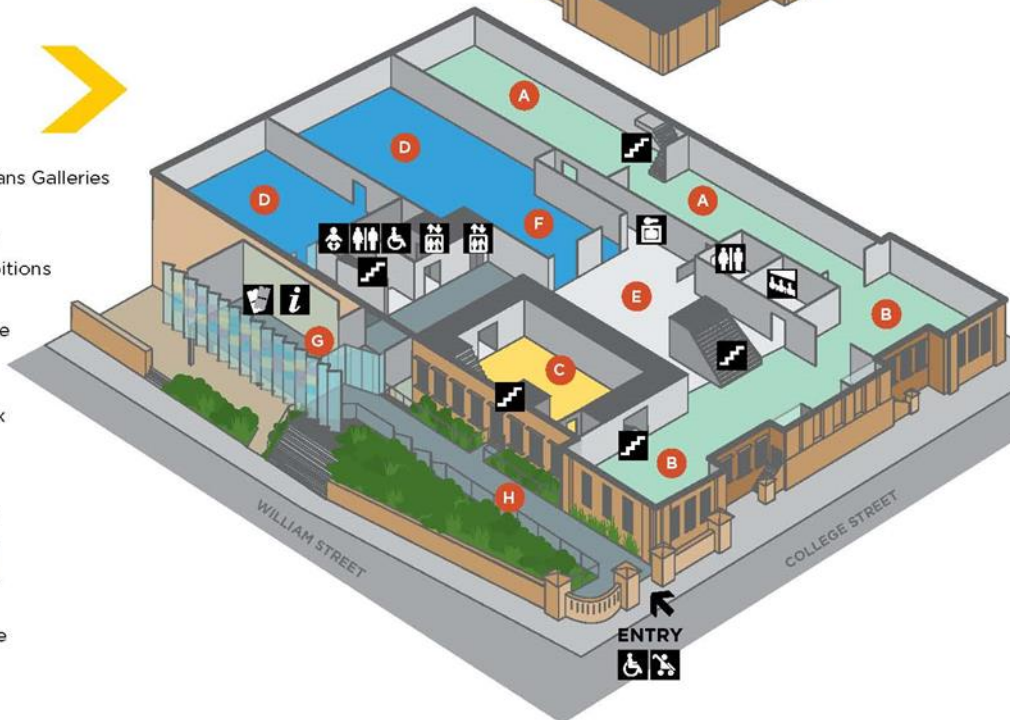
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- A** Planet of Minerals
- B** Chapman Mineral Collection
- C** Meteorites & Gemstones



G

- A** First Australians Galleries
- B** Wild Planet
- C** Long Gallery
- D** Special Exhibitions
- E** Atrium
- F** Museum Store
- G** Crystal Hall Entrance
- H** Museum Walk



LG

Members Lounge

