

A Diverse and Connected World: Indigenous Cultures | Stage 3 | Geography

Summary	Duration
<p>This is a complete unit of work focusing on Indigenous worldviews incorporating aspects of the Stage 3 syllabus for Geography - <i>A Diverse and Connected World</i>.</p> <p>"In considering the intended learning, teachers will make decisions about the sequence, the emphasis to be given to particular areas of content, and any adjustments required based on the needs, interests and abilities of their students. Content, including knowledge and understanding, concepts, skills and tools, should be integrated to provide meaningful learning experiences for students. Where appropriate, students are to be provided with opportunities to investigate a wide range of places and environments from local to global scales." Geography Teachers Association 2016.</p>	<p>Sample term 10 weeks</p>

Key inquiry questions
<p>How do Indigenous places, people and cultures differ across the world? How do people's connections to places affect their perceptions of them?</p>

Outcomes
<p>Geography K-10</p> <ul style="list-style-type: none"> › GE3-2 explains interactions and connections between people, places and environments › GE3-3 compares and contrasts influences on the management of places and environments › GE3-4 acquires, processes and communicates geographical information using geographical tools for inquiry

Concepts	Skills	Tools
<p>GEOGRAPHICAL</p> <p>Place: <i>the significance of places and what they are like</i> e.g. What are the characteristics of places and how do different cultures perceive</p>	<p>GEOGRAPHICAL</p> <p>Acquiring geographical information</p> <ul style="list-style-type: none"> ▪ identify an issue ▪ gather geographical information from secondary sources 	<p>GEOGRAPHICAL</p> <p>Maps -</p> <ul style="list-style-type: none"> ▪ topographic maps, sketch maps, songlines (oral maps) ▪ maps to identify location, spatial distributions and cultural groups

<p>them?</p> <p>Space: <i>the significance of location and spatial distribution, and ways people organise and manage spaces that we live in</i> e.g. How do different Indigenous peoples name and manage Country?</p> <p>Environment: <i>the significance of the environment on human life, and the important interrelationships between humans and the environment</i> e.g. How do concepts of Country influence people and places?</p> <p>Interconnection: <i>no object of geographical study can be viewed in isolation</i> e.g. What are Indigenous views on the interrelatedness of land-sea-sky, animals and humans?</p> <p>Scale: <i>the way that geographical phenomena and problems can be examined at different spatial levels</i> e.g. How does Indigenous art represent understandings of spatial and physical phenomena?</p> <p>Change: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future e.g. <i>How is Indigenous storytelling dynamic and describes change over time?</i></p>	<ul style="list-style-type: none"> ▪ record information <p>Processing geographical information</p> <ul style="list-style-type: none"> ▪ evaluate information for reliability and bias ▪ draw conclusions <p>Communicating geographical information</p> <ul style="list-style-type: none"> ▪ communicate the results using a variety of strategies appropriate to the subject matter, purpose and audience ▪ reflect on the findings of the investigation; what has been learned; the process and effectiveness of the inquiry <p>In this unit there are some incidental links to Stage 3 History Syllabus outcomes in perspectives and interpretations and empathetic understanding.</p> <p>PEARL Pedagogy</p> <p>Please consider using this Inquiry based learning method to Inform your understanding of an Indigenous learning methodology for ALL. It helps students to understand worldviews from different cultural perspectives and decolonises concepts of dominance.</p> <p>http://www.teaching4change.edu.au/node/5</p>	<ul style="list-style-type: none"> ▪ oral mapping <p>Fieldwork -</p> <ul style="list-style-type: none"> ▪ observing, orientation to landscape feature, map making ▪ fieldwork instruments such as maps, handheld GPS, compasses, aerial photographs <p>Visual representations -</p> <p>photographs, aerial photographs, illustrations, flow diagrams, annotated diagrams, multimedia, web tools and artworks.</p>
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Unit overview
<p>THE WORLD'S CULTURAL DIVERSITY</p> <p>Student-centred inquiry exploring Indigenous connection to place.</p> <p>Environment and identity shape connections between people, place and culture.</p> <p>Understanding our world means recognising that there are many different peoples who practice their cultures in many different ways. This Geographical Inquiry will focus on the Diversity and Connections between the Indigenous Peoples of Australia and the Indigenous Peoples of the World linking concepts of landscape, landform, culture and geographical challenges.</p> <p>Students investigate connection to place through the natural environment around Brewongle Environmental Education Centre, including links to the Hawkesbury River (Derubbbin).</p> <p>Students will develop an understanding that there are many different Aboriginal and Torres Strait Islander groups and cultures and that there were many different ways of living culture and connection to Country.</p> <p>Students will develop an understanding that here are many Indigenous peoples around the world that have similar yet different beliefs, cultures and histories.</p>

