

Unit Plan

School Name:	Unit Title:	Year Level:	Duration of Unit:
	Depth Study: Community and Remembrance	3	10/20 hours

Beliefs

Learners:

- We prepare learners for spiritual, independent, reflective, self directed learning, *because we believe that learning continues throughout life.*
- We support learning activities that engage their interest and motivation, *because we believe that learners are the centre of curriculum.*
- We promote skills, knowledge and attitudes that are future focused, *because we believe in preparing learners of fulfilling, productive lives.*
- We seek ways to extend appropriate learning opportunities beyond existing boundaries, *because we believe in developing the potential of every learner.*

Learning:

- We proclaim that Jesus gives meaning to life and learning, *because we believe in Jesus as the way, the truth and the life.*
- We support increasing flexibility to accommodate individual learning needs, *because we believe in recognizing and meeting individual needs.*
- We accommodate diversity so that cultural and individual differences do not compromise learning opportunities, *because we believe in equity.*
- We support learning environments that sustain positive relationships, particularly between teacher and student, *because we believe people are our most valuable learning resource.*

Learning Communities:

- We strive to build learning communities in which faith, life and culture are integrated, *because we believe in the mission of the Catholic school to give witness to Jesus and the Gospel*
- We support sharing vision, decision-making and action with all education partners, *because we believe in shared responsibility.*
- We create conditions for positive change that in turn fosters positive learning environments, *because we believe in continuous improvement.*
- We support learning communities that promote these qualities, *because we believe that authenticity and relevance engage learners.*

Unit Overview

UNIT Summary:

This unit will demonstrate to students the importance of Country and Place to Aboriginal and Australian South Sea Islander peoples who belong to the Herbert River area. This will be a local area study with a focus on one Language group: the Nywaigi together with the Australian South Sea Islanders (Kanakas), representatives of which groups today work together to maintain and share their indigenous cultures on Mungalla Station. ([ACHHK060](#))

In an excursion to Mungalla Station, students will learn about who first lived in the Herbert River district and come to an understanding of how we know about these first people from physical evidence: the descendants, their peoples' cultural relics such as artefacts and cave paintings; from oral and written stories, language; and from third person reports and photographs collections. Students will experience firsthand and learn about Nywaigi culture and particular traditional artefacts and their uses. They will hear stories told by the traditional owners about their people, the Nywaigi, James Cassady and his family and the Australian South Sea Islanders (Kanakas), indentured labourers, who also had encampments on the property. Students will tour the property and see not only a working cattle property but restored wetlands where an abundance of native birds and other wildlife including crocodiles can be observed. They can view the Captive Lives: Looking for Tambo and his companions photographic exhibition housed in the Mungalla homestead and sample a Kup Murri – a traditional feast cooked in an underground oven.

Roles of
Lifelong

Identifying
Curriculum

The overview answers the following questions for the teacher and student.
This unit will be focusing on student inquiry to the big question of:

- Who lived here first and how do we know?

This unit provides the opportunity for my students to develop and practice the skills of a lifelong learner. This unit will focus on:
(please tick 2 only)

Community Contributor Designer and Creator Effective Communicator A Knowledgeable person ×
Complex Thinker Reflective Learner × Active Investigator Leader and Collaborator

General Capabilities within Content Descriptions - Historical Knowledge and Understanding - The importance of Country and Place to Aboriginal and Australian South Sea Islander peoples who belong to the Herbert River area.

The GCs which learners will engage are:

Literacy

The particular elements of Literacy addressed by this content description are

Comprehending texts through listening, reading and viewing

- Comprehend texts
- Navigate, read and view learning area texts
- Listen and respond to learning area texts
- Interpret and analyse learning area texts

Word Knowledge

- Understand learning area vocabulary

Critical and creative thinking

The particular elements of Critical and creative thinking addressed by the content: **The importance of Country and Place to Aboriginal and Australian South Sea Islander peoples who belong to the Herbert River area.**

Inquiring – identifying, exploring and organising information and ideas

- Identify and clarify information and ideas
- Organise and process information

Cross Curriculum priorities

CCPs which will learners engage are:

Aboriginal and Torres Strait Islander (South Sea Islander) histories and culture

- a) Experience at Mungalla Station Nywaigi culture and particular traditional artefacts and their uses.
- b) Hear stories told by the traditional owners about their people, the Nywaigi, James Cassady and his family
- c) Reflect on the Australian South Sea Islanders (Kanakas), indentured labourers' experience who also had encampments on the property.

Sustainability

The clearing of the Aborigine's hunting grounds and the natural habitat for cattle grazing and crop growing had devastating effects on native fauna and flora.

- a) Explore today's Mungalla Station which boasts restored wetlands where native birds and other wildlife including crocodiles abound
- b) Appreciate the actions Indigenous people are taking today to rectify the damage done to traditional lands by pastoral activities and displacement of the Indigenous people.

Personal and social capability

The particular elements of Personal and social capability addressed by the content: **The importance of Country and Place to Aboriginal and Australian South Sea Islander peoples who belong to the Herbert River area.**

Social awareness

- Appreciate diverse perspectives

Intercultural understanding

The particular elements of Intercultural understanding addressed by the content: **The importance of Country and Place to Aboriginal and Australian South Sea Islander peoples who belong to the Herbert River area.**

Recognising culture and developing respect

- Explore and compare cultural knowledge, beliefs and practices
- Develop respect for cultural diversity

Interacting and empathising with others

- Communicate across cultures
- Consider and develop multiple perspectives

Relevant prior curriculum

Students already appreciate from their Foundation, Years 1 and 2 studies the vocabulary used to describe the past, why places and sites are significant to groups of people, how past events can be remembered and how artefacts, photographs and documents can provide an understanding of the past and how people interrelate as families and communities. These aspects were particularly engaged with in this content: Foundation - Personal and Family Histories.

The different structures of families and family groups today, and what they have in common. ([ACHHK002](#)). Foundation and Year 1- How the stories of families and the past can be communicated, for example through photographs, artefacts, books, oral histories, digital media, and museums. ([ACHHK004](#)). Year 1-Present and Past Family Life.

