

Tiwi College Alalinguwi Jarrakarlinga

# Nginingawila Ngirramini

Our Story

Teachers Notes



# Teacher's Notes

## Overview

From The National Curriculum

<http://www.australiancurriculum.edu.au/crosscurriculumpriorities/aboriginal-and-torres-strait-islander-histories-and-cultures/overview>

Downloaded 17.1.16

Points in bold are relevant to *Nginingawila Ngirramini: Our Story*.

The Australian Curriculum sets consistent national standards to improve learning outcomes for all young Australians. ACARA acknowledges the gap in learning outcomes between Aboriginal and Torres Strait Islander students and their non-Indigenous peers. It recognises the need for the Australian Curriculum to provide every opportunity possible to 'close the gap'.

Therefore, the Australian Curriculum is working towards addressing two distinct needs in Aboriginal and Torres Strait Islander education:

- that Aboriginal and Torres Strait Islander students are able to **see themselves**, their **identities** and their **cultures** reflected in the curriculum of each of the learning areas, can fully participate in the curriculum and can build their self-esteem
- that the Aboriginal and Torres Strait Islander Histories and Cultures cross-curriculum priority is designed for all students to engage in reconciliation, respect and recognition of the world's oldest continuous living cultures.

### Aboriginal and Torres Strait Islander Histories and Cultures

The Aboriginal and Torres Strait Islander Histories and Cultures priority provides opportunities for all students to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. Through the Australian Curriculum, **students will understand that contemporary Aboriginal and Torres Strait Islander communities are strong, resilient, rich and diverse.**

The Aboriginal and Torres Strait Islander Histories and Cultures priority uses a conceptual framework to provide a context for learning. The framework comprises the underlying elements of Identity and Living Communities and the key concepts of **Country/Place, Culture and People**. Aboriginal and Torres Strait Islander **Identities** are represented as central to the priority and are approached through knowledge and understanding of the interconnected elements of Country/Place, Culture and People. The development of knowledge about Aboriginal and Torres Strait Islander Peoples' law, languages, dialects and literacies is approached through **the exploration of Cultures**. These relationships are linked to the deep knowledge traditions and



holistic world views of Aboriginal communities and/or Torres Strait Islander communities.

Students will understand that Identities and Cultures have been, and are, a source of strength and resilience for Aboriginal Peoples and Torres Strait Islander Peoples against the historic and contemporary impacts of colonisation.

**A list of specific curriculum areas can be found below. Relevant curriculum areas are also listed at the beginning of each activity theme.**

## English

### Language

#### **ACELT 1602 – Year 4**

*Make connections between the ways different authors may represent similar storylines, ideas and relationships*

#### **ACELA 1487 – Year 4**

*Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages*

#### **ACELA 1490 – Year 4**

*Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience*

#### **ACELA 1500 – Year 5**

*Understand that the pronunciation, spelling and meanings of words have histories and change over time*

#### **ACELT 1608 – Year 5**

*Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts*

#### **ACELT 1609 – Year 5**

*Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others*

#### **ACELT 1610 – Year 5**

*Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses*

#### **ACELT 1698 – Year 5**

*Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context*



**ACELY 1686 – Year 6**

*Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts*

**ACELA 1515 – Year 6**

*Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English*



**ACELT 1613 – Year 6**

*Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts*

**ACELT 1614 – Year 6**

*Analyse and evaluate similarities and differences in texts on similar topics, themes or plots*

**ACELT 1616 – Year 6**

*Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style*

## Creating texts

**ACELY 1695 – Year 4**

*Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure*

**ACELY 1697 – Year 4**

*Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements*



**ACELT 1694 – Year 4**

*Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features*

**ACELY 1704 – Year 5**

*Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience*

**ACELY 1707 – Year 5**

*Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements*



**ACELT 1618 – Year 6**

*Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways*

**ACELY 1714 – Year 6**

*Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience*

## **Interacting with others**

**ACELY 1689 – Year 4**

*Plan, rehearse and deliver presentations incorporating learned content and taking into account the particular purposes and audiences*

**ACELY 1700 – Year 5**

*Plan, rehearse and deliver presentations for defined audiences and purposes incorporating accurate and sequenced content and multimodal elements*

**ACELY 1710 – Year 6**

*Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis*



## **HASS**

**ACHASSK 083 – Year 4**

*The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)*

**ACASSK 086 – Year 4**

*The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments*

**ACASSI 075 – Year 4; ACASSI 096 – Year 5;**

*Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions*

**ACHASSK 088 – Year 4**

*The importance of environments, including natural vegetation, to animals and people*

**ACHASSK 112 – Year 5**

*The influence of people, including Aboriginal and Torres Strait Islander Peoples, on the environmental characteristics of Australian places*



**ACASSI 098 – Year 5 & ACASSI 126 – Year 6**

*Examine primary and secondary sources to determine their origin and purpose*

**ACASSK 140 – Year 6**

*The world's cultural diversity, including that of its indigenous peoples*

**ACASSK 106 – Year 6**

*Reasons (economic, political and social) for the establishment of British colonies in Australia after 1800*

**ACASSK 107 – Year 6**

*The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed*

## Visual Arts

**ACAVAR 113 – Years 3 & 4**

*Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander People*

**ACAVAM 111 – Years 3 & 4**

*Use materials, techniques and processes to explore visual conventions when making artworks*

**ACAVAM 112 – Years 3 & 4**

*Present artworks and describe how they have used visual conventions to represent their ideas*

**ACAVAR 117 – Years 5 & 6**

*Explain how visual arts conventions communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks*

**ACAVAM 115 – Years 5 & 6**

*Develop and apply techniques and processes when making their artworks*

**ACAVAM 116 – Years 5 & 6**

*Plan the display of artworks to enhance their meaning for an audience.*

## PDHPE

**ACPPS 033 – Years 3 & 4**

*Explore how success, challenge and failure strengthen identities*

**ACPPS 057 – Years 5 & 6**

*Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours*



# Science

## **ACSSU 043 – Year 5**

*Living things have structural features and adaptations that help them to survive in their environment*

## **Descriptions (English and HASS)**

### **ACELA 1490 – Year 4**

*Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience*

### **ACHASSK 083 – Year 4**

*The diversity of Australia’s first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)*

### **ACASSK 086 – Year 4**

*The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments*

### **ACASSI 098 – Year 5 & ACASSI 126 – Year 6**

*Examine primary and secondary sources to determine their origin and purpose*

### **ACELY 1686 – Year 6**

*Identify and explain language features of texts from earlier times and compare with the vocabulary, images, layout and content of contemporary texts*

### **ACASSK 140 – Year 6**

*The world’s cultural diversity, including that of its indigenous peoples*

## **Resources**

See pages 17, 25, 29, 33 & 41 of *Nginingawila Ngirramini* (‘My Sacred Place’)

Early (1825-1932) newspaper reports which include various descriptions of Bathurst and Melville Islands.