What is a Songline? - Notes for teachers

Please note we are not calling the mapping techniques used in this unit *Songlines* because the term *Songlines* is bound with spiritual significance and ceremony unique to the Indigenous peoples of Australia and it would be culturally inappropriate to do so.

The English word “songline” only came into use in the late 1980s but the concept is ancient and embedded in traditional Aboriginal cultures, sometimes they are referred to as “Dreaming Tracks” or “strings”. They are often described as navigation routes connecting different people with sacred sites and as trading routes that cross Australia. Instead of describing paths across the land, some songlines describe routes across the sky. The Euahlayi and the Kamilaroi possess such songlines.

Bill Gammage (2011) says “A songline or storyline is the path or corridor along which a creator ancestor moved to bring country into being. It is also the way of the ancestor’s totem, the geographical expression of their songs, dances and paintings animating its country, and ecological proof of the unity of things.”

Bruce Pascoe (2014) writes “The songlines of Aboriginal and Torres Strait Islander people connected clans from one side of the country to another. The cultural, economic, genetic and artistic conduits of the songlines brought goods, art, news, ideas, technology and marriage partners to centres of exchange” (p. 129).









Wositsky & Harney (1999) write “songlines are epic creation songs passed to present generations by a line of singers continuous since the dreamtime. These songs, or song-cycles, have various names according to which language group they belong to, and tell the story of the creation of the land, provide maps for the country, and hand down law as decreed by the creation heroes of the dreamtime. Some songlines describe a path crossing the entire Australian continent” (p. 301).

An example of a Songline crossing Australia is Native Cat dreaming. The Native Cat Dreaming Spirits are said to have commenced their journey at the sea and then moved north into the Simpson Desert, crossing as they did so the lands of the Aranda, Kaititja, Ngalia, Kukatja, Unmatjera and Ilpara. Each people sing the part of the Native Cat Dreaming relating to the songlines for their Country giving reciprocal permission for other peoples who hold the same Dreaming to cross their territory. Aboriginal and Torres Strait Islander peoples used landforms such as ridges and rivers to mark edges of territory not straight lines on a map. When travelling Songlines Aboriginal and Torres Strait Islander people made a campfire at the edge of their Country and waited for their neighbours to invite them onto the Country they wished to visit. Before they could cross lands new to them, they would have to learn the lore/traditions of the new Country.

Another more local example of a Songline is the route to Jenolan Caves. Please read this critically. It has been written up by a non- Indigenous person and as such uses terms such as “legend” this is not respectful of Indigenous worldviews. Indigenous people would use the word Dreaming. This Songline can be read at <http://www.jenolancaves.org.au/about/aboriginal-culture/dreamtime-story-of-gurrangatch-mirrigan/>

Aboriginal Pedagogies such 8 Ways (DEC 2012) are evidenced in this unit often overlapping one another and include storytelling, lands links, learning maps and the deconstruction and reconstruction of knowledge systems as much for the teacher as for the student.

Content	Teaching, learning and assessment
<p>Stage 3 - A Diverse and Connected World</p> <h3>CONTENT FOCUS</h3> <p>Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural</p>	<p>In School Work - pre-visit</p> <p>Lesson 1 - Acquiring and identifying geographical information - Pre-Excursion</p> <p>Inquiry Question - <i>How do Indigenous Australians have a unique connection and understanding of Country?</i></p> <p>This lesson requires access to a computer. It can be undertaken as a whole of class teacher directed inquiry or working in pairs. The aim of this lesson is for students to be able to identify landforms and recognise that Indigenous peoples used landforms to identify territorial boundaries and songlines.</p>

