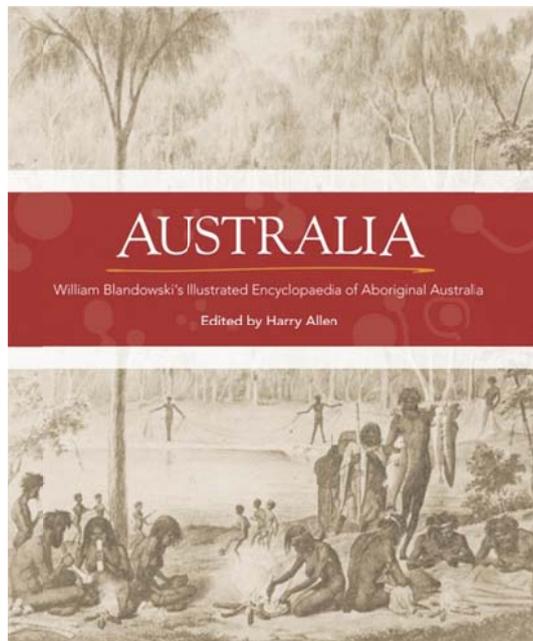


Teachers' Notes: Australia

Aboriginal Studies Press



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Other teachers' notes available from Aboriginal Studies Press are available on our website at <http://aiatsis.gov.au/asp/educators.html>.

These include teachers' notes for the following ASP titles:

- The 1967 Referendum
- Aboriginal Sydney
- Back on the Block
- Bangu the Flying Fox
- The Bittangabee Tribe
- Cleared Out and Contact
- Little Red Yellow Black Book + LRYB website
- Murray River Country
- Palm Island
- Singing the Coast
- Aboriginal Identity: Legends, Country of the Heart and Auntie Rita
- Indigenous Voices: Thinking Black, The 1967 Referendum, Back on the Block and Doreen Kartinyeri

TABLE OF CONTENTS

Introduction to the teachers' notes	4
How to use these notes	4
Curriculum links	4
Provisions for extension work	5
Provisions for students with learning difficulties	5
Specific language considerations	5
Using supporting texts and resources	6
Preparation	6
Assessment provisions	6
Focus 1: Australian Aboriginal History in images	7
<i>Worksheet Set 1</i>	7
William Blandowski: Biographical information	7
Colleagues and contemporaries	8
William Blandowski's Victorian expeditions	9
<i>Worksheet Set 2</i>	10
History and image	10
Fishing and hunting on the Murray	11
<i>Worksheet Set 3</i>	12
Two different worlds	12
Evaluating Blandowski from his self-depictions	13
Focus 2: Investigating an Aboriginal Australian society	14
<i>Worksheet Set 4</i>	14
Rituals	14
Initiation rites	15
<i>Worksheet Set 5</i>	16
Ideas about death	16
<i>Worksheet Set 6</i>	17
Women	17
Focus 3: Artistic representation of Aboriginal Australia	18
<i>Worksheet Set 7</i>	18
Working through Bloom's Taxonomy to analyse images	18
The Rule of Thirds schematic	19
Finding factual information in images	21
<i>Worksheet Set 8</i>	22
Knowledge and comprehension in visual analysis	22
Application of analysis findings	23
<i>Worksheet Set 9</i>	25
Synthesis of an image	25
Evaluating the meaning of an image	26
Additional resources	27

INTRODUCTION TO THE TEACHERS' NOTES

Australia: William Blandowski's Illustrated Encyclopaedia of Aboriginal Australia presents a fascinating look into the past societies of the Australian continent. Naturalist, explorer and scientist William Blandowski spent ten years in Australia observing and making detailed illustrations of people in communities along the Murray River over 150 years ago. Teachers should make clear to students the fact that the images contained in the collection are photographs of drawings.

How to use these notes

These teachers' notes have been designed to guide students through a study of the book *Australia: William Blandowski's Illustrated Encyclopaedia of Aboriginal Australia*. This unusual book can be used as an informative text useful in a variety of curriculum areas, including Stage 5 History, Stages 5 & 6 Aboriginal Studies and Stage 5 Visual Arts, or simply as a thematic study or integrated unit spanning a range of key learning areas.