1. Melville Island 1825
2. Bathurst Island July 1910
3. Bathurst Island August 1910
4. Bathurst Island 1925
5. Mission work on Bathurst Island 1932



Articles on the Tiwi Island and the Tiwi girls:

- <http://www.australia.com/en/places/nt/tiwi-islands.html>
- [http://issuu.com/first\\_nations\\_telegraph/docs/ilf\\_brings\\_tiwi\\_girls\\_to\\_sydney\\_to](http://issuu.com/first_nations_telegraph/docs/ilf_brings_tiwi_girls_to_sydney_to)
- <http://www.smh.com.au/entertainment/books/indigenous-literacy-tiwi-islands-children-learn-books-are-as-thrilling-as-afl-20151108-gktdc6.html>





## Activities

### 1. How descriptions change over time, with the culture of the narrator, and with the intention of the text.

See Handout: **Description over time**

Compare the Sacred Place pieces in *Nginingawila Ngirramini* with the historical newspaper reports and the contemporary descriptions of the Tiwi Islands. Note that the historical descriptions discuss Bathurst and Melville Islands as separate entities, rather than as part of the Tiwi Islands.

Read the historical pieces together as a class.

Discuss the differences in:

- language use
- sentence structure
- tone/register
- cultural attitudes
- what is described and why
- effect on reader.



Note the description of the burial places at the end of the third historical account and 's description of them in *Nginingawila Ngirramini*.

Note the technical vocabulary used by the scientists in Pieces 2 & 3, compared to the more personal vocabulary used by the Tiwi girls and in Piece 4.

Note the description of indigenous people in Piece 5.

Now read one or more of the contemporary pieces, noting the differences in how a) the islands are described and b) indigenous people are described.

## English

Students should consider:

- the period the piece was written in
- the assumed audience
- the implied attitudes to the indigenous inhabitants and the language used to describe them



- the way the original report may have been edited (especially with pieces 2 & 3 and the contemporary reports)
- the language features, especially word choice and sentence structure
- layouts, especially the use of images in the contemporary pieces.

## HASS

Students should consider:

- the evidence of continuing occupation of, and attachment to, Bathurst Island by indigenous people
- the way indigenous people controlled their interaction with strangers
- the limits to the way indigenous people could control their interaction with strangers
- for GAT or senior students: what is the difference between the actions and attitudes of the missionaries vs the Indigenous Literacy Foundation?

### 2. Find historical descriptions of the students' own area.

The historical descriptions of the Tiwi Islands were found on [www.trove.nla.gov.au](http://www.trove.nla.gov.au) using the search terms: “Bathurst Island” and “Melville Island” and then selecting decades from the filter list on the left of the results page.

Students should be able to replicate this search with their own town/suburb/region as search terms.

Adding “Black”, “Blackfellow”, and “Indigenous” to these search terms may also find articles with reference to the local indigenous group, and can lead into a discussion of the way terms change over time and of racism. If the class includes non-Anglo children, they can be asked about their or their families' experience of derogatory terms (eg wog, slant-eyes, towel-head).

Adding the name(s) of the local indigenous group to the search term should also throw up relevant articles, although these may be of later date than the ones used here for the Tiwi Islands.

### 3. The students read and discuss the ‘Sacred Places’ sections of *Nginingawila Ngirramini* and then write their own ‘Sacred Place’ description.

Go to **Editing** for activities to take the pieces to the next draft.



## Places: locations and characteristics (HASS & Science)

**ACASSI 075 – Year 4; ACASSI 096 – Year 5;**

*Record, sort and represent data and the **location of places and their characteristics** in **different formats**, including simple graphs, tables and **maps**, using discipline-appropriate conventions*

**ACSIS 071 – Year 4**

*Represent and communicate observations, ideas and findings using formal and informal representations*

**ACSIS 093 – Year 5**

*Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts*

**ACSIS 107 – Year 6**

*Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate*

**ACSIS 110 – Year 6**

*Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts*

### Resources

- Map of the Tiwi Islands on the inside front cover of *Nginingawila Ngirramini*
- Glossary of Tiwi words on page 46 of *Nginingawila Ngirramini*.
- Placenames within *Nginingawila Ngirramini* (look at the 'My Sacred Places' pages: 17, 25, 29, 33, 41.)
- Atlas/large map of Australia
- Google Earth/Google Maps
- Maps of Australia's indigenous languages:
- <http://www.abc.net.au/indigenous/map/>
- [http://www.ais.nt.gov.au/\\_data/assets/pdf\\_file/0016/6541/AIS\\_Languages\\_in\\_NT.pdf](http://www.ais.nt.gov.au/_data/assets/pdf_file/0016/6541/AIS_Languages_in_NT.pdf)
- Topographic map of the Tiwi Islands:
- <http://www.ga.gov.au/search/index.html#/>



## Lesson Activities:

### See Handout: **Maps and Mapping**

1. Look at the map of the Tiwi Islands inside the front cover of *Ngingawila Ngirramini*.

As a class, list the information the map contains.

Note that the map does not show latitude and longitude.

Note with the class elements of the map which will allow the class to find the Tiwi Islands on a larger map (eg relationship to Timor Sea).

2. Find the Tiwi Islands on a larger map of Australia.

Note the latitude and longitude.

List any new information the larger map contains or which can be drawn from the map (eg. distance from Darwin).

3. Use the latitude and longitude to find the Tiwi Islands on Google Maps and/or Google Earth. Use the place names included in the 'My Sacred Places' sections to further search. Note the lack of detail in both map and satellite image. Try to place the 'Ground-level View' figure into the landscape.

4. Find the latitude and longitude of your school. Search in Google Earth/Maps to see how much detail there is for your area. Is there more than in the Tiwi Islands images? Discuss why.

5. Look at the photographs embedded in the Google Earth display on the Tiwi Islands. Have the class take a photograph of their school and upload it onto Google Earth.

6. As a class, look at the map of indigenous languages at:  
<http://www.abc.net.au/indigenous/map/> and [http://www.ais.nt.gov.au/\\_data/assets/pdf\\_file/0016/6541/AIS\\_Languages\\_in\\_NT.pdf](http://www.ais.nt.gov.au/_data/assets/pdf_file/0016/6541/AIS_Languages_in_NT.pdf)

Find the indigenous language from your area.

Look at the Glossary from page 46.