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<p>understanding.</p> <p>The world's cultural diversity</p> <p>Students:</p> <p>investigate the world's cultural diversity, including the culture of indigenous peoples, for example: (ACHGK033)</p> <ul style="list-style-type: none"> – examination of various cultures eg customs, beliefs, social organisation    <p>Connections shape perceptions</p> <p>Students:</p> <p>investigate how connections influence people's perception and understanding of places, for example: (ACHGK036)</p> <p>identification of factors that influence people's perceptions of places eg media, culture, education, travel   </p> <ul style="list-style-type: none"> – discussion of the effect of generalisations and stereotypes about places   <p>This unit of work has links to English outcomes and the Literacy Continuum (Cluster 13 – Comprehension and Aspects of Speaking) as well as K-6 Creative Arts outcomes.</p>	<p>Scaffolding - show students how to read a topographic map. Discuss:</p> <ul style="list-style-type: none"> ▪ Contour lines close together mean the area is steep. ▪ Contour lines spread far apart depict flat areas. ▪ Symbols for cliff, waterways, roads etc ▪ How numbers on contour lines show heights ascending or descending. ▪ Use this interactive map for a colour graphic representation of topography for the Sydney Region http://en-au.topographic-map.com/places/Sydney-6332/ ▪ Landforms such as mountains, rivers, floodplains, ridgelines, beaches etc. <p><i>Beach</i> - a landform along a body of water. It usually consists of loose particles, which are often composed of rock, such as sand, gravel, shingle, pebbles, or even cobblestones</p> <p><i>River</i> - a natural flowing watercourse, usually freshwater, flowing towards an ocean, sea, lake or another river. In some cases a river flows into the ground and becomes dry at the end of its course without reaching another body of water</p> <p><i>Estuary</i> - the tidal mouth of a large river, where the tide meets the stream</p> <p><i>Floodplain</i> - an area of low-lying ground adjacent to a river, formed mainly of river sediments and subject to flooding</p> <p><i>Ridge</i> - a chain of mountains or hills that form a continuous elevated crest for some distance eg. These are two ridge lines. Roads/trails often follow along the ridge.</p> <p><i>Spur</i> - a piece of land jutting into a river or stream or a ridge descending from mountains into a valley.</p> <p><i>Plateau</i> - a flat, elevated landform that rises sharply above the surrounding area on at least one side</p> <p><i>Cliff</i> - a sharp, elevated platform that rises almost vertically.</p> <p>Students -</p> <ul style="list-style-type: none"> ▪ Look at a topographical map (see Work Book) and identify features such as steep hills or mountains, flat lands, rivers, cliffs etc ▪ Visit this web link https://maps.six.nsw.gov.au/ and identify some of these landforms. <p>Instructions - Click on the map of NSW and zoom into the Sydney area. Click on the Basemap button on top right hand side > click on "Looking for 1943 imagery?" > click on Topo Maps > move slide to lower end - here you will be able to see the topographic contour lines.</p> <p>Lesson 3 - Acquiring and processing geographical information – This lesson has historical content because understanding place and connections cannot be divorced from the history of a place.</p>

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	<p><i>Inquiry Question - How do Indigenous Australians have a unique connection and understanding of Country?</i></p> <p>This will require individual research and access to a computer. The aim of this lesson is for students to understand different perspectives on how the environment has changed for Aboriginal people over time and to develop empathy and an understanding of the contestability of dominant worldviews.</p> <p>WorkBook Questions</p> <p><i>Watch: http://www.abc.net.au/btn/story/s4014894.htm</i></p> <p>What does the term <i>terra nullis</i> mean?</p> <p>Was Australia uninhabited when the First Fleet arrived?</p> <p>Look at the map: http://www.abc.net.au/indigenous/map/</p> <p>Was Australia one Aboriginal nation before the arrival of the First Fleet?</p> <p>Who were the Aboriginal people who lived around the Western Sydney area?</p> <p><i>Go to http://www.historyofaboriginalsydney.edu.au/ and use the search box to find answers to the next questions.</i></p> <p>Who was Yarramundi?</p> <p>Where was Yarramundi from?</p> <p><i>Go to http://home.dictionarofsydney.org/ and and use the search box to find answers to the next questions.</i></p> <p>Who was Maria Locke?</p> <p>What did she win?</p> <p>To win this showed Maria was very smart. Why do you think Aboriginal people were portrayed as not very smart?</p> <p>Which groups of people would gain power if Aboriginal people were portrayed this way?</p> <p><i>Go to http://home.dictionarofsydney.org/ and and use the search box to find answers to the next questions.</i></p> <p>What was the main food grown by Darug people? (hint for search term - the Battle of Richmond Hill)</p> <p>Where did this food grow?</p> <p><i>Thinking Questions - for Class Discussion</i></p> <p>Why do you think Aboriginal people were killed in the Hawkesbury area?</p> <p>Do you think Aboriginal people lost connection with the land after the settlers arrived? Why?</p> <p>Do you think the way Aboriginal people were treated in the past affects the way Aboriginal people feel about the land today?</p> <p>Do Aboriginal people have rights to land in the Sydney region? Why? What would make this difficult today?</p> <p>Do Aboriginal people have a unique connection to their Country?</p>

