

<b>Theme / Focus:</b> Coopers Creek Story		<b>Indicative time:</b> 5 x 53-minute lessons per fortnight. <b>Duration:</b> 10 weeks, Term 1, 2008	
<b>What are the key ideas or concepts you want students to learn?</b> <ul style="list-style-type: none"> <li>Wangkumarra history pre-invasion, during invasion and post-invasion impacts upon the way people live in Bourke today.</li> <li>Language is interrelated with land, animals, plants, sacred places, spirituality, customs, ancestry, music, dance, art, identity, health and history.</li> <li>Interaction between diverse cultures can facilitate the creation of dynamic new knowledges and technologies.</li> </ul>		<b>Why does that learning matter?</b> <ul style="list-style-type: none"> <li>There is a need for deeper understanding locally of the history behind contemporary social justice issues in order to ensure the likelihood of reconciliation in the future.</li> <li>The ability to move beyond compartmentalised thinking is essential in knowledge economy workplaces globally, for solving complex problems in a changing world.</li> <li>The ability to reconcile traditional and contemporary technologies is essential for cultural sustainability.</li> </ul>	
<b>Unit description</b> This unit begins with sharing oral histories of Coopers Creek Story. Students view the Coopers Creek DVD from Muda Aboriginal Corporation, discuss the history of dispossession and construct a timeline, map or diagram recounting this history. They transform these ideas into a mural. The class learns two new songs: the Mura and Happy Valley and the dance for the Mura song. A focus of the unit will be an excursion to Coopers Creek, during which students are introduced to language associated with hunting and gathering, identifying plants and animals, bush medicine, directions and significant and important sites. Students use Wangkumarra language in context on Country. Afterwards they produce booklets with images and knowledge from the excursion. Throughout the unit students work towards an open day, with all texts and mural on display, and songs and dance performed for family and community members.  Every lesson begins with a brief review and check of previous learnings, quiz style. At the end of each week, students take home a revision sheet to share with family.		<b>Focus and contributing outcomes for the unit</b> <b>4.UL.1</b> demonstrates understanding of the main ideas and supporting detail in spoken texts and responds appropriately <b>4.UL.2</b> demonstrates understanding of the main ideas and supporting detail in written texts and responds appropriately <b>4.UL.3</b> establishes and maintains communication in familiar situations <b>4.UL.4</b> experiments with linguistic patterns and structures in Aboriginal languages to convey information and to express own ideas effectively <b>4.MLC.1</b> demonstrates understanding of the importance of correct and appropriate use of language in diverse contexts <b>4.MLC.2</b> explores the diverse ways in which meaning is conveyed by comparing and describing structures and features of Aboriginal languages <b>4.MBC.1</b> demonstrates understanding of the interdependence of language and culture <b>4.MBC.2</b> demonstrates knowledge of the cultures of Aboriginal communities	
<b>Language functions</b> <ul style="list-style-type: none"> <li>recounting historical narratives</li> <li>identifying plants, animals, directions and significant places on Country in target language</li> <li>expressing land connection in song and writing</li> <li>performing in language for a wider audience</li> </ul>	<b>Language structures</b> <ul style="list-style-type: none"> <li>Going to the &lt;place/geographical feature&gt;</li> <li>At the &lt;place/geographical feature&gt;</li> <li>Present tense verb suffix {-garla}</li> <li>Locative suffix {-langa} e.g.: Yanthagarla nganyi nguku-langa Go pres I river loc</li> <li>Pronouns + Verb + location combinations, e.g.: They go to the river. She dances on the sand hill. He hunts in the bush.</li> </ul>	<b>Vocabulary</b> <ul style="list-style-type: none"> <li>Directions: <i>walpangada, wangkumada, mirlawalpa, mirlaipi</i> (NSEW)</li> <li>Pronouns, e.g. <i>nganyi, ini, nhia, nhani, thana</i> (I, you, he, she, group)</li> <li>Geographical features, e.g: to the (place/geographical feature) <i>ngukulanga, yandralanga, makarralanga, kukithilanga, manilanga</i> (to the river, rock, tree, sandhill, bush)</li> <li>Present tense verbs, e.g. <i>yanthagarla, yambagarla, pirrkigarla, kulagarla</i> (go, hunt, dance, sit)</li> <li>animals, e.g. <i>kulbarra, thaldra, muna, thantjila</i> (emu, kangaroo, echidna, snake)</li> <li>plants</li> </ul>	

