

The definition of places as parts of the Earth's surface that have been given meaning by people, and how places can be defined at a variety of scales (ACHGK010) Year 2 – Geography

Elaboration

Understanding the meaning of Aboriginal and Torres Strait Islander names for places and features including those in the local area

Key questions

- What connections do Aboriginal and Torres Strait Islander people have with a particular place?
- How are Aboriginal names given to certain places?

Skills and inquiry

- Collect and record geographical data and information, for example, by observing, by interviewing, or from sources such as, photographs, plans, satellite images, story books and films (ACHGS014) 
- Represent data and the location of places and their features by constructing tables, plans and labelled maps (ACHGS015) 
- Pose geographical questions about familiar and unfamiliar places (ACHGS013) 
- Draw conclusions based on the interpretation of geographical information sorted into categories (ACHGS016) 
- Reflect on their learning and suggest responses to their findings (ACHGS018) 
- Present findings in a range of communication forms, for example, written, oral, digital and visual, and describe the direction and location of places, using terms such as north, south, opposite, near, far (ACHGS017) 

Concepts

- Place
- Space
- Environment

Resources

- <<http://tinyurl.com/op5g22k>> (Aboriginal Placenames – Skwirk Online Education Animations—a short clip that explains the reasons why different places are named by Aboriginal people)
- <<http://tinyurl.com/p6bxxnt>> (Aboriginal Place names – an informative clip showing more places and their Aboriginal meanings)

Teacher information

Teachers notes

- Tell the students that many places in Australia have a name that originally came from an Aboriginal language.
- View the video clips listed in 'Resources' below and discuss.
- Brainstorm other Aboriginal placenames the students may be familiar with.
- Students may need some assistance when reading the information page on page 7.
- Display a large map of Australia so the students can locate the places for the activities on pages 8 and 9.

Background information

- Aboriginal place names are very old. The name of a place is an important part of Aboriginal culture. The land and its features are also important to Aboriginal and Torres Strait Islander people for many reasons, including spirituality and identity.
- Aboriginal and Torres Strait Islander people have a special connection to the land and there are places which have great significance to their culture.
- Aboriginal people often named places according to the way they looked. Places were also named depending on the types of animals that lived there or because an event that was part of a Dreamtime story took place there.
- Some placenames have been reclaimed since the 2000s and now have either their Aboriginal name or a dual name; for example, Uluru/Ayers Rock.

Additional activity

- Students should investigate some local places in their area that have Aboriginal names. They could use the local council, historical societies, families and friends to help them. It may also be helpful to interview some Indigenous people to find out additional information.



Aboriginal and Torres Strait Islander placenames – 1

Aboriginal and Torres Strait Islander people have specific names for many places in Australia. They give a place a name depending on the way it looks, or for something special that may have happened there.

When Europeans arrived in Australia, they gave their own names to places. Sometimes, they used an Aboriginal name.

These places in Australia have an Aboriginal name.

Canberra

The capital city gets its name from an Aboriginal word from the local Ngunnawal people's language. The original word was 'kamberra' and it means 'meeting place'. Canberra is where our politicians gather in Parliament.



Ballarat

This is a city in Victoria. It was named from the Aboriginal word 'balaarat'. This word means 'resting place' or 'camping place'. It is taken from the Wathaurong Aboriginal people's language.



Echuca

This town in Victoria is located on the Murray River. 'Echuca' is an Aboriginal name which means 'meeting of the waters'. Echuca is the place where the Murray and Campaspe Rivers flow into each other.



Parramatta

This is a major suburb in the city of Sydney. It was called 'Baramada' or 'Burramatta' by the Darug people. One meaning of the name is 'where eels lie down'. There are still lots of eels and other creatures in the Parramatta River today.