How the present, past and future are signified by terms indicating time such as 'a long time ago', 'then and now', 'now and then', 'old and new', 'tomorrow', as well as by dates and changes that may have personal significance, such as birthdays, celebrations and seasons. ([ACHHK029](#)) Year 2-The Past in the Present. The history of a significant person, building, site or part of the natural environment in the local community and what it reveals about the past. ([ACHHK044](#))

Prior Historical skills development – Sequence familiar objects and events ([ACHHS015](#)) ([ACHHS031](#)) ([ACHHS047](#))

Distinguish between the past, present and future ([ACHHS016](#)) ([ACHHS032](#)) ([ACHHS048](#))

Pose questions about the past using sources provided ([ACHHS017](#)) ([ACHHS033](#)) ([ACHHS049](#))

Explore a range of sources about the past ([ACHHS018](#)) ([ACHHS034](#)) ([ACHHS050](#))

Achievement Standards expected

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Identifying
Curriculum
cont..

Strands and Content descriptions:
COMMUNITY AND REMEMBRANCE

Students investigate key aspects of how Country and Place is important to Aboriginal and Australian South Sea Islander peoples who belong to the Herbert River area. (ACHHK060) The content provides a study of identity and diversity in a local context. The content gives opportunities to develop historical understanding through key concepts including **sources, continuity and change, cause and effect, perspectives, empathy and significance**. These concepts will be developed within the particular historical context of the Nywaigi and Australian South Sea Islander peoples' experiences in order to facilitate an understanding of the past and to provide a focus for historical inquiries.

The investigation will develop students' historical knowledge, understanding and skills and equip them to respond in an informed way to the key inquiry question at this year level which is: Who lived here first and how do we know?

HISTORICAL SKILLS - The importance of Country and Place to Aboriginal and Australian South Sea Islander peoples who belong to the Herbert River area.

CHRONOLOGY, TERMS AND CONCEPTS

Sequence historical people and events (ACHHS065)

Literacy

- Compose spoken, written, visual and multimodal learning area texts
- Understand learning area vocabulary
- Understand how visual elements create meaning

Numeracy

- Understand and use numbers in context
- Estimate and calculate
- Recognise and use patterns and relationships
- Operate with ruler and time line

Critical and Creative Thinking

- Identify and clarify information and ideas
- Organise and process information
- Seek solutions and put ideas into action
- Reflect on processes

USE HISTORICAL TERMS (ACHHS066)

Literacy

- Compose spoken, written, visual and multimodal learning area texts
- Use language to interact with others
- Understand learning area vocabulary examples: indigenous, Aborigine, aboriginal, invasion, immigration, exploration, development, settlement, language groups, family groups, kinship, 'black-birding', 'Kanakas' and naming days of commemoration and emblems and acronyms such as NAIDOC
- Use spelling knowledge

Critical and Creative Thinking

- Identify and clarify information and ideas
- Organise and process information

HISTORICAL QUESTIONS AND RESEARCH

Pose a range of questions about the past (ACHHS067)

Identifying
Curriculum
cont..

Literacy

- Comprehend texts
- Navigate, read and view learning area texts
- Listen and respond to learning area texts
- Interpret and analyse learning area texts
- Compose texts
- Compose spoken, written, visual and multimodal learning area texts
- Use language to interact with others
- Use knowledge of sentence structures
- Understand learning area vocabulary

Numeracy

- Operate with ruler and timeline

Critical and Creative Thinking

- Pose questions
- Identify and clarify information and ideas
- Organise and process information

Personal and Social Capability

- Develop reflective practice

Identify sources ([ACHHS215](#))

Literacy

DITTO

Critical and Creative Thinking

- Identify and clarify information and ideas
- Organise and process information

ANALYSIS AND USE OF SOURCES

Locate relevant information from sources provided ([ACHHS068](#))

Literacy

DITTO

Critical and Creative Thinking

- Identify and clarify information and ideas
- Organise and process information
- Consider alternatives

PERSPECTIVES AND INTERPRETATIONS

Identify different points of view ([ACHHS069](#))

Literacy

DITTO

Critical and Creative Thinking

DITTO

- Think about thinking (metacognition)

Personal and Social Capability

- Appreciate diverse perspectives

EXPLANATION AND COMMUNICATION

Develop texts, particularly narratives ([ACHHS070](#))

Literacy

- Comprehend texts
- Listen and respond to learning area texts
- Interpret and analyse learning area texts
- Compose texts
- Compose spoken, written, visual and multimodal learning area texts
- Use language to interact with others
- Use knowledge of text structures
- Use knowledge of text cohesion
- Use knowledge of sentence structures
- Use knowledge of words and word groups
- Understand learning area vocabulary

Critical and Creative Thinking

- Identify and clarify information and ideas
- Organise and process information

Use a range of communication forms (oral, graphic, written) and digital technologies ([ACHHS071](#))

Literacy

- Compose texts
- Compose spoken, written, visual and multimodal learning area texts
- Use language to interact with others
- Use knowledge of text structures
- Use knowledge of text cohesion
- Use knowledge of sentence structures
- Use knowledge of words and word groups
- Understand learning area vocabulary
- Understand how visual elements create meaning

Information and Communication technology capability

Creating with ICT

- Generate ideas, plans and processes
- Generate solutions to challenges and learning area tasks
- Collaborate, share and exchange

Critical and Creative Thinking

- Identify and clarify information and ideas
- Organise and process information
- Seek solutions and put ideas into action