**Resources**

- Muda Aboriginal Corporation texts, transcripts etc.
- DVD: Coopers Creek
- Lyrics for Songs – Mura song, Happy Valley song
- Vocabulary cards – for the “Mix and Match” and the “2 jars” game
- Cloze activity sheets
- Crossword puzzles
- Find-a-word activities
- Digital cameras

**Cross-curriculum content**

- Creative and Performing Arts, e.g. mural, songs
- Information and Communication Technologies, e.g. use of smart board, digital cameras, computers to produce texts
- Literacy, e.g. grammatical terms, written genres (timeline, booklets, song lyrics), oral genres (radio broadcasts, historical recounts)
- Mathematics, e.g. constructing a timeline
- Science/biology, e.g. identifying animals and plant uses









Syllabus outcome	Students learn about	Students learn to	Teaching and learning activities N.B. activities in bold below could be used as assessment for learning activities for this unit	Students
4UL.4	manipulation of known structures for writing in new contexts	select and incorporate modelled linguistic structures in own writing	<p>Teacher uses smart board to demonstrate sentence construction using 5 columns: Verb + present tense suffix + pronoun + location + direction suffix.</p> <p>Students use the introduced vocabulary and structures to create their own example sentences on the smart board and record these in their workbooks/portfolios.</p>	<p>provides oral feedback and guidance.</p> <p>Students use modelled written structures accurately. Teacher provides written feedback.</p>
4UL.4  4MLC.1	<p>manipulation of known structures for writing in new contexts</p> <p>metalanguage to describe the structures and features of language</p>	<p>select and incorporate modelled linguistic structures in own writing</p> <p>explore grammatical systems to appreciate how languages work</p>	<p>LESSON 11</p> <p>Teacher models sentence on board using the structure from the previous lesson as quick revision.</p> <p>Students enter all new vocabulary into their portfolios / picture dictionaries.</p> <p>In small groups students participate in game using laminated cards to build sentences.</p> <p>Students complete worksheet using the 5 column structure to construct own sentences.</p>	<p>Students recognise new sentence structure.</p> <p>Students complete worksheet accurately and apply knowledge of new structures to create original text.</p> <p>Teacher circulates amongst the students to provide written support as they work on their sentences.</p>
4MBC.1	the significance of cultural awareness in language use and the influence of cultural values on how meaning is conveyed	recognise that there are culturally appropriate expressions for particular contexts	<p>LESSON 12</p> <p>Class sings Mura song in preparation for learning Mura dance.</p> <p>Students learn Mura dance.</p>	<p>Students begin to remember vocabulary and structures in the song.</p> <p>Students understand the cultural value of the dance and its significance to the community.</p> <p>Teacher observes student performance and provides oral feedback to the class.</p>



