Main Topic: Law and Knowledge
Sub topic: History

- Discuss with students how we know about events which occurred a long time ago.
  - Aboriginal Rock Art and engravings
  - Explorer’s maps and journals
  - Hieroglyphics
  - Art works or pictures from different centuries
  - Archaeological digs
  - Songs
  - Stories
  - Dances
  - Folk law
  - Stone tablets

- Brainstorm: How and by whom has history been recorded throughout the centuries?

- Do all civilisations have a record of their history?
  - Using a variety of pictures discuss the similarities and differences between pictorial and written records
  - Use a Venn diagram to chart the results of the discussion.

- Introduce students to the concept that it is the winners or most powerful groups whose history we read and often not that of the less powerful or defeated.
  - Read students an account of the colonisers first arriving in Australia
  - Watch the scene of them arriving in episode 1 of *Women of the Sun*
  - Discuss with students the different perspectives shown
  - How did each group record the experience? Banks drew pictures, Seafarers mapped the coast line and Aboriginal people recorded it in art and through songs and dance.

- View the first scene of the video *Babakuieria*. Discuss.

- Discuss the use of art as a form of recording history
  - Wandjina rock art records tall ships.
  - Bark painting by Minimini Mamarike from Umbakumba, Groote Eylandt, NT records Macassan prau and figures.

- Discuss the importance of the passing of history and knowledge such as marriage lines, skin names, kinship, rites of passage, songlines, hunting grounds, sacred ceremonies, men’s business, women’s business, from one generation to the next, for Aboriginal peoples.

- Students draw a picture of an Aboriginal historical event pre or post 1788 using a sequential rebus.

- Read students a picture book of an Aboriginal historical event such as
Gadiman Jawal: The Gadiman Story, discuss how the story would have been passed down through the generations prior to being published in that picture book and how the ways of keeping stories is now done through other media. Find other books in the library which have a similar history of being held as an oral history and then published.

- At the time of first contact Aboriginal communities had a deep and intimate knowledge of their environment and an extremely sophisticated social structure including roles equivalent to doctors, priests and lawyers. Non-Aboriginal people had similar roles in each of their settlements. Create a Venn diagram depicting the roles of each group.

Resources

- Babakiueria (DVD). ABC, Australia, 2006. 30min.