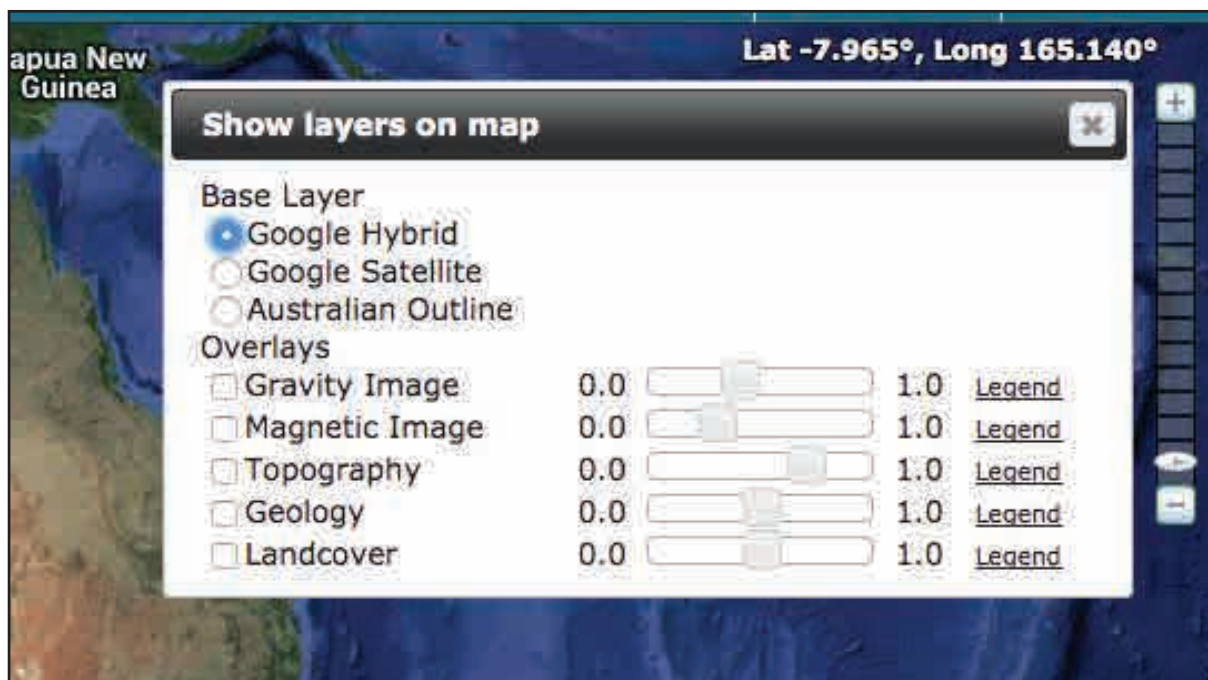
Try to find examples of similar words in the indigenous language of your area. If your school has a relationship with local elders, ask one of them to come in and discuss the local language.

Discuss how indigenous people use art as a form of mapping.

7. As a class, look at the topographic map of the Tiwi Islands on <http://www.ga.gov.au/search/index.html#/>

On the top right of the image, there is a box which says : Map Layers. Click on the box to interact with the map.





Find your local area on the website. Interact with the map as a class to discover specifics about your area: altitude, topography, geology, landcover, etc.

8. Discuss the different kinds of maps the class has seen. Ask the class to come up with other types of maps (eg mindmaps, illustrated maps, maps with single types of information listed, eg restaurants, friends' houses, etc, habitat maps, plant hardiness/areas of growth maps, Minecraft maps showing biomes, website site map and so on). See examples below:
  - <http://www.dingoconservation.org.au/dingo-distrib.html> (habitat map of dingoes) or [http://www.flora.sa.gov.au/cgi-bin/specimens\\_map\\_gd.cgi?genus=grevillea&species=&infraname=&region=SA](http://www.flora.sa.gov.au/cgi-bin/specimens_map_gd.cgi?genus=grevillea&species=&infraname=&region=SA) (Grevillea distribution in South Australia)
  - <https://www.flickr.com/photos/39368267@N02/8742906186> (Illustrated map of Mornington Peninsula)
  - <https://www.anbg.gov.au/gardens/research/hort.research/zones.html> and <https://www.diggers.com.au/shop/ordering-information/climate-maps/> (Plant hardiness zones)
  - <http://oregonstate.edu/tac/sites/default/files/pdf/mindmaphandout.pdf> (Mindmaps and how to use them)
  - <http://fortstreet.nsw.edu.au/Sitemap/> (Sitemap of website of Fort Street High School)
  - [http://www.sydney.com/destinations/sydney/restaurants-tapas?query=&meta\\_D\\_orsand=sydney%2Finner-sydney](http://www.sydney.com/destinations/sydney/restaurants-tapas?query=&meta_D_orsand=sydney%2Finner-sydney) (Single focus map: Tapas restaurants in Inner Sydney)
  - Minecraft

Choose one or more of these types of maps. Class works individually or in groups to construct a map relevant to their lives in the format of the type chosen.



# Sacred Places (English and Visual Arts)

## Visual Arts

### **ACAVAM 111 – Years 3 & 4**

*Use materials, techniques and processes to explore visual conventions when making artworks*

### **ACAVAM 112 – Years 3 & 4**

*Present artworks and describe how they have used visual conventions to represent their ideas*

### **ACAVAM 115 – Years 5 & 6**

*Develop and apply techniques and processes when making their artworks*

### **ACAVAM 116 – Years 5 & 6**

*Plan the display of artworks to enhance their meaning for an audience.*

## English

### **ACELT 1602 – Year 4**

*Make connections between the ways different authors may represent similar storylines, ideas and relationships*

### **ACELA 1487 – Year 4**

*Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages*

### **ACELT 1608 – Year 5**

*Identify aspects of literary texts that convey details or information about particular social, cultural and historical contexts*

### **ACELT 1609 – Year 5**

*Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others*

### **ACELT 1610 – Year 5**

*Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses*

### **ACELT 1698 – Year 5**

*Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context*

### **ACELA 1500 – Year 5**

*Understand that the pronunciation, spelling and meanings of words have histories and change over time*

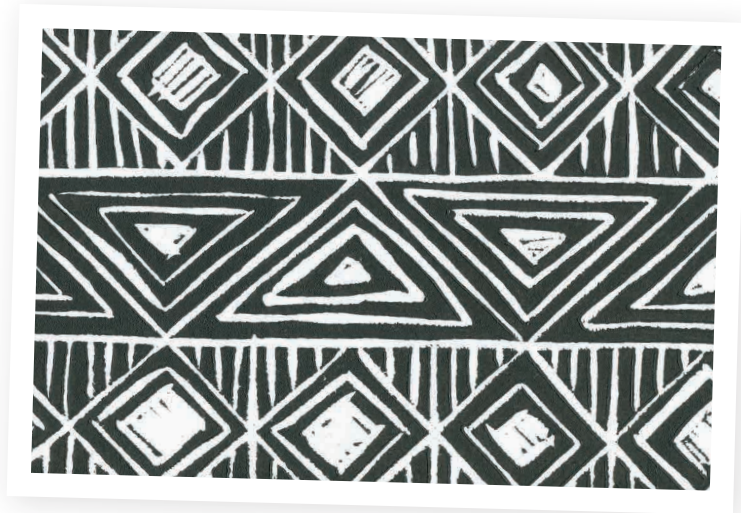
### **ACELA 1515 – Year 6**

*Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English*



## Resources

- 'My Sacred Place' pages within *Nginingawila Ngirramini* (pages: 17, 25, 29, 33, 41.)
- **Description** Handout
- **Editing** Handout
- Local map



## Activities

### A – My Sacred Place

1. Students read the My Sacred Place pages. Class discussion about the different ways the girls have described the places (different interpretations and responses). Especially consider how the descriptions of Karslake vary. Discussion of word choice, dialect, Aboriginal languages, etc.
2. Students choose a Sacred Place of their own. Take students through the visualisation process in Handout: **Description**. Students write the first draft of their own Sacred Place.
3. See Handout: **Editing: My Sacred Place** Take the class through the first and final drafts of the My Sacred Place example. Go through the editor's account of why the changes were made, and discuss if they were the best way of changing the piece.
4. Students write the second draft of their own Sacred Place and share with the class. You may use the Handout: **Background** to publish your own pieces.