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4MBC.2	ways in which language and behaviour reflect important aspects of the culture	identify actions, and words and phrases in the language that encapsulate aspects of culture	<p>LESSON 16</p> <p>Class attends excursion to Coopers Creek and students follow the correct protocols, e.g.:</p> <ul style="list-style-type: none"> <li>• listening respectfully to hosts</li> <li>• speaking language while on country</li> <li>• requesting permission before taking photos.</li> </ul> <p>Teacher encourages students to use Wangkumarra language in context when identifying plants, animals and geographical features at Coopers Creek.</p>	<p>Students participate in full range of activities and discussions during the excursion.</p> <p>Students apply previously learnt vocabulary and structures to identify local plants, animals and geographical features accurately.</p>
4UL.4	accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text	use available resources to access structures and vocabulary to build a message	<p>LESSON 17</p> <p>On returning from the excursion, the class brainstorms, summarises and discusses key concepts and learnings related to country/land, language, culture, knowledge and the context of the Coopers Creek story.</p> <p>Students accurately retell and sequence the story.</p> <p>Students review key new vocabulary and phrases in their portfolios including:</p> <ul style="list-style-type: none"> <li>• animals and plants</li> <li>• locations and directions</li> <li>• present tense and direction/location suffixes</li> </ul> <p>In small groups students match photos with word/phrase/sentence cards.</p>	<p>Students participate in discussion indicating that they have an understanding of the meaning of the story as well as its cultural significance.</p> <p>Students demonstrate understanding of concepts and accurate use of new structures.</p> <p>Teacher circulates amongst groups and provides oral feedback and guidance.</p>
4.UL.4	accessing resources and the organisation of relevant structures and vocabulary when planning and constructing text	use available resources to access structures and vocabulary to build a message	<p>LESSON 18-20</p> <p><b>Assessment activity: Students produce a factual text in response to their excursion to Coopers Creek. The text may be in the form of a booklet, PowerPoint presentation (or other form negotiated with the teacher). The text will include digital images of animals, plants and geographical features taken while at Coopers Creek. Students use previously learned vocabulary and structures in their factual text.</b></p>	<p>Teacher circulates amongst students to provide oral and written support as they work on their texts.</p>

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4MLC.1  4.MBC.2	the importance of recognising audience in communication  the links between land, culture, language and a sense of identity	identify ways in which texts vary according to their intended audience  recognise the links between land, culture, language and a sense of identity	The texts will be part of the display at the Open Day to be held at the end of Term 2.	
<b>Focus: Preparing for Open Day</b>				
4MBC.2	the importance of tradition to a sense of cultural identity and diversity within the culture	identify and explain features of traditional and contemporary lifestyle	<p>LESSON 21-22</p> <p>Students work small groups and are assigned tasks in order to organise the end of term Open Day, e.g.:</p> <ul style="list-style-type: none"> <li>• invitations</li> <li>• location of events</li> <li>• order of events</li> <li>• arranging furniture and equipment required</li> <li>• setting up display areas of student texts and other work</li> <li>• presentation of information</li> <li>• student performances</li> <li>• protocols for opening the event</li> <li>• speeches/thank yous.</li> </ul> <p>Class rehearses the Mura song and Mura dance.</p>	<p>Students participate in organisation and associated activities indicating continued development of understanding of key concepts of local Aboriginal experiences and knowledge of the environment.</p> <p>Teacher provides oral feedback, support and suggestions to each group as they plan and work on assigned tasks.</p>

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4MBC.2	ways in which language and behaviour reflect important aspects of the culture	identify actions, and words and phrases in the language that encapsulate aspects of culture, e.g. hospitality, traditional dances, proverbs	LESSON 23  Students set up for Open Day to be held during their next lesson.	Students participate in organisation for Open Day.  Teacher provides oral feedback, support and suggestions to students as they make final preparations.
4MBC.2	the importance of tradition to a sense of cultural identity and diversity within the culture	identify and explain features of traditional and contemporary lifestyle	LESSON 24  Class holds Open Day for the community.  Students host and monitor the event.  Students record the event on camera.  Students perform and display their work.	Student participation in Open Day indicates a sound knowledge of the cultural significance of the performance to the community.  Students use technology to record the Open Day.
			LESSON 25  Students evaluate Open Day orally.  Class writes an article for the school newsletter and the local newspaper.  Students speak on local radio station 2 CUZ FM.	Students participate in discussion and evaluate performance.  Students use discussion and performance to produce oral and written reports for newspaper and radio.