Describe the assessment instrument	Assessment date	Purpose and conditions	Differentiated assessment	Valued Features
<p>Formative</p> <p>Suggestions:</p> <p>a) Examine a selection of historic photographs of Aboriginal and South Sea Islander people as they were photographed by European settlers in the Herbert River district. What sorts of things do the photographs tell you?</p> <p>OR/AND</p> <p>b) Nywaigi people and Australian South Sea Islanders lived in very different shelters/housing structures traditionally, compared to Europeans. Compare Mungalla Homestead with a traditional gunya or grass hut. What do the different types of dwellings tell you about the lifestyle of the inhabitants?</p> <p>OR/AND</p> <p>c) Different indigenous Australian Aboriginal groups had different tools, weapons and cultural practices. What do the tools and weapons you saw at Mungalla and in photographs tell you about the way that the indigenous Australians hunted, gathered food, played, fought, entertained themselves, practised their religion and expressed themselves as artists, dancers and musicians? *this could also be considered as a third SUMMATIVE TASK with the Knowledge and Understanding emphasis being the relationship that these artefacts and material evidence say about the indigenous peoples' relationship with place and country.</p> <p>OR/AND</p> <p>d) James Cassady allowed time expired Kanakas (Australian South Sea Islanders)</p>		<p>Provide experiences and opportunities for students, through engaging activities, to develop their understanding of why the land encompassed by Mungalla Station is important to the Nywaigi and Australian South Sea Islander peoples. Feedback provided by the teacher will assist student learning by providing assistance and direction in their learning</p>	<p>Modifications may need to be made to assessment for it to be inclusive and cater for the needs of students who may have difficulty accessing the curriculum or those who achieve highly.</p>	<p>a) Explains actions and motives of people at the time. Examine photographs to compare experiences from different points of view. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. Evidence identified in sources.</p> <p>b) Explains the very different levels of technology available to the different groups and the different values relating to land ownership and conduct of daily life. Refer to individuals and groups: James Cassady, Nywaigi people and Australian South Sea Islanders. Develop texts (examples: Venn diagram, table, diagram) to illustrate understanding of different points of view and appreciation of diverse perspectives.</p> <p>c) Reflects on the 'technology' evidenced by the tools, weapons and artefacts seen demonstrated at Mungalla and illustrated in photographs. Develops texts (example: annotated grouped illustrations) to illustrate ability to identify, process and organise ideas and information. Evidence identified in sources.</p> <p>d) Reflects on the relationship of European settlers, the indigenous Australians and the South Sea Islanders who were brought to labour in the cane fields. Develops texts (example: a first person account presented as a small fold out concertina booklet and illustrated) to illustrate understanding of different points of view and appreciation of diverse perspectives and to demonstrate ability to identify, organize and process information.</p>

<p>to camp on Mungalla and the location of their former camp sites and burial sites can be identified by the traditional owners today. Why were the Australian South Sea Islanders brought to Australia? Where did they come from? How were they brought to Australia? What work did they do on the cane fields of the Herbert River area? Why is Mungalla important today to them as well as the Nywaigi people?</p> <p>OR/AND</p> <p>e) Today Mungalla Station is a working cattle station and a rehabilitated wet land. It is also a tourist and school excursion destination . What did you see happening on Mungalla Station that told you that it is important to the Nywaigi and Australian South Sea Islander people? In what way does it help these groups maintain traditional culture, practices and knowledge.</p>				<p>e) Poses questions and responds by identifying, reflecting, organizing and processing information gained from personal observation, teacher exposition, prior completed tasks and Mungalla elders’ stories and tour. Responses to questions will illustrate an ability to consider alternatives (being, what if indigenous peoples were denied access to traditional lands or were prevented from learning, sharing and maintaining traditional practices?)</p>
<p>Summative</p> <p>1. A TIMELINE which includes annotated drawings and dates of PAST and PRESENT happenings which may include:</p> <ul style="list-style-type: none"> .suggested time period when first of the indigenous peoples’ ancestors arrived on the Australian continent 50 000 to 60 000 years ago .discovery by Captain James Cook 1770 .settlement by First Fleet 1788 .Queensland colony created 1859 .discovery of the Herbert River area by Europeans 1864 .first settlement of Herbert River area by Europeans (Henry Stone) 1869 .arrival of first Australians South Sea Islanders (Kanakas) in Queensland 1863 .establishment of first sugar plantation and mill in Herbert River area 1872 .purchase of Mungalla by James Cassady 1882 		<p>TIMELINE: Annotated drawings in chronological order</p> <p>RESEARCH TASK: Posing of questions and planning includes a concept map. Task is completed as a table.</p>		<p>Knowledge and Understanding –</p> <ul style="list-style-type: none"> • The effects, short and long term, of the European arrival in Indigenous homelands, that became the Herbert River district, on not only the Indigenous peoples, but other groups such as the Australian South Sea Islanders and also the flora and fauna. • The importance of Country and Place to Aboriginal and Australian South Sea Islander peoples who belong to the Herbert River area. <p>Skills –</p> <ul style="list-style-type: none"> • Compose spoken, written, visual and multimodal learning area texts using language to interact with others while illustrating knowledge of text structures,