### B – Local Sacred Places

1. Students list the different types of sacred places in their town/suburb and find them on a map. May include churches, mosques, synagogues, and also less typical places, such as sporting fields, RSL clubs, beaches, monuments etc. Working definition of a sacred place: somewhere that is very important to someone, which they would be very upset if it were desecrated, ruined, wrecked.
2. Students plot these places on a map. (May be done in conjunction with Activity **Places: Locations and Characteristics.**)
3. Exercise: Draw/paint/photograph the sacred place. Create a slideshow of the town/suburb's sacred places. Different groups may take different areas to present.



# My Hero (English, PDHPE & Science)

## English

### **ACELY 1697 – Year 4**

*Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements*

### **ACELY 1695- Year 4**

*Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure*

### **ACELT 1609 – Year 5**

*Present a point of view about particular literary texts using appropriate metalanguage, and reflecting on the viewpoints of others*

### **ACELT 1610 – Year 5**

*Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses*

### **ACELT 1698 – Year 5**

*Show how ideas and points of view in texts are conveyed through the use of vocabulary, including idiomatic expressions, objective and subjective language, and that these can change according to context*

### **ACELY 1704 – Year 5**

*Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience*

### **ACELY 1707 – Year 5**

*Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements*

### **ACELA 1515 – Year 6**

*Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English*

### **ACELA 1515 – Year 6**

*Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English*

### **ACELT 1618 – Year 6**

*Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways*

### **ACELT 1694 – Year 6**

*Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features*





## PDHPE

### ACPPS 057 – Years 5 & 6

*Recognise how media and important people in the community influence personal attitudes, beliefs, decisions and behaviours*

## Science

### ACSSU 043 – Year 5

*Living things have structural features and adaptations that help them to survive in their environment*

## Lesson activities

### A – My Hero

1. As a class or in small groups, read the ‘My Hero’ pages of *Ngingingawila Ngirramini* (Pages 12, 16, 20, 24, 36, 44.)
2. Class discussion about what makes a hero.
3. Students look at the elements of a letter: addressee, signature, the use of second person, etc.
4. Students choose their own hero and write a first draft of a letter to them.
5. With the class, go through the Handout **Editing: My Hero**. Take the class through the first and final drafts of the My Hero example. Go through the editor’s account of why the changes were made, and discuss if they were the best way of changing the piece.
6. If appropriate, email or post the letters.

### B – Heroes vs Heroines

1. The following exercise can be run separately as a PDHPE or Science exercise, or integrated into step 2 of the writing exercise.
2. A. Class discussion: why were most of the Tiwi girls’ male heroes sportsmen and the female heroes singers? What makes a hero?
  - a. PDHPE: Qualities we admire in men; qualities we admire in women. List and discussion of gender stereotypes.
  - b. Science: Current research on sex differences: are they as big as we think? Why did they evolve? Can they be changed? Nature vs nurture. Physical limits.

### C – Meeting your Hero

The Tiwi girls met one of their heroes, Jessica Mauboy. Here are some links that show them together. Also look at the pictures at the front of the book and on page 31 for images of the girls with Jessica.



- <http://www.9news.com.au/entertainment/2015/12/06/15/28/jessica-mauboy-surprises-tiwi-islands-girls-on-christmas-with-the-australian-womens-weekly>
- <http://ncie.org.au/news/12717/jessica-mauboy's-surprise-visit-to-the-ncie->
- <https://www.indigenoussliteracyfoundation.org.au/a-very-special-visit.html>

1. Ask the class to imagine meeting the hero they have written a letter to. If they already know that person (eg a family member), ask them to choose another person whom they do not know. Discuss the kinds of emotions they might feel; look at the words the Tiwi girls have used to describe those emotions – can they suggest others?
2. Students now write either a) a newspaper/online magazine report about the meeting or b) an imaginative narrative about the meeting.

Ideally, this would be a follow-up activity to the previous one. If it is, discuss the editing choices made in the earlier piece, and how they can be applied to this piece. If not, follow the Handout **Editing: My Hero** as described above.

Extension exercise:

1. Students research the tradition and history of heroic literature: Hercules, Beowulf, Roland, Arthur, Superman, Batman... and how it's changing... Supergirl, Frozen, The Force Awakens, Wonderwoman.
2. Students write an imaginative exercise where they interview a mythic/fictional hero or heroine.

## My Proudest or Happiest Moment (English & Science)

### English

#### **ACELT 1602 – Year 4**

*Make connections between the ways different authors may represent similar storylines, ideas and relationships*

#### **ACELY 1695- Year 4**

*Re-read and edit for meaning by adding, deleting or moving words or word groups to improve content and structure*

#### **ACELY 1697 – Year 4**

*Use a range of software including word processing programs to construct, edit and publish written text, and select, edit and place visual, print and audio elements*

#### **ACELY 1704 – Year 5**



*Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience*

**ACELY 1707 – Year 5**

*Use a range of software including word processing programs with fluency to construct, edit and publish written text, and select, edit and place visual, print and audio elements*

**ACELT 1613 – Year 6**

*Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts*

**ACELT 1614 – Year 6**

*Analyse and evaluate similarities and differences in texts on similar topics, themes or plots*

**ACELT 1616 – Year 6**

*Identify, describe, and discuss similarities and differences between texts, including those by the same author or illustrator, and evaluate characteristics that define an author's individual style*

**ACELT 1618 – Year 6**

*Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways*

**ACELT 1694 – Year 6**

*Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features*

See Handout: **My Proudest/Happiest Moment**

## Activities

1. Class discussion regarding the girls' choice of moments. (If using the handout as homework, this should take place after reading at least one of the My Proudest/Happiest Moments as a class and before the homework is given.)
2. Following the handout, students find dictionary definitions of 'pride' and 'happiness'. Using the thesaurus, they make a list of synonyms which can be used to describe these emotions, and of other words taken from the Tiwi Girls' stories.
3. Each student chooses a Proudest or Happiest Moment and writes a first draft.
4. See Handout **Editing: My Proudest/Happiest Moment** for an example of the editing process of the Tiwi Girls' texts. Use this as for a class discussion about editing for second draft. Students do a second draft of their text.

### Extension exercise:

1. When students have finished a class text, ask them to write a 'My Happiest/Proudest Moment' from the point of view of one of the characters.



# The Bio (English & PDHPE)

## English

### **ACELA 1490 – Year 4**

*Understand how texts vary in complexity and technicality depending on the approach to the topic, the purpose and the intended audience*

### **ACELT 1610 – Year 5**

*Recognise that ideas in literary texts can be conveyed from different viewpoints, which can lead to different kinds of interpretations and responses*

### **ACELT 1614 – Year 6**

*Analyse and evaluate similarities and differences in texts on similar topics, themes or plots*

## PDHPE

### **ACPPS 033 – Years 3 & 4**

*Explore how success, challenge and failure strengthen identities*

### **ACPPS 051 – Years 5 & 6**

*Examine how identities are influenced by people and places*

Each Tiwi Girl has a bio on the page with her photograph (pages 11, 15, 19, 23, 27, 31, 35, 39, 43).