Aboriginal and Torres Strait Islander placenames – 2

1. Circle True or False to answer the questions.

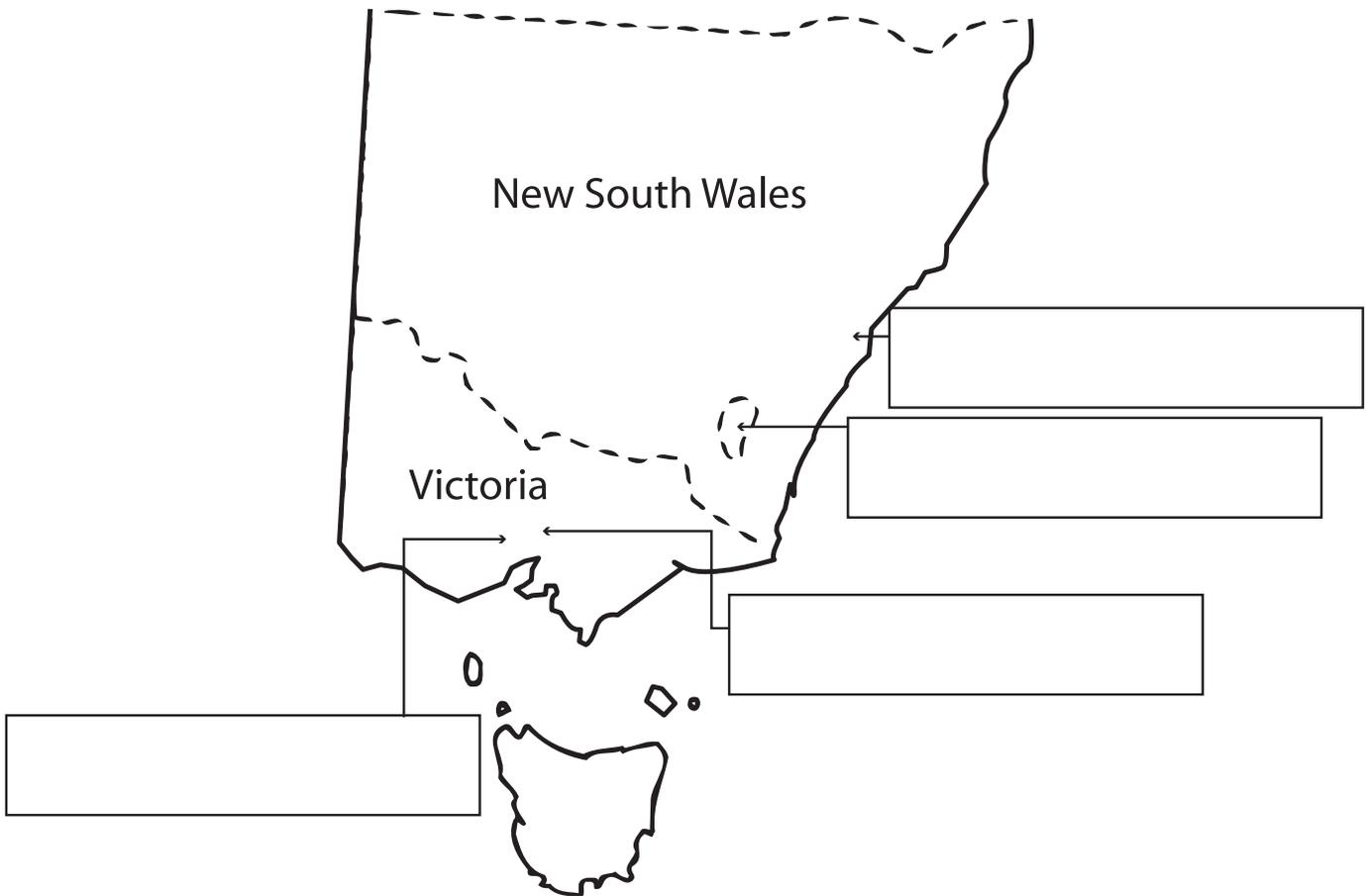
(a) Aboriginal and Torres Strait Islander people did not have names for places.

True False

(b) Europeans changed some of the names of places.

True False

2. On the map below, write the name of each place, from page 7.

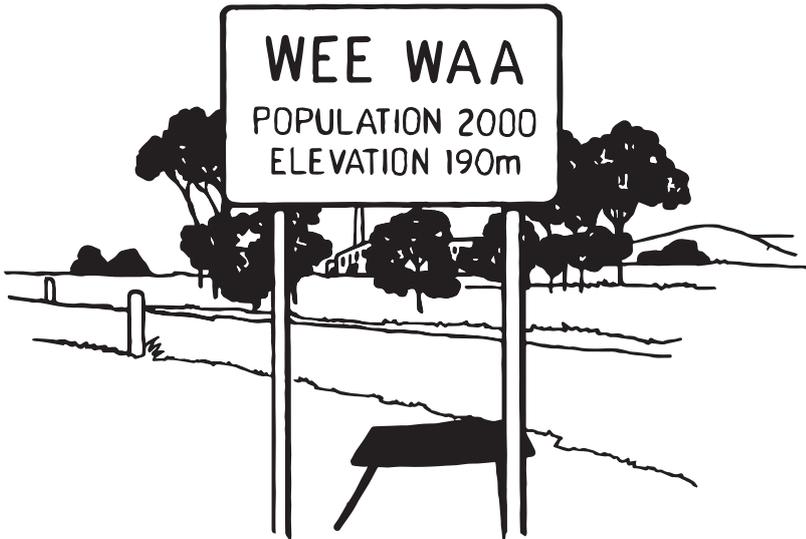


3. For what reasons might Aboriginal and Torres Strait Islander people name a place?



Aboriginal and Torres Strait Islander placenames – 3

Find these Aboriginal place names in the word search.