A range of activities for completion in lessons is presented in these notes. Some of the activities are accompanied by activity worksheets which guide students through a detailed study of the images and their history. Teachers can help their students to work through a wide range of activities including group projects, oral tasks, creative work, ICT tasks and independent research. All worksheets are fully reproducible and are designed for students to complete in class time. Some are suitable for homework or extension work. Teachers are invited to photocopy the worksheets for use by individual students in the classroom. Some tasks may be completed on the worksheet while others are provided for completion in students' work books or on loose paper. The activity worksheets have been designed to be used consecutively, but they could easily be used discretely, as individual studies as an alternative to an extended program of study.

Curriculum links

Specific syllabus links have not been made in these teachers' notes. Rather, teachers are encouraged to value the contribution of this text to a holistic learning program through which students can learn more about Aboriginal culture and develop skills in critical and creative thinking and intercultural understanding. The cross-curriculum dimension that focuses on the teaching and learning of Aboriginal Australians' perspectives

is a compulsory requirement of the Australian Curriculum that can be facilitated through the use of these activities.

Provisions for extension work

To supplement this program, suggestions are provided for extension tasks that will challenge students with more advanced reading and comprehension skills. Another useful strategy for extending the more capable students is to convert group-assigned activities to individual tasks.

Provisions for students with learning difficulties

Some of the worksheet-based lessons are ideal for teaching students with learning difficulties, as they offer concrete guidance through the tasks. Students with special learning needs may be assigned more time to make written or oral responses. They may elect to work in partnerships with peers or a learning support teacher. The more challenging lessons can be broken down into simpler steps, and can be refocused on the development of oral responses rather than formal writing tasks. This will help enable students with learning difficulties to achieve the desired learning outcomes. During teaching sessions, encourage students with learning difficulties to:

- take time to discuss their personal response to images presented in the text
- verbally describe the physical details of specific settings presented in one of the images
- note unfamiliar words and find out their meanings by consulting a dictionary (with help from an adult)

Specific language considerations

Indigenous Australians prefer to be identified by a language label. For example, using the expression 'Yorta Yorta woman' makes it clear to which specific language group the person belongs. The terms 'Aboriginal people' and 'Indigenous people' have passed into accepted usage despite their originally generic meanings. To distinguish these terms as proper nouns naming cultural groups, it is important that they are capitalised when they appear in written language. It is appropriate to seek to properly define distinct and individual nations and peoples when making reference to Indigenous Australians.

It is important that teachers deal authentically with topics relying on the life experiences of Indigenous Australians. The intensely personal and emotive topics that dominate Aboriginal literature call for sensitivity and cross-cultural empathy. Subconscious deference to stereotypes and misconceptions can be avoided through proper listening to and contextualising of Aboriginal writing and storytelling.

Using supporting texts and resources

When consulting other resource material, it's important to keep in mind that natural variance between spoken and written Aboriginal languages. Variance also exists within the written forms of some languages. The difficulties presented by these idiosyncrasies can be streamlined with the help of Aboriginal language specialists. Teachers are encouraged, wherever practicable, to engage the assistance of such people.

Preparation

Teachers will need to provide photocopies of certain plates in the book. Teachers should also photocopy the required activity worksheets from the teachers' notes document before each lesson.

Assessment provisions

The worksheet activities have been grouped into series, in order that they may be used as assessment tasks. Each one is focused on a different key learning area – Australian History or Aboriginal Studies; Visual Arts and ICT. The individual questions and tasks on the worksheets may also be used for assessment purposes.

Focus 1: Australian Aboriginal History in images

WORKSHEET SET 1 William Blandowski: Biographical information

Read Harry Allen's introduction to *Australia: William Blandowski's Illustrated Encyclopaedia of Aboriginal Australia*, pages 3-18. Then answer the following questions by writing short responses in the spaces provided.

The answers to this set of questions appear on page 3.

1 For how many years did Blandowski live in Australia? _____

2 What does the first paragraph reveal about him? _____

3 By what name do we know Prussia today? _____

4 In what circumstances did Blandowski die in 1878? _____

The answers to this set of questions appear on page 4.