See Handouts **The Tiwi Girls** and **Who am I?**

1. In groups or as homework, the class reads the bios of the Tiwi Girls and uses **The Tiwi Girls** handout to list similarities and differences between the girls' bios.
2. Discussions may include identity, strengths and weaknesses, family and community influences, inborn qualities and taught behaviour.
3. In class or as homework, the students complete the **Who am I?** handout.

### **Extension exercise:**

1. Set a specific audience (eg book readers, students voting for Student Councillors, applying for a job).
2. Students interview each other and write bios about each other for that audience.
3. Students rewrite the bios for another audience.
4. Discussion of what they changed and why.



# Glossary (English and HASS)

## HASS

### **ACHASSK 083 – Year 4**

*The diversity of Australia’s first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies)*

### **ACASSK 140 – Year 6**

*The world’s cultural diversity, including that of its indigenous peoples*

## English

### **ACELA 1487 – Year 4**

*Understand that Standard Australian English is one of many social dialects used in Australia, and that while it originated in England it has been influenced by many other languages*

### **ACELA 1500 – Year 5**

*Understand that the pronunciation, spelling and meanings of words have histories and change over time*

### **ACELY 1704 – Year 5**

*Plan, draft and publish imaginative, informative and persuasive print and multimodal texts, choosing text structures, language features, images and sound appropriate to purpose and audience*

### **ACELT 1694 – Year 6**

*Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features*

### **ACELT 1618 – Year 6**

*Create literary texts that adapt or combine aspects of texts students have experienced in innovative ways*

### **ACELA 1515 – Year 6**

*Understand that different social and geographical dialects or accents are used in Australia in addition to Standard Australian English*

## Resources

- Glossary, page 46 of *Nginingawila Ngirramini*.
- Glossaries of terms about Aboriginal and Torres Strait Islander people (recommended for Year 6 or GAT students):
- <http://www.creativespirits.info/aboriginalculture/glossary-of-aboriginal-australia-terms#axzz3ybFYkOTA>
- <http://australianmuseum.net.au/glossary-indigenous-australia-terms>



- More information about indigenous languages, including maps and place name resources:  
<http://www.ourlanguages.net.au/resources.html>

## Activities

1. Look at the Glossary on page 46. The words in this Glossary are all used somewhere in *Nginingawila Ngirramini*. Students can go through the text to find them and read them in context.
2. With the class, choose the more common words from the Glossary list – for example, grandfather, hello, fish, crab, good morning.
  - a. If the school has contact with a local Aboriginal or Torres Strait Islander community, ask either students or local elders to help with creating a similar word list in that language. Different foods or places may be chosen. Use the Handout: Layout to set out your word list. Hachette would like to make more Aboriginal or Torres Strait Island language examples, so if your class does this exercise, please send your list to XXXXX.
  - b. If there are a number of community languages represented in the class, together create a ‘meta-glossary’ which shows those words in a number of languages. This may include a local indigenous language.
  - c. If there are no or few community languages represented in the class, choose some languages and have the class look up the appropriate words in order to make the table.

Extension exercise:

1. Look at the glossaries of terms about Aboriginal and Torres Strait Island peoples.
2. Choose some terms for further research and presentation back to the class/group.
3. As a group, construct a similar glossary of terms about students and teaching.

## Artwork (Visual Arts)

### *ACAVAR 113 – Years 3 & 4*

*Identify intended purposes and meanings of artworks using visual arts terminology to compare artworks, starting with visual artworks in Australia including visual artworks of Aboriginal and Torres Strait Islander People*

### *ACAVAM 111 – Years 3 & 4*

*Use materials, techniques and processes to explore visual conventions when making artworks*

### *ACAVAM 112 – Years 3 & 4*

*Present artworks and describe how they have used visual conventions to represent their ideas*



### **ACAVAR 117 – Years 5 & 6**

*Explain how visual arts **conventions** communicate meaning by comparing artworks from different social, cultural and historical contexts, including Aboriginal and Torres Strait Islander artworks*

### **ACAVAM 115 – Years 5 & 6**

*Develop and apply techniques and processes when making their artworks*

### **ACAVAM 116 – Years 5 & 6**

*Plan the display of artworks to enhance their meaning for an audience.*



## **Resources**

See **Our Artwork** where you will find explanations of each artwork in the book by the girl who made it.

Sites which explain different indigenous art traditions:

- <http://www.japingka.com.au/articles/facts-about-aboriginal-art/>
- <http://www.japingka.com.au/education/>
- <http://www.australia.gov.au/about-australia/australian-story/austn-indigenous-art>
- <http://www.jintaart.com.au/>

## **Activities**

1. As a class, read and discuss the 'Tiwi Girls' explanations of their artworks. Discuss the tradition of Aboriginal and Torres Strait Islander art.
2. Discuss other art traditions, especially those of the First Peoples of other continents, but also including Impressionism, Surrealism, etc. Discuss the different time scales of European traditions and indigenous traditions. Draw on the class's experience, if any, with their ethnic art traditions.
3. Choose one method described by the girls and create artworks using that method.
4. Each student writes an explanation like the girls' explanations and presents it to the class.



# Handouts

## Description across time, across points of view

1. This is a quote from one of the earliest descriptions of the Tiwi Islands (1825):

*The erection of the different works went on with great rapidity, which was in a great measure owing to the able assistance afforded by the crew of the Tamar.*

Put this sentence into modern English. You can use more than one sentence. Read the original piece again if you need to understand the context of the sentence. Use the dictionary to find the meanings of any words you do not understand. The *Tamar* was a ship.

.....

.....

.....

.....

.....

.....

.....

.....

.....

2. Look at the historical description of the Tiwi Island flora in Piece 3: Bathurst Island Official Reports August 1910.

List five species of trees mentioned in the report.

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....

Which of these was the most common on the island?

.....





3. Pick a tree in your schoolyard or near your home. Describe it as if you were a scientist. If you know what kind of tree it is, or its official botanical name, put that in.

Word bank: species, genus, bark, leaf, root structure, height, girth (width of trunk), branching, leaf shape (for example, gladiate, serrated, symmetrical, asymmetrical, lobed),

.....

.....

.....

.....

.....

.....

.....

.....

.....

Now describe the tree from your point of view. How does it smell to you? How does it sound? Does it cast a nice piece of shade when it's hot? How do you feel about it?

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

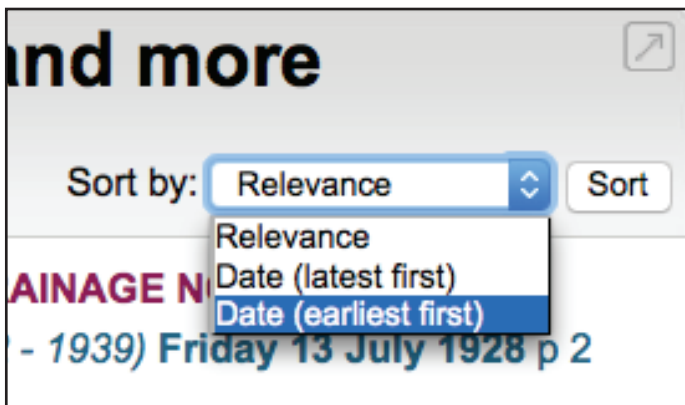
.....