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	<p>Lesson 2 - Acquiring and identifying geographical information - Pre-Excursion</p> <p>Watch videos</p> <p>Songlines clip from SBS Series First Australians</p> <p>http://fadlmedia.s3.amazonaws.com/firstaust/clips/songlines_pr.mp4 (1:44 length)</p> <p>Colin Jones (of Kaladoon and Nunuckle descent) on Songlines and Art</p> <p>https://www.youtube.com/watch?v=zp_vYfEiuGU (3:34 length)</p> <ul style="list-style-type: none"> ▪ What is a Songline? ▪ How is a Songline a map and how does art reflect this? ▪ How did Aboriginal and Torres Strait Islander people define the boundaries of their Country? <p>Look at a map of the Sydney Aboriginal Clans and compare with the topographic map of the Sydney Region. Maps can be found at http://www.sydneybarani.com.au/sites/aboriginal-people-and-place/ and http://en-au.topographic-map.com/places/Sydney-6332/</p> <ul style="list-style-type: none"> ▪ Which clan lived in the flat lands around Richmond? ▪ Mark where your school is on both maps. Which clans lived near your school? <p>Visit to Brewongle EEC - Songlines and Oral Mapping Excursion</p> <p>Inquiry Question - <i>How do Indigenous Australians connections to place influence and affect perceptions of Country?</i></p> <p>The excursion involves students creating an oral map similar to a <i>Songline</i> about how to get from one place to another at Brewongle EEC.</p> <p><i>Please note we are not calling these maps songlines because the term Songline is bound with spiritual significance and ceremony unique to the Indigenous peoples of Australia and it would be culturally inappropriate to do so.</i></p> <p>Students will go on a journey to learn something about Indigenous peoples and about themselves, a journey that will take them one step closer to understanding Country and caring for Country, a small journey in the long journey of life. To survive this journey students have to know about culture, the animals of the area, the people and the place, learning about landscape features before the journey, learning to stop, look and listen and retell their journey in the form of oral mapping.</p> <p>Note: Aboriginal and Torres Strait Islander peoples used landforms such as ridges and rivers to mark edges of territory not straight lines on a map. When travelling Songlines people made a campfire at the edge of their Country and waited for their neighbours to invite them onto the Country they wished to visit. Before they could cross new Country they would have to learn the traditions of the new Country.</p> <p>Health and Safety Issues</p> <p>Working out in the field you need to be aware that:</p> <ul style="list-style-type: none"> ▪ Ground material is often covered in moss and can be very slippery.