5 What was William Blandowski's full name?

6 Summarise the key aspects of Blandowski's employment and activities in South Australia.

Colleagues and contemporaries

The answers to this set of questions appear on page 4-7.

7 List the names of the key people mentioned in the section entitled *Blandowski in Victoria*. The initials and other clues provided here will assist you.

Governor ____ T_____

Mark N_____

J _____ M _____

S _____ D _____

A _____ H _____

E _____ La Trobe B _____

James R _____ and Sons

Frederick M _____

Governor Sir C _____ H _____

Gerard _____

Frederick G _____

Nicholas _____

F _____ von _____

Reverend _____

Richard _____, Mayor of _____

Surveyor-General _____ Clarke

8 Read about Blandowski's views about the Europeans' treatment of Aboriginal people. (p 8-9) Do you agree with his ideas? Hold a group discussion, then nominate one person to share your responses with the class.

Extension option: This task could be assigned to individuals rather than a group.

William Blandowski's Victorian expeditions

9 List some of the places that Blandowski travelled to (or through) during his expeditions in Victoria.

10 In Mark Dugay-Grist's introduction, he mentions that Blandowski acknowledged the help he received from the ancestors of the Nyeri people in his published work. What is Grist's response to this gesture?

11 Summarise Grist's view of the contribution that Blandowski's work has made to our knowledge of the Nyeri people.

12 Write a summary of Blandowski's contribution to our knowledge of daily life in the Murray region of Victoria from the point of view of a person who lived in an Aboriginal society of the time.

Focus 1: Australian Aboriginal History in images

WORKSHEET SET 2 History and image

Look at the images in the book then answer these questions in the spaces provided.

1 Plate 22 (page 41) Describe what is happening in this image to a partner, then write a point form summary.

- _____
- _____
- _____
- _____

2 Plate 29 (page 48) Photocopy the image and paste it onto this sheet. You will need to reduce it in size by 50%. Now, label each activity mentioned in the caption.

Extension option: Some students may elect to do a sketch of the image rather than using a photocopy.

Fishing and hunting on the Murray

3 Plate 37 (page 56) Using this image as reference material, explain how fishing on the Murray was done at night time.

4 Plates 55 and 56 (pages 74-5) Describe the process of duck hunting that is depicted in these images.

5 Plates 61-62 (pages 80-1) Explain how and why these illustrations appear as 'unscientific' to us today.

6 In Plate 65, which marsupial is depicted that is now extinct? _____

7 In Plate 67, what misconception about kangaroos is dealt with? _____

8 Look through the book and make a list of plates that show the importance of animal species to the people groups Blandowski visited and observed.