## Historical description. How to find primary newspaper sources about your area

- Go to the website: [www.trove.nla.gov.au](http://www.trove.nla.gov.au)
- Select the 'Digitised newspapers and more' box.
- In the Search box, type in the name of your area. Make it as specific as you can. (For example, Fairfield North rather than just Fairfield). If you use more than one word, put them in double quotes, eg "Fairfield North".

### Search style 1

- When the results come up, look at the top of the list.
- Click on 'Sort', and then choose 'Date (earliest first)'.



- Look through the results until you find something interesting. You might need to go through several pages of results until you find something.

### Search style 2

1. If you want to be more specific with regards to the time of your search, after the results come up, look at the left hand side, which has a list of filters under **Refine Your Results**.

### Refine your results:

- ▼ State
  - Victoria (103,950)
  - New South Wales (66,268)
  - Queensland (44,881)
  - Tasmania (6,806)
  - Western Australia (5,996)
  - South Australia (5,707)
  - ACT (1,369)
  - National (143)
  - Northern Territory (54)

2. Click on your state.
3. Then, look further down.

- ▼ Category
  - Advertising (162,701)
  - Article (36,235)
  - Detailed Lists, Results, Guides (23,847)
  - Family Notices (12,387)
  - Literature (4)

- ▶ **Illustrated**
- ▶ **Decade**
- ▶ **Word Count**

4. Choose 'Article'
5. Then, look further down:

- ▼ **Decade**
- 1990-1999 (377)
  - 1980-1989 (423)
  - 1970-1979 (532)
  - 1960-1969 (2,344)
  - 1950-1959 (30,520)
  - 1940-1949 (36,570)
  - 1930-1939 (41,045)
  - 1920-1929 (34,301)
  - 1910-1919 (30,595)
  - 1900-1909 (18,875)
  - 1890-1899 (14,940)
  - 1880-1889 (14,867)
  - 1870-1879 (3,585)
  - 1860-1869 (3,859)
  - 1850-1859 (1,864)
  - 1840-1849 (373)
  - 1830-1839 (75)
  - 1820-1829 (29)

6. Click on 'Decade'. Then choose the earliest decade listed, and click on that.

Sometimes, the earliest notices will have your words, but not in the right order or with other words in between them. You may need to try several decades before you find the earliest real mention of your suburb or town.

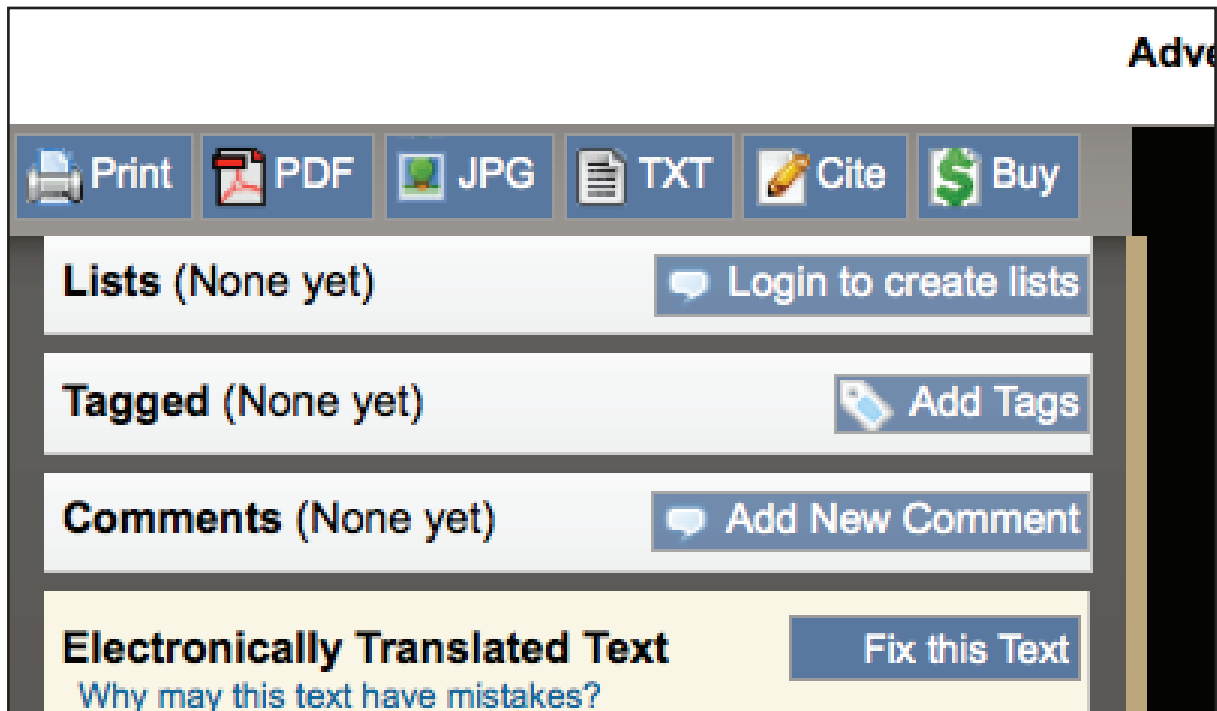
## Printing your results

When you find a story which seems interesting, click on the headline of the story. You will get a page from a newspaper, with the article you have clicked on highlighted.

Read the whole article. You can increase the print size by using the -.+ buttons on the bottom right.



If you decide this is the article you wish to share with the class, then look at the right hand side.



The image shows a sidebar from a website with the following elements:

- Top right corner: **Adve**
- Row of sharing buttons: **Print** (printer icon), **PDF** (PDF icon), **JPG** (image icon), **TXT** (document icon), **Cite** (pencil icon), **Buy** (dollar sign icon).
- Lists (None yet)** with a **Login to create lists** button.
- Tagged (None yet)** with an **Add Tags** button.
- Comments (None yet)** with an **Add New Comment** button.
- Electronically Translated Text** with a **Fix this Text** button and a link: [Why may this text have mistakes?](#)

If your computer is connected to a printer, you can click on 'Print'. If not, click on 'PDF' and then save the file for later printing.