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	<ul style="list-style-type: none"> ▪ Vines and dense undergrowth can trip. ▪ Fallen trees can be rotten and weak. ▪ Some animals can deliver painful or venomous bites. ▪ On slopes, rocks can be easily dislodged. <p>Activity 1: Participation in cultural talk with an Indigenous Educator.</p> <ul style="list-style-type: none"> ▪ Discussion of Aboriginal cultural diversity using maps of Australian Aboriginal and Torres Strait Islander groups, maps of Darug and adjacent Aboriginal groups in the Sydney Region. ▪ Learning about Songlines and the use of various traditional tools used by people as they travelled and lived along the Songlines. ▪ Discussion about what tools are used by Aboriginal people today including the use of GPS to locate sacred sites so that they can be protected. <p>Activity 2: Mapping Skills and acquisition of geographical information</p> <ul style="list-style-type: none"> ▪ Orientate students to Brewongle using compass ▪ Orientate students to Brewongle using a sketch map. ▪ Demonstration of how to use a handheld GPS. ▪ Students are placed in groups and go on a hunt to find three sites where they will find information that they need for their journey using the map and GPS. <p>Site 1: Information will be gathered about an animal that will be their group's totem (each group different).</p> <p>Site 2: Information will be gathered about a native plant and Indigenous uses (each group different).</p> <p>Site 3: Brewongle look-out (same for all groups)</p> <ul style="list-style-type: none"> ▪ At the Look-out groups will share what they have learned then be asked to sit silently for 5-10 mins to use their senses to observe their surroundings. (Ngarra ngalga - stop, look and listen) <p>Activity 3: Journey</p> <ul style="list-style-type: none"> ▪ Journey ceremony which includes marking with ochre, smelling crunched up gum leaves and listening to clap stick signal. ▪ Journey Bush Walk - Loop Walk of Sulky and Goanna track. (each class starts at opposite end) ▪ Along the way - Ngarra ngalga - stop, look and listen noting physical landform features, listening for animals and discussing plants. <p>Activity 4: Nature mapping</p> <ul style="list-style-type: none"> ▪ Create a map of the journey just undertaken using found items (leaves, small sticks, stones). ▪ Singing the journey - orally re-telling the journey using metaphors of landscape features, animals and plants present. ▪ Finish with ceremony - sitting in silence removing ochre, listening to claps sticks.

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	<p>POST VISIT LESSONS</p> <p>Lesson 4 - Creating Oral Story Maps - Post-Excursion</p> <p>Please note we are not calling these maps songlines because the term Songline is bound with spiritual significance and ceremony unique to the Indigenous peoples of Australia and it would be culturally inappropriate to do so.</p> <ul style="list-style-type: none"> ▪ In groups create an oral map to navigate around your school. ▪ Choose somewhere interesting to get to from your starting point. ▪ In your oral map imagine what animals may have created the features and any landforms of the journey you are going to take, include how you use your senses along the way. You need to agree on what is to be included. ▪ Tell the story to each other until you can all tell it the same way; consider the method of remembering do you want to make up a chant, a story or song. ▪ Teach your oral map to another group; see if they can navigate the route you have created using it. ▪ Evaluate the map for reliability and clarity. <p>Lesson 5 - A Comparative Case Study: Galilee Basin Coal Mining and North Dakota Pipeline</p> <p><i>Inquiry Question - How do people's connection to places affect their perception of them?</i></p> <p>Indigenous peoples know their land through story and song that speaks of the landscape, landform, birds, animals and plants. Land is critical to Indigenous communities around Australia and the world; it is seen as a person and sacred. Indigenous communities are willing to fight to stop this land from being mined or used by large corporations. Two examples of this are the fight against the Adani Carmichael Mine in the Galilee Basin in Queensland by the Wangan and Jagalingou peoples and the fight by the Sioux peoples at Standing Rock in North Dakota in the USA.</p> <p>This lesson will compare and contrast the positions held by these different groups, their relationship to the land and the activism undertaken by Indigenous Peoples.</p> <p>View a selection of these videos</p> <p>Adani and the Wangan & Jagalingou People Adani - No still means no https://www.youtube.com/watch?v=cdts26tQEIM Stop Adani Destroying Our Land and Culture https://www.youtube.com/watch?v=ZB2JC6yKy_E Carmichael Coal - tracing the route of export coal in Queensland https://www.youtube.com/watch?v=0_ZJ6gF-1gw Wangan and Jagalingou World Banks Tour June 2015 https://www.youtube.com/watch?v=pBHT3-DeAXw</p> <p>Find pictures of what open cut coal mining looks like such as in the Hunter Valley and discuss what it does to the land and water.</p>

