

Discovering Indigenous Australians through the Australian Museum

A Teachers' Resource Pack for ESL and Adult
Literacy students

Introduction



Stencil rock art showing
hand print, emu footprints
and boomerang



Who should use this resource pack?

This resource pack is designed to assist teachers who want to incorporate a visit to the Australian Museum into a teaching program which focuses on Australia's Indigenous cultures. The resource pack has been developed for:

- adult ESL students
- adult literacy students
- secondary ESL students.

This resource pack is divided into three sections:

Section 1: Preparing for the Museum visit

- Introduction
- Teachers' Notes
- Activity Sheets for students

Section 2: At the Museum

- Introduction
- Teachers' Notes
- Activity Sheets for students

Section 3: Back in the classroom

- Introduction
- Suggested follow-up work based on various text types

This resource pack is based on *Discovering Australia through the Australian Museum*, a Resource Pack prepared for the Australian Museum by Susan Feez and Karen Bryant (1997).

Why take students to the *Indigenous Australians* exhibition?

There are many reasons for integrating a visit to the *Indigenous Australians* exhibition at the Australian Museum into a language or literacy program. Indigenous studies are part of the curriculum in many sectors of education.

This area of the curriculum is uniquely Australian and recognises that understanding the heritage and culture of Indigenous Australian people contributes to our understanding of Australian culture and society as a whole. Discussion of cultural identity and the relationship between Indigenous and non-Indigenous peoples is a necessary part of the public debates which are occurring around reconciliation and national identity.

(Wanyaarri: 2)

A visit to the Indigenous Australians exhibition can fulfill any of the following course aims:

- to build student knowledge of Australia's Indigenous cultures
- to build student knowledge of Australia's cultural heritage
- to orient students to using public institutions in Australia
- to provide opportunities for students to see public institutions as accessible community resources
- to provide opportunities for authentic and meaningful spoken interaction outside the classroom
- to provide opportunities for students to interact with written English in a less familiar context outside the classroom

In order to achieve these aims it is very important that both the teacher and students are clear about why the class is visiting the Museum.

How can this resource pack help?

This resource pack has been developed to help you make the most of your excursion to the Museum. It aims to provide:

- an orientation to the Museum as a public institution
- a way of exploring the resources available in the Indigenous Australians exhibition
- language learning activities which are based on the Indigenous Australians exhibition.

Bibliography

The units of work provided in these materials are outlines only. For more detailed discussions on the language, approaches and methodologies applied in these materials, please refer to the following publications:

Callaghan, M. and J. Rothery, 1988. *Teaching factual writing: a genre based approach*. Sydney Metropolitan East Region, NSW Department of Education.

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Green, J. 1992. *Making the links*. Melbourne: AMES Victoria.

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Knapp, P. 1989. *The Report genre*. Sydney: DSP Productions.

Nicholson 1997. *Integrating Indigenous Studies: A handbook for language and literary teachers*. NSW AMES Writing Team. Wanyaarri. Sydney: NSW AMES.