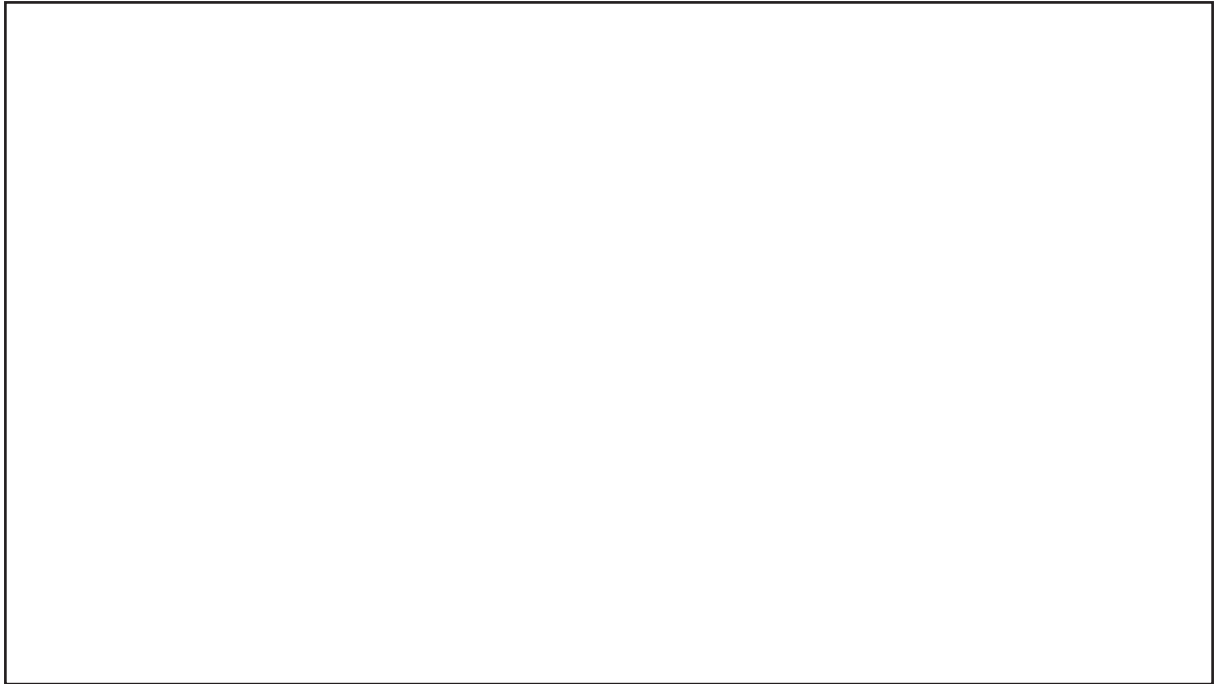
**Read the piece over carefully before you present it to your class.**



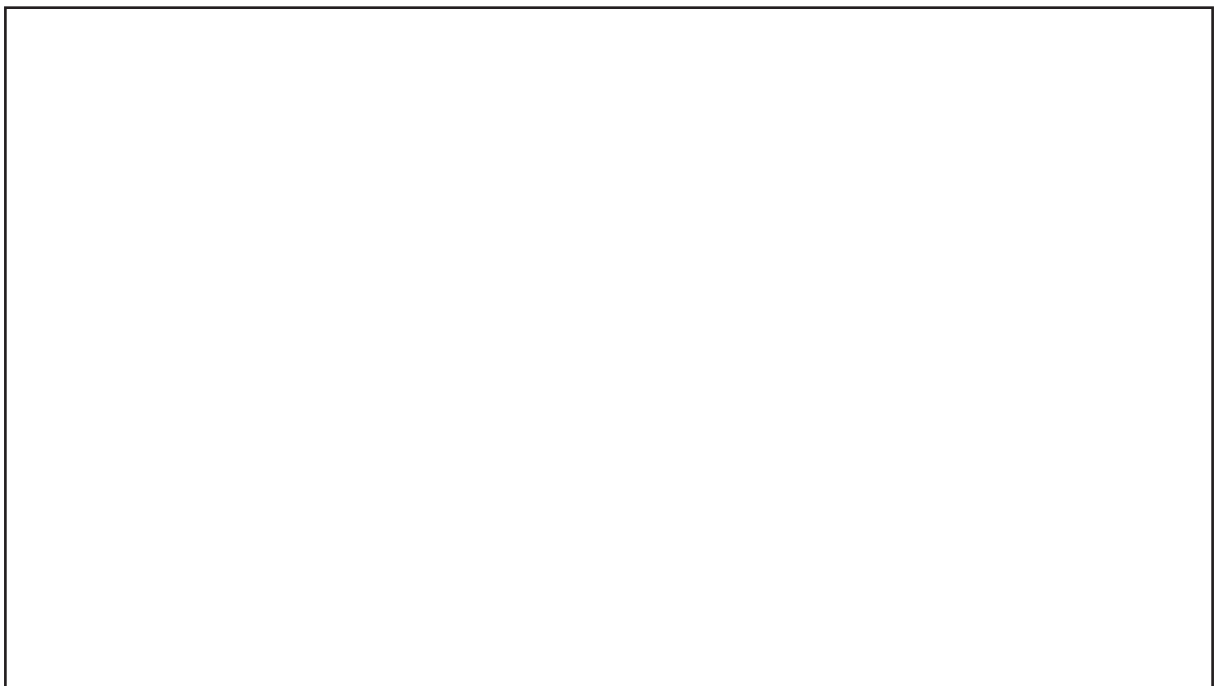
# Maps and Mapping

1. Look at the map on the inside of the front cover of *Ngingawila Ngirramini*

**What information does the map contain?**



2. Can you identify anything which is *not* included in the map of the Tiwi Islands?



Using the information you have found, find a map of the Tiwi Islands online or in an atlas. What is the latitude and longitude of Milikapiti on Bathurst Island?

Latitude: .....

Longitude .....

**What is the latitude and longitude of Wurrumiyanga on Melville Island?**

Latitude: .....

Longitude. ....

**3.** Find the Latitude and Longitude for your school

Latitude: .....

Longitude. ....

**How did you find this information?** .....  
.....

**4.** There are lots of different kinds of maps. Name three different kinds of maps you have seen, in class or elsewhere.

**1.** .....

**2.** .....

**3.** .....

**5.** Pick one element of your local environment (schools, parks, corner shops, traffic lights, etc.). Draw a map of your area which shows only the broad outlines eg main streets, coastline, hills and show the locations of that element on your map. Label your map and say where you got your information. (Personal knowledge is acceptable as an information source, as long as you are sure of your facts.)



## Description – My Sacred Place

*To teachers: You can either read this all the way through, or you can ask the students to open their eyes and write down the answers to each question. Then they can use the answers as a word bank to use while writing their My Sacred Place piece.*

- Close your eyes and imagine the place you have chosen as your sacred place.
- Imagine that you are standing there.
- What time of day is it? What is the weather like?
- In your imagination, look around you.
- What can you see? What colours, shapes, sizes of things?
- Can you smell anything?
- Can you taste anything in the air?
- What activities do you do in your Sacred Place? How do they make you feel?
- Are there other people there with you? Are you happy about that?
- Have you been to this place at other times, when the weather or the temperature has been different? Does this make any difference to how you feel about the place?
- Why is this place special to you?

### Jasmine's sacred place: original text and editor's note

My sacred place I like to go is Karslake. I only go there a couple of times a year when my family goes camping there. The place is sacred to me because when I'm there I feel warm and safe with my ancestors and my family and also it makes me feel free and a place where everyone loves me. When I'm there I can see the lovely beach with white beautiful sand, with nice cool trees and Pukumani poles (cemetery poles). When I'm there alone I like to sit on a log and watch the sun go down and see the beautiful colourful sky.

When I'm there I can smell the fresh new plants, I can smell the salty air from the sea, and the smell of mud mussels cooking on the fire.

When I lie near the camp fire I can hear a lot of animals at night like birds, dingos, bandicoots and possums, and can also hear other people in the camps laughing and having a good time. You also can hear the sound of a boat engine where the men go out hunting on the boats looking for turtle.