<p>.Indigenous people from Palm Islands and the Herbert River Valley 'toured' in the 1883 circus season in America as part of Phineas T. Barnum's <i>Ethnological Congress of Strange Savage Tribes</i></p> <p>.death of James Cassady 1902</p> <p>. First law for deportation of Australian South Sea Islanders back to their islands Pacific Island Labourers Act 1901</p> <p>.final deportation of Australian South Sea Islanders back to their islands 1908</p> <p>.death of Frank Cassady 1936</p> <p>PRESENT</p> <p>.grant of Mungalla to Nywaigi Land Corporation 1999</p> <p>.current activities on Mungalla Station 2015+</p> <p>2. RESEARCH TASK: Focus: Nywaigi people or Australian South Sea Islander (Kanakanaka) people. Topic: Mungalla – significant country.</p> <p>1.Students frame questions specific to their particular focus: Who, What, When, Where, Why and How on a concept map.</p> <p>2.Students complete the research task as summarized information on a table.</p>								<p>text cohesion, sentence structures and words and word groups</p> <ul style="list-style-type: none"> • Understand learning area vocabulary • Understand how visual elements create meaning • Construct a timeline • Identify and clarify information and ideas • Organise and process information • Consider alternatives • Appreciation diverse perspectives • Generate ideas, plans and processes • Generate solutions to challenges and learning area tasks • Collaborate, share and exchange
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Learning experiences and teaching strategies	Adjustments for needs of learners	Resources
<p>IMPORTANT TEACHER NOTE: This unit refers to Australian South Sea Islanders who are the descendants of people from over 80 islands in the Western Pacific These islands include Solomon Island and Vanuatu (the former New Hebrides) in Melanesia; and the Loyalty Islands, Samoa, Kiribati, Rotuma and Tuvalu which are in Polynesia and Micronesia. Australian South Sea Islanders are the descendants of those people who were recruited to work as sugar field labour in Queensland in the nineteenth century to early twentieth century. Since 1994 following a report – <i>Call for Recognition Report</i> - by the Human Rights and Equal Opportunity Commission which investigated their social and economic situation compared to that of wider Australian community, Australian South Sea Islanders are recognized as a distinct ethnic minority group within Australia identified by their own distinct history and culture.</p> <p>These Australian South Sea Islanders have commonly been referred to as Kanakas, which means "man" and comes from a Polynesian word, 'tangata', The term today is considered derogatory for its connotations of exploitation of Islander people by white planters.</p> <p>While some of the people brought to work in the sugar fields, as indentured labour or Kanakas, were from the Torres Straits most were from outside that area and not from land that was under the political jurisdiction of Queensland</p> <p>Indigenous to Australia are the indigenous Aboriginal peoples AND the Torres Strait Islanders because they are the indigenous people of the Torres Strait Islands which are part of Queensland, Australia. Torres Strait Islanders are culturally and genetically Melanesian people like the people of Papua New Guinea. They are distinct from the Aboriginal people of the rest of Australia, and are generally referred to separately</p>	<p>Teachers will need to be aware of cultural sensitivities of the Indigenous students in their class.</p> <p>These sensitivities may relate to photographic images of deceased persons or to content of the primary sources which may cause distress due to its explicit nature.</p>	<p>PRIMARY SOURCES</p> <p>NEWSPAPERS, PAMPHLETS, DIARIES, MAPS</p> <p>(NOTE TO TEACHERS: THIS IS NOT AN EXHAUSTIVE LIST. FOR TEACHER INFORMATION THERE ARE NUMEROUS HISTORICAL NEWSPAPER ARTICLESTO BE FOUND ON TROVE WHICH CLEARLY, AND WITH THE RHETORIC OF THE TIME, DETAIL THE EUROPEAN ATTITUDES TO THE INDIGENOUS PEOPLES AND THE CONFLICT THAT ENSUED). THERE ARE ARTICLES SPECIFIC TO THE HERBERT RIVER AREA INCLUDING LETTERS WRITTEN BY JAMES CASSADY AND THOSE WHO CRITICIZED HIM AND DISAGREED WITH HIM. IT IS NOT SUGGESTED THAT THEY ARE SOURCES APPROPRIATE FOR USE AT YEAR 3 LEVEL BUT ARE VITAL FOR INFORMING TEACHER EXPOSITION.</p> <p>(NOTE TO TEACHERS: THE ITEM MARKED * ARE HELD BY MUNGALLA STATION)</p> <p>*Brochure: The Human Circus and the Story of Mungalla</p> <p>*The fauna & flora of Mungalla Station. Commemorating 10 years of the Handback of Mungalla Station to its Traditional Owners</p> <p>Hunt, Charles Henry, Herbert River Views, 1881, Sepia wash drawing printed in illustrated Sydney News, 29 October, 1881</p> <p>*Mungalla Past and Present</p> <p>*Photographic albums – Mungalla website http://www.mungallaaboriginaltours.com.au/gallery/event/historical</p> <p>UNPUBLISHED SOURCES</p> <p>*Botanical Inventory of the Mungalla Coastal Habitats ACTFR Report NO. 08/15 September 2008</p> <p>Mungalla Stud via Ingham</p> <p>*Report on a cultural values and significance assessment at Mungalla Station, Ingham, North Queensland (a part of the Mungalla Coastal Habitat Management Project) for Nywaigi Land Corporation, Giringun Aboriginal Corporation and Australian Government Envirofund, March 2009</p>

since 1990 when their status as a separate Indigenous group within Australia was acknowledged with the formation of the Aboriginal and Torres Strait Islander Commission.

Over time intermarriage with Aboriginal and Torres Strait Islander peoples has resulted in many Australian South Sea Islanders claiming a mixed ancestry.

Key Question: Who lived here first and how do we know?

a) TEACHER EXPOSITION: Setting the scene: Settlement of Herbert River area within the context of the wider settlement of Australia

.Indigenous inhabitants: linguistic groups Nywaigi (Njawaygi)* – southwest of the Herbert River in the rainforest, Wargamay* in the coastal sclerophyll forest country –and Bandyin* – on Hinchinbrook Island and at Lucinda Point on the mainland. Within these there were smaller social units or family groups. Each family group had its own territory.

.trade, social interactions and movement occurred over each other's territories.

.led a hunting and gathering lifestyle

.Herbert River area was a relatively stable and resource rich environment reflected in

.degree of equipment specialization and the impressive craftsmanship of that equipment

.George Elphinstone Dalrymple led expeditions to survey coast for suitable locations for ports to access and service the potential of the hinterland.

.Rockingham Bay considered suitable but discarded for a site one mile up the beach (became Cardwell)

.Arthur Scott and Dalrymple established port and found way over the Seaview Range opening up the Herbert River Valley to Europeans 1864.

.in 1869 Henry Stone took up permanent residence in the Herbert River Valley at Stone Hut located on Trebonne Creek (first permanent European resident in area).

