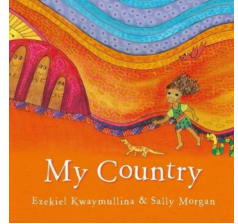


Geography Alive: Stage 1 Geography (Topic 2; Unit 1)

Lesson 5: Aboriginal connections with country – A picture book study			
Content focus: In this lesson students are immersed in the picture book story: <i>My Country</i> . The story explores the importance of Country from the perspective of an Indigenous Australia. In doing so it enables students to develop an awareness and appreciation of, and respect for, the literature of Aboriginal and Torres Strait Islander Peoples. This includes their storytelling traditions and their contribution to contemporary literature in ways that enable authors and illustrators to showcase their connection with Country/Place, People, Culture and Identity.		Resources: <ul style="list-style-type: none"> Picture book: Ezekiel Kwaymullina & Sally Morgan's (2013), <i>My Country</i>, Fremantle Press. <i>My Country</i> is a journey through a child's home country. It celebrates the joys of nature and emphasises forming a connection with place. The book provides an Indigenous Australian perspective of life as it connects traditional and contemporary experiences in ways children can understand. 	
Key inquiry questions: <ul style="list-style-type: none"> What are the connections that people have with places? How do Aboriginal and Torres Strait Islanders maintain special connections to their particular Country? 	Outcomes: <i>A student:</i> <ul style="list-style-type: none"> demonstrates a developing understanding of the Indigenous concept of 'Country' and how this reflects and, in some respects, differs from the non-Indigenous concept of 'place'. 	Lesson sequence: <i>My Country</i> is a story inspired by the author's grandmother who passed on her love of Country. The book tells the story of a little Aboriginal girl free to roam on land, sea and in the sky. The girl is transported to all sorts of magical places and even dances in the clouds and down a rainbow. She encounters the morning star, the red desert and the whispering wind. As we travel with her the bush animals come out to greet her until she settles down to 'sleep among the ghost gums'. Step 1: Read <i>My Country</i> together as a class. Step 2: Discuss what is meant by the term 'Country'. Note that 'Country' does not just mean the creeks, rivers, rock outcrops, hills and waterholes. It includes all living things. It incorporates people, plants and animals. It includes the seasons, stories and creation spirits. 'Country' is both a place of belonging and a way of believing. Step 3: As a class brainstorm: What would be 'a perfect day'? Step 4: Individually, students work to complete the sentence: 'On my perfect day I ...'. Step 5: As a class, study Sally Morgan's illustrations. Students are then asked to complete their own illustration to go with the sentence they have written. Students share their illustrations and discuss their meaning with their peers. Step 6: As a class, discuss the importance of 'place' for Aboriginal and Torres Strait Islander peoples. In what ways does the concept of 'Country' differ from non-Indigenous understandings of 'place'?	