Attunga

Balarang

Geelong

Illawong

Kembla

Mudgee

Nannup

Ongerup

Perenjori

Wee Waa

Werribee

Yalgoo

W	E	R	R	I	B	E	E	W	P	O	P
E	I	Y	S	A	B	T	A	Y	T	Q	E
E	A	B	C	S	A	C	E	G	B	A	R
W	K	E	M	B	L	A	X	E	C	U	E
A	Z	G	K	C	A	X	C	E	V	I	N
A	R	F	I	D	R	A	B	L	A	L	J
M	E	E	O	Y	A	L	G	O	O	L	O
U	I	N	A	N	N	U	P	N	T	A	R
D	O	A	A	E	G	Z	K	G	T	W	I
G	V	E	E	V	M	B	L	P	C	O	M
E	N	O	N	G	E	R	U	P	S	N	G
E	M	B	E	A	A	T	T	U	N	G	A

The many Countries/Places of Aboriginal and Torres Strait Islander Peoples throughout Australia (ACHGK015) Year 3 Geography



Elaboration

Understanding that Aboriginal languages are important to Aboriginal people for different reasons. It is a part of their culture, history and identity

Key questions

- Why is language important to Aboriginal people?
- How are indigenous languages being preserved?

Skills and inquiry

- Develop geographical questions to investigate (ACHGS019)
- Collect and record relevant geographical data and information, for example, by observing, by interviewing, conducting surveys, measuring, or from sources such as maps, photographs, satellite images, the media and the internet (ACHGS020)
- Present findings in a range of communication forms, for example, written, oral, digital, graphic, tabular, and visual, and use geographical terminology (ACHGS024)

Concepts

- Australia
- Cultural identity
- Language

Resources

- <http://mgns.w.org.au/sector/aboriginal/aboriginal-language-map/> is a representation of Indigenous language groups in Australia.
- <http://www.abc.net.au/btn/story/s4009995.htm> is a clip showing how Aboriginal languages are being taught in schools.

Teacher information

Teachers notes

- Brainstorm ways people communicate and list the ideas on board.
- Write the word 'Language' on the board and have students give reasons why language is used.
- Display a map of Australia which shows the states and territories.
- Read the information pages with the students.

Background information

- When using <http://mgns.w.org.au/sector/aboriginal/aboriginal-language-map/> (a representation of Indigenous language groups in Australia), you may wish to display the map on a whiteboard first. This map is an approximate representation of the boundaries. Some of the languages may have been lost since.
- The map mentioned above is only one representation of Aboriginal languages. Norman B Tindale's map at <http://archives.samuseum.sa.gov.au/tribalmmap/> can also be used to show Aboriginal groups across Australia.
- Use the notes from the transcript of <http://www.abc.net.au/btn/story/s4009995.htm> to revise information.

Additional activity

Represent some language groups across Australia or in your state on a large map by pasting bits of coloured paper on it to show the groups.



Language – 1

Before European settlement, it is thought that there were up to 700 Aboriginal dialects (forms of language) spoken in Australia. Only about 250 of these have been recorded, resulting in a dramatic loss of language for Indigenous Australians.

Traditional Aboriginal people from a particular group may have been multilingual (able to speak many languages). This was a result of travelling around and trading with other groups. Language was important to Aboriginal people for many reasons. Aboriginal societies used language to communicate and also as a way to define boundaries of country. These boundaries told family groups where their country or language group originated. Language was used for kinship and marriage laws, and also for social control within some groups. Many of the Dreamtime stories were also passed down orally from generation to generation.

1. Use a dictionary to find the meaning of the word *dialect*.

2. Use a dictionary to find the meaning of the word *multilingual*.

3. Why was language important to Aboriginal people?

4. How did the Aboriginal people share important Dreamtime stories?

5. Why were many of the Aboriginal languages lost?

6. What do *you* think could have been done to ensure more Aboriginal languages were not lost?



Language – 2

The language of many Aboriginal groups suffered as a result of European settlement. Loss of language also meant loss of culture and traditions. The Aboriginal people were forced to leave their familiar lands because of farming and development and move to the lands of other groups. Because of this, there was some conflict with the mixing of different languages.