.Pastoralists led the European settlement of the Herbert River Valley followed by:

*there are alternative spellings

*Richard Wallace, Mungalla, Aboriginal Language Legends and notes

*A Strategy for the Management of the Mungalla Wetlands

*Talking Points for Elements of the Captive Lives Exhibition

LECTURES AND JOURNAL ARTICLES

Allingham, Anne, "Pioneer Squatting in the Kennedy District" in Lectures on North Queensland History, Second Series, James Cook University, 1975, p.p.77-96

Braywhaw, Helen, "Aboriginal Material Culture in the Herbert/Burdekin District: a Cultural Crossroads?" in Lectures on North Queensland History, Second Series, James Cook University, 1974, p.p.139-152

Loos, N.A. "Aboriginal Resistance on the Mining, Rainforest and Fishing Frontier" in Lectures on North Queensland History, James Cook University, 1974, p.p.163-176

Loos, N.A. "A Conflict of Faiths: Aboriginal Reactions to Christian Missions in North Queensland" in Lectures on North Queensland History, Second Series, James Cook University, 1975, p.p. 47-56

Loos, N.A. "Aboriginal Resistance in North Queensland" in Lectures on North Queensland History, Third Series, James Cook University, 1979, p.p.233-246

Loos, Noel, The History of North Queensland in Black and White: A Personal Retrospective, Lecture presented at CitiLibraries-Thuringowa, 7 July 2008

Mercer, Patricia, "Pacific Islanders in Colonial Queensland, 1863" in Lectures on North Queensland History, James Cook University, 1974, p.p. 101-120

Moore, C.R. "Whips and Rum Swizzles" in Lectures on North Queensland History, James Cook University, 1975, p.p. 119-134

Moore, Clive, The Visual Heritage of Australian South Sea Islanders 7

Richards, Jonathan, 'Black Troopers': Native Police operations in the Townsville district 74 in

Selected lectures on Queensland History from the Lectures in Queensland History Series 30 November 2009 –27 February 2012

Reynolds, Henry, "Settlers and Aborigines on the Pastoral Frontier" in Lectures on North Queensland History, James Cook University, 1974, p.p.153-162

.land taken for agricultural purposes particularly sugar

INQUIRY:

Students will examine the following sub-question to learn about how and why European settlement came about in Indigenous homelands:

What did European settlers come to the Herbert River district to do?

- . occupy for Britain
- . exploit for economic gain
- . settlement for: pastoralism, agriculture, mining, ports and townships
- .belief that the continent was unoccupied by any people ie: the land was an empty land
- .belief that the Indigenous people were doomed for extinction and the destruction of Indigenous society was inevitable

LEARNING EXPERIENCES: Wordles, Venn diagrams; Cause and Effect sequencing; Brainstorming and mind mapping of ideas and concepts; Matching games: words-definitions; emotions-events; role playing.

TEACHER NOTE: Groundwork for Summative Task 1: timeline.

b) TEACHER EXPOSITION: The responses of the indigenous peoples and the Europeans as they tried to live with one another/competed for resources within the Herbert River area.

EUROPEAN

- . fear
- . could not understand Indigenous relationships with and use of the land's resources
- . violence and use of Native Police force to control Indigenous inhabitants

OR

- .sympathy
- . attempts to get along with the indigenous people
- . provision of food, provision, area to camp, employment

OR

- . compassion that was misguided and resulted in:
- . removal to reserves, missions
- . removal of children (Stolen Generation)

INDIGENOUS

- .initial welcome
- .incomprehension of European concepts of ownership

Reynolds, Henry, "Racial Violence in North Queensland" in Lectures on North Queensland History, Second Series, James Cook University, 1975, p.p.21-30

Reynolds, Henry, "Fringe Camps in Nineteenth Century Queensland" om Lectures on North Queensland History, Third Series, James Cook University 1979, p.p. 247-260

SECONDARY SOURCES FOR TEACHERS

(NOTE TO TEACHERS: THERE ARE MANY APPROPRIATE YEAR LEVEL RESOURCES IN EVERY SCHOOL LIBRARY WHICH WILL INFORM GOOD TEACHER EXPOSITION.

The Aboriginal education K-12 resource guide developed by the Aboriginal Studies Team in collaboration with the Library and Information Literacy Team, Professional Support and Curriculum Directorate, and the NSW Aboriginal Education Consultative Group Incorporated (to be found at <http://www.curriculumsupport.education.nsw.gov.au/schoollibraries/assets/pdf/aboriginalresourceguide.pdf>) is an excellent guide to resources (even if NSW based).

Allingham, Anne, "Taming the Wilderness": the First Decade of Pastoral Settlement in the Kennedy District, Studies in North Queensland History No.1, History Department, James Cook University of North Queensland, 1988

Bolton, G.C. A Thousand Miles Away. A History of North Queensland to 1920, Australian National University Press, Canberra, 1972. See Chapter 2 Overlanders, 1861-70; Chapter 4 Planters, 1865-78; Chapter 5 Squatters and Aborigines, 1870-90; Chapter 7 Pacific Islanders, 1878-89

Bottoms, Timothy, Conspiracy of Silence. Queensland's frontier killing times, Allen & Unwin, 2013

Brayshaw, H. Well Beaten Path, James Cook University, 1990

Broon, Richard, Aboriginal Australian., A History since 1788, Allen & Unwin, Crows Nest, 2010

Carter, David, Dispossession, dreams & diversity. Issues in Australia Studies, Pearson Education, Frenchs Forest, 2006. See: Chapter 4 Aboriginal history and Australian history

Dugan, Michael, Aboriginal Australia, Macmillan, 1998 (Discoveries and innovations)

Fforde, Cressida, Hubert, Jane and Turnbull, Paul, The Dead and their Possessions. Repatriation in principle, policy and practice, Routledge Taylor & Francis Group, New York, 2002. See Chapter 5 Turnbull, Paul, Indigenous Australia people, their defence of the dead and native title, p.p.63-86