When I'm at Karslake you can feel and touch a lot of different things. I touch and feel the white and soft sands that I like to build castles out of. I can also touch the cool and smooth sea that smells like salt. I feel the rough and bumpy surface of the pine trees that I like to sit under. When night comes I can feel a nice and warm fire making me warm when I'm feeling cold.



I can taste a lot of strange things while I'm at Karlake. I can taste the salty air that makes my nose sting a bit. I can taste the yummy mud mussel which is a chewy bush food that I hunting. I can also taste the dirt from the ground where the cars have mixed the dirt into the air and when people are running around and stomping their feet.

I normally go camping there every year in the dry season with my family. I sometimes visit the place on the weekends to go hunting or just to take a look at the place, to see how it's doing. I go there to burn the long grass to make the camping area ready for next year.

There are some rules there: if people are drunk and making noise they have to be quiet. Because the old people that are buried there don't like it and they can get really mad.



**Editor's note:**

*This is a wonderful piece that had to be cut to fit into the book, so that is the reason for the biggest change: the two whole paragraphs that have been deleted. It is also the reason for some of the other changes, including in the third paragraph. The author's original rhythm – 'I can smell ... I can smell ...' – would not have been altered if we hadn't needed to reduce the word count, as it was a distinct example of her narrative voice, but when cutting to fit some sacrifices have to be made. I chose to make cuts here because the editing does not change the sense of the paragraph, it simply changes its style.*

*In the first paragraph the word 'warm' was removed as it is used in the fifth paragraph, and its use was more integral to the meaning of the sentence in the fifth than the first. Also in that first paragraph the last sentence was created by putting a full stop in a longer sentence. This was to improve the reading experience: so often, editorial decisions are made to ensure that the rhythm of what is being read is enjoyable for the reader. Behind every editorial decision is the intention to make sure the writer's meaning is clear to the reader. Both parties must always be kept in mind, every single time.*



## Rina's Hero: original text and editor's note

Hello Andrew

I'm using you as my hero for my book that I'm writing with my class. It is very hard to find a hero who are men like you and I look up to you as a role model. I think you're a good footballer: you have the talent and you are a great mid fielder. I like that you can kick with your opposite foot when you're going for goals and that you can run the field and make everyone believe that you're an awesome super star. Gaff, you are my hero.

I also play football like you and I've represented the Northern Territory Thunder under 18 AFL. I want to be a role model like you – a great leader and an amazing player like you: to play in the mid field and kick with the opposite foot and run the field around with a football on my arms and running rings around them and it inspire me watching you putting you're effort to engorge other to step up and be a role model like you and being able to keep fit and play some AFL football like you and have wonderful future life.

The next season I will be going to New Zealand to play for the Woomeras under 18 – that's a team for girls from remote communities. I feel so excited and proud of myself because it is a good opportunity and I'm making my family happy and proud because I'm in a national squad competition. At home, back at Tiwi, we play a women's competition. We play for our school, Tiwi College, and we play against Garden Point, Milikapiti, and Wurrimiyanga. Last year I won best and fairest for the nine-a-side competition. My family was so excited for me and really proud.

### ***Editor's note:***

*Rina's original text had to be cut down in order to fit within the page design. This was the reasoning behind cutting the first line of text. The phrase 'like you' was repeated in the second paragraph, which resulted in the second instance being cut. There was also repetition in the second paragraph, which resulted in the first instance of 'proud' being cut. The most significant change to Rina's letter was the addition of a final line and a sign off.*



# My Proudest or Happiest Moment

Read the pages in *Ngingawila Ngirramini* which tell the stories of the Tiwi Girls' proudest or happiest moments (pages 13, 21, 28, 32, 37, 40, 45).

1. Use a dictionary to find a definition for the following words:

- a. Proud .....
- .....
- b. Happy .....
- .....
- c. Moment .....
- .....

2. Use a thesaurus to find synonyms for:

WORD	SYNONYM
Proud	
Happy	
Moment	
Pride	
Happiness	
Grateful	
Motivated	
Nervous	
Excited	
Responsibility	

3. What was your proudest or happiest moment?

A large, empty rectangular box with a black border, intended for writing the answer to the question above.

Use extra pages if you need to.



## Ella's happiest moment: original text and editor's note

The happiest day of my life was travelling to New Zealand for the first time. I went on the trip with a bunch of indigenous girls from all states in Australia, our team was called woomeras. I was lucky to have my big sister Caitlyn to play a long side me on the same team. Our team, coaches and managers were already in New Zealand waiting for us. Our first flight was from Darwin to Melbourne and one of the woomeras staff was waiting at Melbourne airport for both of us. We stayed in the hotel at Melbourne airport for a few hours until we were headed to New Zealand. The flight from Melbourne to New Zealand took about seven or eight hours and it was a long flight for me and my sister because we were in Cambodia for a week and had to go to New Zealand from there.

Our team, the Woomeras, is an Australian team and had to verse the New Zealand Kahu, which is their team. The New Zealanders are getting good at playing AFL and they're big and strong – they have hard tackles and hit.

New Zealand was so cold that I had three layers of jumpers on. Our Guernsey was red, black and yellow and the NZ team wore black and grey.

Seeing the New Zealand girls do the haka dance was amazing because they were telling us that they were ready to fight against us. We have a team song and the girls from each state said something in their language to make the song even better. It took us a few days to sing the song together and get the words right.

And we won both of the games!

### **Editor's note:**

*The main focus of the edit was on making sure that the piece flowed logically, with information being presented where it was needed, so that the reader could easily follow Ella's story. For example, I suggested that she add in the line stating that she was playing for an AFL team – she hadn't thought to state this outright, because AFL is such a big part of her life and her community, but I pointed out that this wouldn't be obvious to all readers.*

*It was important that any editorial changes not interfere with Ella's voice. Most of the changes actually just involved re-ordering sentences, so that the story was told chronologically: the flight, arrival in NZ and first impressions, meeting the other team, the games. I also suggested out leaving out things that weren't essential to the 'happiest moment' story, such as the fact that Ella had previously been in Cambodia.*



# The Tiwi Girls

Read the bios of the Tiwi Girls (pages 11, 15, 19, 23, 27, 31, 35, 39, 43).

What are some of the similarities between the girls?

<b>Name of similarity</b>	<b>Girl's name</b>
Eg. Plays AFL	

What does this tell you about life in the Tiwi Islands?

Do the girls have any qualities, interests or situations which are unique to them?  
(That is, only one girls say this about herself.)

<b>Unique quality</b>	<b>Girl's name</b>
<b>Bobette</b>	
<b>Rina</b>	
<b>Sharna</b>	
<b>Jess</b>	
<b>Shania</b>	
<b>Ella</b>	
<b>Sherayne</b>	
<b>Jasmine</b>	
<b>Angelita</b>	

Is there a particular Tiwi Girl you would like to meet? Which one, and why?



# Who am I?

Now you have read the Tiwi Girls' bios, it's time for you to write your own. Fill in the table about yourself.

<b>My activities</b>	
<b>What I like</b>	
<b>What I don't like</b>	
<b>My family</b>	
<b>My achievements</b>	
<b>In the future I want to...</b>	

Is there anything else you think should go in a bio about you?

Now write your own bio – but remember to use 'he' and 'she' instead of 'I'!