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	<p>Standing Rock</p> <p>Built on sacred land https://www.youtube.com/watch?v=Pe3Ef0j6PSw</p> <p>Why are people protesting in North Dakota? https://www.youtube.com/watch?v=WcaZvFAOaMQ</p> <p>Trespassing on our Own Land https://www.youtube.com/watch?v=aPIKaYITWMg</p> <p>Find pictures of oil contamination such as this one and discuss what it does to land and water.</p> <p>Think, pair, share video questions -</p> <p>Why is land important to these Indigenous peoples whether in Australia or overseas?</p> <p>For what other reasons should the land be protected? Is this important to all people?</p> <p>Why do we not hear more about these protests on the news? Is there bias in the media?</p> <p>How do we benefit from mining/oil?</p> <p>What could you do support Indigenous people trying to stop land/Country being used up for mining?</p> <p>Lesson 6 & 7 - Research</p> <p><i>Inquiry Question - How do places, people and cultures differ across the world?</i></p> <p>Information acquisition will likely extend over a number of sessions. The aim of this lesson is for students to investigate the world's cultural diversity through a comparative study of an Indigenous people in Australia with an Indigenous people from Asia or the Pacific Rim and develop an understanding of how people's beliefs influence their connection to place.</p> <p>Choose an Indigenous peoples group from Australia and choose an Indigenous peoples group from overseas such as the Ainu people in Japan or the Inuit people in Canada</p> <p>Research and analyse the following in relation to your chosen peoples:</p> <ul style="list-style-type: none"> ▪ Percentage of overall population of Indigenous people in Australia (find a graph to represent this information) ▪ Percentage of overall population of the country they live in (find a graph to represent this information) ▪ Relationship to the land & land management eg. Are there any ongoing struggles over land use such as investigated in Lesson 5? ▪ History of discrimination/racism towards the people ▪ Art

Content	Teaching, learning and assessment
	<p>Assessment - Respond and Communicate of Geographical Research</p> <p>Response:</p> <p>Prepare and artwork using photo collage, drawing, painting, 3D, iMovie that compares and contrasts an Indigenous Australian People' connection to the land with another Indigenous People from Asia or the Pacific.</p> <p>Prepare a short speech to explain the artwork to the class and teacher.</p> <p>Explain the artwork to the audience.</p> <p>The speech should:</p> <p>GE3-2 Explain interactions and connections between people, places and environments</p> <ul style="list-style-type: none"> ▪ identify the cultures you have chosen to compare and contrast (Australian & Asian) ▪ identify the similarities and differences between cultures <p>GE3-3 Compare and contrast influences on the management of places and environments</p> <ul style="list-style-type: none"> ▪ identify each cultures relationship to the land and their perceptions of the land <p>GE3-4 Acquire, process and communicates geographical information using geographical tools for inquiry</p> <ul style="list-style-type: none"> ▪ identify the place/location that these people live using a map/Google Earth on the Smartboard ▪ justify your artwork (meaning to elaborate why your choice to represent difference/similarity this way is reasonable)

<p>References for Teachers</p> <p>Chatwin, B. (1987) <i>The Songlines</i>, London, Jonathan Cape Ltd.</p> <p>Clarke, P. A. (2003) <i>Where the Ancestors Walked: Australia as an Aboriginal Landscape</i>, Sydney, Allen & Unwin</p> <p>Department of Education and Communities. (2012) <i>8 Ways: Aboriginal Pedagogies from Western NSW</i>. Dubbo, NSW.</p> <p>Gammage, B. (2011) <i>The Biggest Estate on Earth</i>, Sydney: Allen & Unwin</p> <p>Pascoe, B. (2014) <i>Dark Emu</i>, Broome, Western Australia: Magabala Books.</p> <p>Wositsky, J., & Harney, B.Y. (1999) <i>Born Under the Paperbark Tree</i>, Marlston, SA, JB Books.</p> <p>Brewongle's Aboriginal Education resources links</p> <p>https://brewongleec.com/resources/aboriginal-education-resources/</p>
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ABC Online Interactive Indigenous Map

<http://www.abc.net.au/indigenous/map/>

A History of Aboriginal Sydney

<http://www.historyofaboriginalsydney.edu.au/>

Incidents between British and Aboriginal people 1792-1809

<https://k6.boardofstudies.nsw.edu.au/wps/portal/go/hsie/background-sheets/british-colonisers-1792-1809>

Songlines of Wollemi

<http://www.smh.com.au/articles/2003/09/26/1064083186183.html>

Sacred Songlines

<http://sacredsonglines.com/>

Songlines: How Indigenous Australians Use Music to Mark Geography

<http://basementgeographer.com/songlines-how-indigenous-australians-use-music-to-mark-geography/>

Why Songlines Are Important In Aboriginal Art

<https://japingkaaboriginalart.com/articles/songlines-important-aboriginal-art/>

Interactive topographic map

<http://en-au.topographic-map.com/places/Sydney-6332/>

Links for Research

Teachers can provide an on-line document with these links for the class in Google Documents.