Plate number

Species

_____	_____
_____	_____
_____	_____
_____	_____

Focus 1: Australian Aboriginal History in images

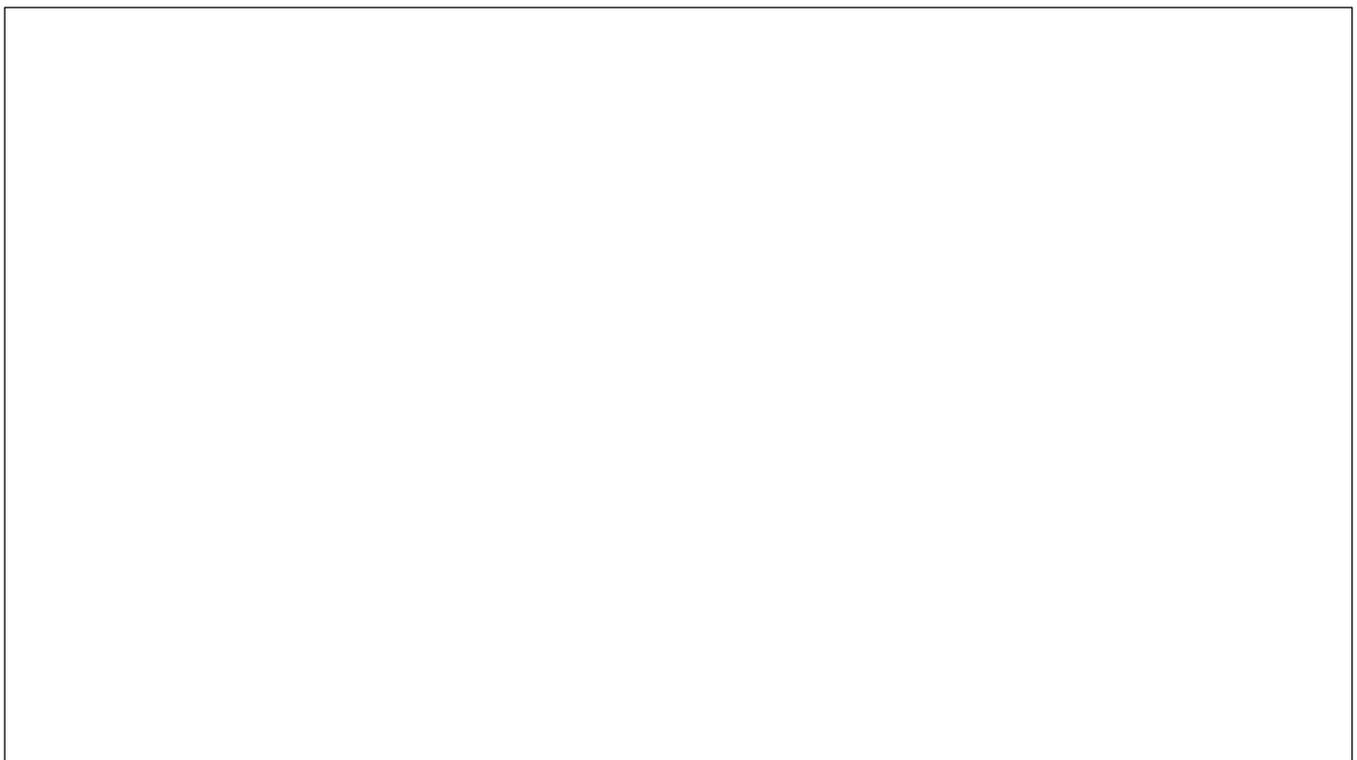
WORKSHEET SET 3 Two different worlds

1 Blandowski makes some keen observations about bravery and fighting in Plate 109 (page 128). List them here.

2 Discuss the implications of these observations. How would the use of firearms (guns) have transformed their approach to warfare?

Extension option: Write an essay on this topic.

3 Consider your comments about the transformative effects of firearms in the way people might have defended an Aboriginal community against invaders. Use an internet search engine to locate images and clip art that you can use to create a collage illustration of such a scene. In your selection of images, consider the clash between the old and the new technologies. Use the space below to plan your image.



Evaluating Blandowski from his self-depictions

4 Look at Plate 19 (page 38). Describe what is happening in this image.

5 Study the depiction of Blandowski himself in Plates 1, 24, 60, 98, 115 and 118. What is he doing in each scene? Comment upon the perceptions the people may have had of him, based on visual clues.

Plate 1 – _____

Plate 24 – _____

Plate 60 – _____

Plate 98 – _____

Plate 115 – _____

Plate 118 - _____

6 Discuss Blandowski's final comments on pages 163-4. What impressions of the man have you formed during this study of his work?

Focus 2: Investigating an Aboriginal Australian society

WORKSHEET SET 4 Rituals

This task requires you to create a webpage that presents factual information about rituals in Aboriginal societies of the past. You must rely only on Blandowski's images and the accompanying captions to source your information.

1 Go through the book to compile a list of facts about one of the following topics:

- birth rituals
- initiation rituals
- sports
- sickness
- death rituals
- burial rituals
- domestic life
- war
- birds
- fish
- mammals
- natural resources
- hunting methods

2 Search online for a free website building tool to use for the task.

Extension option: Use software to create an animation to illustrate one of the images from the text as a feature on your website.