<p>.fear . desperation in the face of loss of access to food sources . killing of European livestock for food . violence towards settlers . compromise in order to survive .adoption of European ways and customs</p> <p>INQUIRY: Students will examine the following sub-question to learn about how the encounter with Europeans affected the indigenous peoples. What sorts of things do photographs tell you about how encounter with Europeans affected the Indigenous peoples? LEARNING EXPERIENCES: A reading of Williams, Edna Tantjingu, Wingfield, Eileen Wani & Mcinerney, Kunyi June-Anne <i>Down the hole: up the tree, across the sandhills, running from the state and Daisy Bates IAD, 2000</i> or <i>Billie Dean, In Search of the Setting Sun, Longman, 1997 (topic -Stolen Generation)</i> or <i>Sally Morgan, In Your Dreams, Freemantle Arts Centre Press, 1997 (topic – Aboriginal kinship)</i> or similar book which introduces these sensitive topics from a child’s point of view. Viewing of historic photographs and response activities. Brainstorming and mind mapping activities, emotions-events, role playing activities. TEACHER NOTE: Formative task a) fits well here.</p> <p>c) TEACHER EXPOSITION: In the Herbert River area Indigenous Australians and Europeans inhabited their place or country in very different ways. EUROPEANS: .fenced properties .introduced cloven hoofed animals: cattle, sheep and goats .individual land ownership .individual ownership of property .monetary system .Westminster system of Government .various religious denominations .wore layers of clothing .lived in elaborate houses .used metal tools</p>		<p>Kaus, David, “History of Aboriginal Breastplates” in Unreal Shields. Revisiting Kingplates – creating etchings with attitude, Tropical North Queensland TAFE, 2006? p.p.25-32</p> <p>*Leo, Dena and Pentecost, Leigh, Nywaigi Country. Our Plants & their Cultural Uses, A guide to Botanical Species in Nywaigi Traditional Country and their Cultural Uses. Wet Tropics of North East Queensland Australia, Girringun Aboriginal Corporation & Nywaigi Land Corporation, 2011</p> <p>Lumholtz, Carl, Among Cannibals: Account of Four Years Travels in Australia, and of Camp Life with the Aborigines of Queensland, Australian National University Press, Canberra, 1980</p> <p>*Poignant, Roslyn, Professional Savages Captive Lives and Western Spectacle, A UNSW Press book, Sydney, 2004</p> <p>Reynolds, Henry, With the White People. The crucial role of Aborigines in the exploration and development of Australia, Penguin Books Australia Ltd., Ringwood Victoria, 1990. See also the other of Henry Reynold’s books: Aborigines and Settlers, Race Relations in North Queensland, Frontier, The other Side of the Frontier, The law of the Land, and Dispossession</p> <p>Vidonja Balanzategui, Bianca, The Herbert River Story, Hinchinbrook Shire Council, Ingham 2011</p> <p>WEBSITES</p> <p>(NOTE TO TEACHERS: THIS IS NOT AN EXHAUSTIVE LISTING AND TEACHERS ARE ENCOURAGED TO SEARCH OUT OTHER SITES)</p> <p>TEACHER REFERENCE:</p> <p>Chapter 1 First Australians http://www.jaconline.com.au/humanitiesalive/ha3/downloads/HA3_01.pdf</p> <p>Aboriginal societies: the experience of contact http://www.alrc.gov.au/publications/3.%20Aboriginal%20Societies%3A%20The%20Experience%20of%20Contact/changing-policies-towards-aboriginal</p> <p>H.J.Irvine Sweet and Sour: Accounting for South Sea Islanders labour at a North Queensland sugar mill in the late 1800s, University of Wollongong, Research Online, 2004 o.uow.edu.au/cgi/viewcontent.cgi?article=1133&context=commpapers</p> <p>European discovery and the colonisation of Australia http://australia.gov.au/about-australia/australian-story/european-discovery-and-colonisation</p> <p>Indigenous culture and history</p>
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- .used guns for hunting and warfare
- .settled in fixed locations and established villages and cities
- .stored food
- .introduced domesticated grains and vegetables and fruits and farmed these by tilling the land
- .mined minerals
- .attempted to control and shape environment: windmills, dams, roads, bridges etc.....

INDIGENOUS:

- .hunting and gathering lifestyle but described as and this is in reference to those who lived in the rain forest for example:
 - ."Far from being 'simple hunter-gathers' were ecological sophisticates who exploited the resources of the rain forests extensively and selectively."
- . little storage of food
- .seasonal variations determined food sources and diet
- .no tilling of land to grow crops
- .no individual land or property ownership
- .family groups with linguistic groups occupied own territory of which they could be fiercely protective on one hand or permit on the other hand trade, social interactions and movement over each other's territories
- .stone age culture but nevertheless revealing degree of equipment specialization and the impressive craftsmanship of that equipment often with beautiful decoration.
- .used body ornament and decoration and 'clothing' as dictated by climatic conditions.
- .sacred and associated rituals reflected the relationship with the land of Herbert River Valley and their own .
- .Mungalla elders refer to *Tjukurpa*, which they identify as a complex set of laws and beliefs (and for which there is no equivalent English word) that the Nywaigi followed strictly to maintain their society, ecology and culture.
- .each language groups sustained their ancestral link and spirituality by:
 - their connection with land which they believed was given them by ancestral beings
 - own history, beliefs and laws
 - their own land was important because it was on that

<http://www.australia.gov.au/topics/culture-history-and-sport/indigenous-culture-and-history>

TIMELINE:

<https://www.humanrights.gov.au/timeline-history-separation-aboriginal-and-torres-strait-islander-children-their-families-text>

Aboriginal DNA dates Australian arrival Friday 23 September 2011, ABC Science
<http://www.abc.net.au/science/articles/2011/09/23/3323640.htm>

LAND RIGHTS/HUMAN RIGHTS:

High Court decision on *Mabo* at: <http://www.austlii.edu.au/au/cases/cth/HCA/1992/23.html>

RECONCILIATION:

'Whatever happened to Reconciliation?' speech by Dr William Jonas at the media conference to launch the *Social Justice Report 2001* and the *Native Title Report 2001*:
http://www.humanrights.gov.au/about/media/speeches/social_justice/what_happened_reconciliation.html