In some parts of Australia, Aboriginal people were not permitted to speak their language and were expected to learn the English words instead. Over the years, Aboriginal languages were lost because many of them were not recorded. Today in Australia there are a limited number of people who speak their traditional language.

1. How did European settlement affect the Aboriginal people? List four points below.

- _____
- _____
- _____
- _____

2. View <<http://www.abc.net.au/btn/story/s4009995.htm>> and then answer the following.

(a) What is the name of the language being taught?

(b) How are people working to change the loss of traditional languages?

(c) How are the students using the language?

(d) How has learning the language helped the students?

(e) Why is preserving traditional languages important?

3. What is your opinion of Aboriginal people not being allowed to speak their own language?



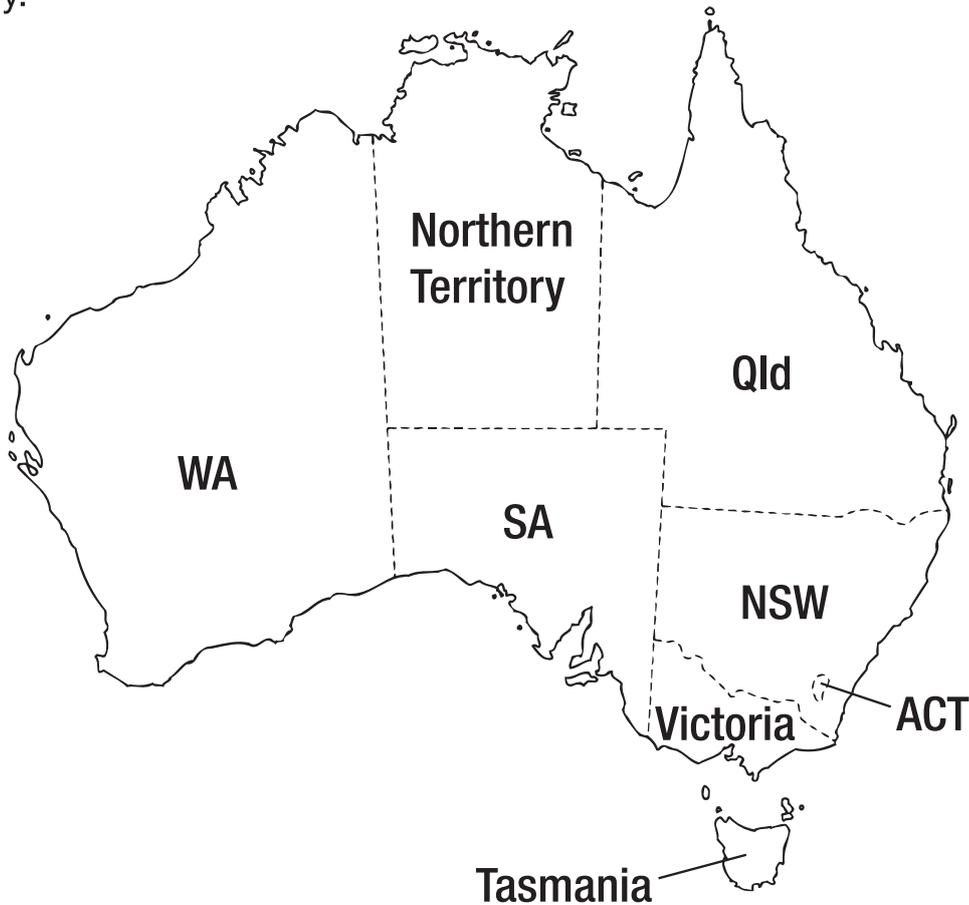
Language – 3

Australia can be represented in different ways. The most common form is a country which is divided into six states and two territories. This is what most maps of Australia show.

Another way Australia can be represented is through Indigenous language groups. These maps represent all the language groups of the Aboriginal people in Australia and they show the approximate boundaries of these groups.

Use <http://tinyurl.com/nynufus> to complete the activities below. You can place your mouse on a particular place on the map and click to enlarge that area.

1. Indicate on the map two examples of language groups for each state or territory.



2. Use the map site and other internet sources to find the state or territory where each language group belongs.

Badimaya	
Maya	
Nawu	
Wiradjuri	
Biripi	
Yolngu	