Initiation rites

3 Create a series of captions using your own words to describe what is being depicted in Plates 83 to 94.

Plate 83: _____

Plate 84: _____

Plate 85: _____

Plate 86: _____

Plate 87: _____

Plate 88: _____

Plate 89: _____

Plate 90: _____

Plate 91: _____

Plate 92: _____

Plate 93: _____

Plate 94: _____

Focus 2: Investigating an Aboriginal Australian society

WORKSHEET SET 5 Ideas about death

You may select ONE of the following two tasks to complete for assessment purposes.

Scrapbooking to create an informative text

Task 1 Burial rituals help to explain the importance of sacred sites to Aboriginal Australians. Choose THREE burial rituals associated with the following regions, as illustrated in the plates on pages 118-142. You will be creating a scrapbook presentation that details these rituals.

Use scrapbooking techniques to carefully detail the steps in the processes that are described in the book.

You will need to photocopy selected images from the book and use these images as a basis for your visual presentation.

OR

Writing dialogue to create a narrative text

Task 2 Imagine that you are present at the scene showing the ventriloquist activity in Plate 117 (page 136).

Write the dialogue that occurs in the scene, including the words spoken by the people present and by the person acting as the ventriloquist. Think about the type of questions that may be asked and the nature of the answers given. Why do the people do this activity? What motivates the ventriloquist? Forming clear answers to these questions will help to stimulate your ideas for the dialogue. Aim to write two A4 pages.

Extension option: *Propose your own extended project to the teacher as a substitute for this task.*

Focus 2: Investigating an Aboriginal Australian society

WORKSHEET SET 6 Women

1 What are your impressions of the role of women in the rituals depicted in Plates 119-120. Discuss your ideas with a partner.

2 Can you determine the materials that may have been used to change the women's appearance? Do some internet research to find out more about these customs. List your search terms here.

3 Write a description of the emu feather game and how the women get involved. Refer to Plates 97, 98 and 99 (pages 116-17).

4 What experiences might the women of the Lower Murray (depicted in the plates listed above) have in common with Australian women of today?

Focus 3: Artistic representation of Aboriginal Australia

WORKSHEET SET 7 Working through Bloom's Taxonomy to analyse images

This series of worksheets guide you through the levels of Bloom's Taxonomy to analyse some of Blandowski's images. Select ONE image and write the plate number here: _____

1 Study the image closely. Allow at least three minutes for your eyes to explore the image fully.

2 Make a photocopy of the image and apply the Rule of Thirds to your analysis by drawing lines on the image, as follows.

- Measure the image's width and divide it by three. Draw two lines to divide the image into thirds.
- Measure the image's height and do the same. You should now have the image overlaid by nine rectangles of equal size.

3 Which rectangle/s most powerfully draw your eye toward them? What conclusions can you draw about the rules of artistic composition from this activity?

4 Study each of the rectangles to see what new details become visible. Use the Rule of Thirds schematic over the page to sketch a rough guide to the composition of the image. The page should be used in landscape orientation.

Extension option: Present an oral account of your response as a viewer, detailing the order in which your eye travels across the landscape of the image.

The Rule of Thirds schematic

5 After you have completed your sketch, make detailed written descriptions of your observations in the spaces provided.

People _____

Objects _____

Actions _____

Finding factual information in images

6 List three facts that you have discovered from this image.

Fact 1 _____

Fact 2 _____

Fact 3 _____

7 Describe the combination of sources you used to find out these facts.

Fact 1 _____

Fact 2 _____

Fact 3 _____

8 What features could have been added to the image to contribute further to your understanding of ONE of these facts?

Focus 3: Artistic representation of Aboriginal Australia

WORKSHEET SET 8 Knowledge and comprehension in visual analysis

Select another image (different to the one you chose for Worksheet 1) and write the plate number here:

_____. The first ten questions on this worksheet will refer to this image.

Knowledge

1 Count the number of people shown in the image. Write the number here. _____

2 What different shapes can you see in the image? List all the different ones. _____

3 What natural objects are shown in the image? List them. _____

4 How many attention-grabbing objects can you see in the image? _____

5 Which aspect of the image is the strongest in commanding the viewer's attention?

Comprehension

6 What facts about Aboriginal life does this image depict? What makes you think that?

7 What emotions does this picture evoke in you? What makes you say that?

Application of analysis findings

8 What clues does this image give you about William Blandowski's views of the people he studied and illustrated? _____

9 Consider that this image depicts people frozen in time. Imagine what might happen next in this scene?

10 Imagine you are William Blandowski and were able to communicate with the people in this image. What things would you want to ask them? Explain your response.