Social Justice Report 2001 – Reconciliation Progress
 Report: http://www.humanrights.gov.au/social_justice/sj_report/sjreport01/chapter6.html

National Apology transcript – AIATSIS –
<http://www1.aiatsis.gov.au/exhibitions/apology/sorry.html>

'Response to Government to the National Apology to the Stolen Generations' by Tom Calma – 13 February
 2008:
www.humanrights.gov.au/about/media/speeches/social_justice/2008/20080213let_the_healing_begin.html

<http://www.racismnoway.com.au/teaching-resources/factsheets/52.html>

PATERNALISM:

See Skirwk Online Education: Year 9 NSW Changing rights and freedoms – Aboriginal people – The Aboriginal Experience – Paternalism and Protection Policy

http://www.skirwk.com/p-c_s-14_u-120_t-327_c-1124/paternalism-and-protection-policy/nsw/paternalism-and-protection-policy/changing-rights-and-freedoms-aboriginal-people/the-aboriginal-experience

land that they hunted and practiced their religion -each language group kept up links with other similar language groups by exchanging information, goods, artefacts and songs and by meeting to organize marriages and joint ceremonies.

INQUIRY:

Students will examine the following sub-questions to learn about how Indigenous Australians and Europeans inhabited their place or country in very different ways.

1. What do the different types of dwellings tell you about the lifestyle of the inhabitants?

2. What do the tools and weapons you saw at Mungalla and in photographs tell you about the way that the indigenous Australians hunted, gathered food, played, fought, entertained themselves, practised their religion and expressed themselves as artists, dancers and musicians?

LEARNING EXPERIENCES: A visit to Mungalla for tour and information gathering would be appropriate at this stage. Students could complete annotated grouped illustration, Venn diagram, table or other diagram to illustrate ability to identify, process and organise information ideas and information.

d) TEACHER EXPOSITION: James Cassady allowed time expired Kanakas (Australian South Sea Islanders) to camp on Mungalla and the location of their former camp sites and burial sites can be identified by the traditional owners today.

.a shortage of satisfactory labour, high wage rates demanded by the few white workers combined with both a tradition of slave or indentured labour used by sugar plantations and the thinking of the time that white people could not work in the tropics without detriment to their health led to the use of South Sea Islander labour on Queensland sugar plantations.

.arrival of first Australians South Sea Islanders (Kanakas) in Queensland **1863**

.establishment of first sugar plantation and mill in Herbert River area **1872**

.James Cassady took up a pastoral run in **1882**. He was one European settler in the Herbert River area, who was prepared to stand up to the authorities in order to protect the Indigenous and South

The ethics of paternalism in Aboriginal Policy

<http://www.eurekastreet.com.au/article.aspx?aeid=38226#.VEhtMPmSwQk>

Sydney Morning Herald: Indigenous welfare policy wrong: bishops

<http://news.smh.com.au/breaking-news-national/indigenous-welfare-policy-wrong-bishops-20100615-ybuj.html>

ABC Kimberly 15 May 2013 Federal Budget's income management leaving Indigenous people hungry: health worker <http://www.abc.net.au/local/stories/2013/05/15/3759780.htm>

News ABC 5 August 2014 Noel Pearson disputes Nova Peris's view on income management in Aboriginal communities <http://www.abc.net.au/news/2014-08-05/nova-peris-noel-pearson-debate-aboriginal-income-on-qanda-nt/5649010>

Australian Government Department of Social Services Families and Children Myths and Facts about income management <https://www.dss.gov.au/our-responsibilities/families-and-children/programs-services/income-management/myths-and-facts-about-income-management>

Solidarity.net.au Abbots attitude to Aboriginal people show a new paternalism

<http://www.solidarity.net.au/aboriginal/abbotts-attitude-to-aboriginal-people-shows-a-new-paternalism/>

ABORIGINAL STEREOTYPES:

Stereotypes and prejudice of 'Aboriginal Australia'

<http://www.creativespirits.info/aboriginalculture/people/stereotypes-prejudice-of-aboriginal-australia>

Photo: <https://www.facebook.com/mungalla.tours/photos/a.490133134370042.129745.4796160>

Article: <https://www.facebook.com/mungalla.tours/photos/a.490133134370042.129745.4796160>

The story of Jack Ado in the article is in the same vein as the **Darktown** Cartoons about American good article about them: <http://mulattodiaries.com/2010/02/18/darktown/>

The story of Jack Ado in the article is in the same vein as the Darktown Cartoons about American negroes, reinforcing racial stereotypes. See this article to see the similarities:

<http://mulattodiaries.com/2010/02/18/darktown/>

SOUTH SEA ISLANDERS:

Australian Human Rights Commission: eRace Archives – A History of South Sea Islanders in Australia <https://www.humanrights.gov.au/erace-archives-history-south-sea-islanders-australia>

Australian Human Rights Commission: eRace Archives – Australian South Sea Islanders – A

Sea Islander peoples. For doing so he was labelled by his neighbours as a “black protector”.

. while some of these labourers came freely, many were enticed under false pretences or even kidnapped or “black-birded”

.while the worst excesses of African slavery were not enacted in the Queensland sugar fields, life was not easy for the South Sea Islanders and the death rate was high due to encountering unfamiliar diseases, change of diet, unaccustomed climatic conditions, homesickness and distress from breakdown of and absence of traditional familial and cultural supports

.both women and men did field work. Field work included, hoeing, cleaning cane, cutting cane, loading cane, planting and fertilizing cane. Some Kanaka men also assumed other roles such as overseer while the women could work in the plantation house as nannies and house maids.

.use of South Sea Islander (Kanaka) labour on Herbert River cane fields continued until the abolition of that labour (last removed **1908**)

.a number were allowed to stay in the district and were not forcibly returned to their islands

.they continued to work as free labour or owned small farms of their own.

INQUIRY:
Students will examine the following sub-questions to learn about the Australian South Sea Islander (Kanaka) experience.