Atayal

Voices in the Clouds (free iBook which will require downloading by a teacher with access to an Apple account)

<https://itunes.apple.com/us/book/voices-in-the-clouds/id504250288?mt=11>

Taiwan Indigenous Cultural Park

[http://www.tacp.gov.tw/tacpeng/home02_3.aspx?ID=\\$3042&IDK=2&EXEC=L](http://www.tacp.gov.tw/tacpeng/home02_3.aspx?ID=$3042&IDK=2&EXEC=L)

Atayal: Facts and Details

http://factsanddetails.com/southeast-asia/Taiwan/sub5_1b/entry-3823.html

Atayal People - Wikipedia

https://en.wikipedia.org/wiki/Atayal_people

Links to famous Atayal People

https://en.wikipedia.org/wiki/Atayal_people

Taiwan Aboriginal Rights Web page

Maori

Maori - Kids Encyclopaedia

<http://encyclopedia.kids.net.au/page/ma/Maoris>

Maori Language, Culture, Art & Tattoos

<https://www.maori.com/>

Maori traditions and Customs

<http://traditionscustoms.com/people/maori>

Maori Haka

<https://www.youtube.com/watch?v=cvw2eXoyLLs>

Maori Connection to Land

<http://media.newzealand.com/en/story-ideas/maori-connection-to-land-and-sea/>

Dayak

Borneo Dayak Peoples

<http://www.oranghutantours.com/borneo-dayak-peoples/>

The Human heart of Borneo

<http://www.taiwanfirstnations.org/>

Atayal Tattooing

<https://www.youtube.com/watch?v=HDmUU6oU9ws>

Ainu

The Ainu People

<http://www.ainu-museum.or.jp/en/study/eng01.html>

Ainu - Kids Encyclopaedia

<http://encyclopedia.kids.net.au/page/ai/Ainu>

Ainu People - Wikipedia

https://en.wikipedia.org/wiki/Ainu_people

Racism in Japan - History of the Ainu

<http://www.mtholyoke.edu/~wfukui/pol116.htm>

Ainu Discrimination

<http://www.atimes.com/japan-econ/BE19Dh01.html>

Craft of Arts Ainu

<https://www.city.sapporo.jp/shimin/pirka-kotan/en/kogei/index.html>

Karen

Karen People of Burma

http://www.karen.org.au/karen_people.htm

Australian Karen foundation

http://australiankarenfoundation.org.au/karen_people_18.html

The Karen People

<http://www.peoplesoftheworld.org/text?people=Karen>

The Karen People and the Land

<http://www.kwci.asia/the-karen-people/>

Population and Facts

<http://www.everyculture.com/wc/Mauritania-to-Nigeria/Karens.html>

http://wwf.panda.org/what_we_do/where_we_work/borneo_forests/about_borneo_forests/people/

Dayak Peoples - Wikipedia

https://en.wikipedia.org/wiki/Dayak_people

The Dayak and Parachuting Cats

<https://www.youtube.com/watch?v=17BP9n6g1F0>

Inuit

Inuit - Kids Encyclopaedia

<http://encyclopedia.kids.net.au/page/in/Inuit>

Inuit tattooing

<https://www.youtube.com/watch?v=pUZKqAmhsRU>

Who are the Inuit?

<http://www.inuulitsivik.ca/northern-life-and-inuit-culture/who-are-the-inuits>

Inuit Art

<http://www.inuulitsivik.ca/northern-life-and-inuit-culture/who-are-the-inuits>

Why you probably shouldn't say Eskimo?

<http://www.npr.org/sections/goatsandsoda/2016/04/24/475129558/why-you-probably-shouldnt-say-eskimo>

Inuit Story telling

http://www.inuitartalive.ca/index_e.php?p=127

<https://www.youtube.com/watch?v=obC22TGomBM>