The artistic technique of *montage* has been used to create some of the scenes. Montages show multiple activities occurring within a single frame. We can learn a lot from montage images.

The remainder of the questions refer to Plate 40 on page 59.

11 Choose one person from the image. What might this person be saying?

Extension option: Write a journal entry in which you adopt the voice of this person.

12 Think about the feelings of this person in the image. What daily concerns might they face?

13 How does this picture tell us something of the life experiences of this person?

Further analysis

14 What don't you see in this image that would give us a more detailed picture of the lifestyle of these people?

15 Cover up one half of the image. Does this change the focal point? Does it alter what the image is about?

Extension option: Reorganise the elements in this image to alter the focal point. Write an explanation of what changes you have made, detailing your rationale for doing so.

Focus 3: Artistic representation of Aboriginal Australia

WORKSHEET SET 9 Synthesis of an image

1 Give a specific title to this image. Why did you choose that title?

Title: _____

2 Write a caption that you feel explains what the image is about.

3 What sounds might you have heard if you had been there when this picture was taken?

4 What tastes and smells are represented in the image? _____

5 If you were to recolour the image, what selection of colours would you use? Use coloured pencils to fill in the colour palette below.

Extension option: Obtain a washed out copy of the image and recolour it, using coloured pencil. To 'wash out' the image, use Microsoft Word Publisher or another software package to alter the photo's density.

Evaluating the meaning of an image

6 What clues tell us where the photograph might have been taken? What makes you say that?

7 Do you think this is an important image to study in comparison with some other images we have examined? Why or why not?

8 On some art paper, create a new picture that shows what might have happened right before or after the original photograph was taken.

9 Discuss the reasons why written accounts of history are sometimes not as powerful as images. Write the ideas generated from the discussion in point form.

- _____
- _____
- _____
- _____
- _____
- _____
- _____

10 Design a poster that conveys the idea that the power of visual images can be greater than the power of written historical accounts.

ADDITIONAL RESOURCES

Books

H. Allen, 'William Blandowski's Fish: an Ethnohistorical Account Near the Junction of the Murray and Darling Rivers', in A. Anderson, I. Lilley and S. O'Connor (eds), *Histories of Old Ages: Essays in Honour of Rhys Jones*, Coombs Academic Press, Australian National University, Canberra, 2001, pp. 211-224.

L. Paszkowski, 'Blandowski, William (1822–1878)', *Australian Dictionary of Biography*, Volume 3, Melbourne University Press, 1969, pp 182–183.

L. Paszkowski, 'William Blandowski: The First Government Zoologist of Victoria', *Australian Zoologist*, vol 14, part 2, 1967, pp 147-72.

N. A. Wakefield, 'Mammals of the Blandowski Expedition to North-Western Victoria, 1856-57', *Proceedings of the Royal Society of Victoria*, vol 79, part 2, 1966, pp 371-91.

Weblinks to explore

<http://adb.anu.edu.au/biography/blandowski-william-3014>

A biography of William Blandowski from the Australian Dictionary of Biography.

<http://museumvictoria.com.au/discoverycentre/infosheets/the-melbourne-story/blandowskis-bad-name-/>

Blandowski was the first curator of Museum Victoria. His association with the museum and with Australia is chronicled in this article.

<http://www.smh.com.au/national/an-australian-chronicle-revisited-20100902-14rq5.html?skin=text-only>

An article about Blandowski published in the Sydney Morning Herald.

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

“Native Planet is a non-governmental organization (NGO) dedicated to the self-empowerment of indigenous peoples and the preservation of world ethnic cultures. Traditional groups are not only global role models for successful conservation and sustainable consumption of natural resources; they are also the guardians of our planet's remaining wilderness and biological diversity.”

from the Native Planet homepage; Accessed June 27, 2012.