- 1. Why were the Australian South Sea Islanders brought to Australia?**
- 2. Where did they come from? How were they brought to Australia?**
- 3. What work did they do on the cane fields of the Herbert River area?**
- 4. Why is Mungalla important today to them as well as to the Nywaigi people?**

LEARNING EXPERIENCES: Students could watch *Pacific Stories Sugar Slaves* <http://www.abc.net.au/pacificstories/pacificstories.htm>. Formative task d) could be completed at this stage. It is suggested that it could take the form of a

century of race discrimination under Australian law <https://www.humanrights.gov.au/erace-archives-australian-south-sea-islanders>

Australian South Sea Islanders Port Jackson – Australian South Sea Islander Chronology <http://www.assipj.com.au/australian-south-sea-islander-historical-chronology/>

ABC North Queensland – Mungalla A Meeting of Cultures 8 April 2009 <http://www.abc.net.au/local/stories/2009/04/08/2538633.htm>

Imelda Miller, Sugar slaves
Queensland Historical Atlas
<http://www.qhatlas.com.au/content/sugar-slaves>

Pacific Stories Sugar Slaves
<http://www.abc.net.au/pacificstories/pacificstories.htm>

MUNGALLA:

Rebirth of Country for Mungalla Wetlands. News @ CSIRO
<http://csironewsblog.com/2013/07/10/naidoc-week-rebirth-of-country-for-mungalla-wetlands/>

Mungalla Aboriginal Business Corporation Mission Statement
http://juwarki.org.au/wp-content/uploads/2012/07/Mungalla-Prospectus_2012.pdf

PROCEEDINGS OF THE AUSTRALIAN RANGELAND SOCIETY BIENNIAL CONFERENCE Official publication of The Australian Rangeland Society
<https://www.austrangesoc.com.au/userfiles/file/2012%20ARS%20Conference/Poster%203-3%20Michael%20Nicholasx.pdf>

MUNGALLA ABORIGINAL TOURS
<http://www.mungallaaboriginaltours.com.au/about/about-mungalla>

Cassady Family – 1849
Posted by David Roche under Cassady
<http://www.silverpixel.biz/rocheburley/?p=96>

JUNIOR LITERATURE:

Williams, Edna Tantjingu, Wingfield, Eileen Wani & Mcinerney, Kunyi June-Anne
Down the hole: up the tree, across the sandhills, running from the state and Daisy Bates IAD, 2000

Billie Dean, *In Search of the Setting Sun*, Longman, 1997

Sally Morgan, *In Your Dreams*, Freemantle Arts Centre Press, 1997

first person account presented as a small fold out concertina booklet and illustrated. This activity would promote reflection on the relationship of European settlers, the indigenous Australians and the South Sea Islanders who were brought to labour in the cane fields.

TEACHER NOTE: At this point students could be thinking about and researching their **SUMMATIVE TASK 2 – Research Task.**

c)TEACHER EXPOSITION: Today Mungalla Station is a working cattle station and a rehabilitated wet land. It is also a tourist and school excursion destination.

.the Mission statement states that Mungalla fosters “Aboriginal cultural values by building economic and cultural opportunities through the careful use of our country as a legacy for our children”.

.Mungalla shares the rich history and culture of Mungalla Station through tours for tourists and students alike.

. visitors can experience a working Aboriginal-owned cattle station. Mungalla has a breeder herd of quality Brahman and Droughtmaster cattle and cattle agistment provides a viable and sustainable income

- visitors learn about the rich European, Islander and Aboriginal history associated with the property and the unique story of reconciliation.

- visitors participate in traditional cultural activities – artefact display, boomerang and spear throwing.

- visitors can purchase authentic local Aboriginal Arts and Crafts, view birdlife, wetlands, and large saltwater crocodiles. Mungalla has developed a “Wetlands Management Strategy” and formed partnerships with CSIRO, Hinchinbrook Shire Council, Herbert River Catchment Group, Terrain and the North Queensland Dry Topics.

- visitors can learn about the exploitation of the people from the “National Tambo Exhibition” located in the Homestead Museum.

- Mungalla aims to provide meaningful long term paid employment and build self esteem within indigenous families in the local community through the entrepreneurial utilization of Mungalla Station.

Mungalla Aboriginal Business Corporation for

<p>Business and the The Nywaigi Land Aboriginal Corporation are registered indigenous Corporations and are non profit organisations. Memberships for both incorporations are made up of seven original Nywaigi clans which represents approximately 600 recognised traditional owners.</p> <p>INQUIRY:</p> <p>Students will examine the following sub-questions to learn about how Mungalla today is endeavouring to reinforce for both the Nywaigi and the Australian South Sea Islanders a sense of place and country within the Herbert River area.</p> <p>1.What did you see happening on Mungalla Station that told you that it is important to the Nywaigi and Australian South Sea Islander people?</p> <p>2.In what way does it help these groups maintain traditional culture, practices and knowledge.</p> <p>LEARNING EXPERIENCES: Formative task e) could be completed at this stage. This task: pose questions and respond by identifying, reflecting, organizing and processing information gained from personal observation, teacher exposition, prior completed tasks and Mungalla elders’ stories and tour.</p> <p>TEACHER NOTE: Formative task e) will prepare the students for SUMMATIVE TASK 2 – Research Task.</p>		

Ways to monitor learning and assessment

Use
feedback

Assessment alone will not contribute significantly to improved learning. It is what teachers and students do with the assessment information that makes a difference.

At the end of the unit, teachers identify what worked well. This is an opportunity to self-reflect and to improve student learning.

AUSTRALIAN CURRICULUM YEAR 3 HISTORY STANDARD ELABORATIONS

Mungalla Unit

SUMMATIVE TASK 1: A TIMELINE which includes annotated drawings and dates of PAST and PRESENT happenings in chronological order.

SUMMATIVE TASK 2: RESEARCH TASK: Focus: Nywaigi people or Australian South Sea Islander (Kanakanaka) people. Topic: Mungalla –significant country.

1. Students frame questions specific to their particular focus: Who, What, When, Where, Why and How on a concept map.

2. Students complete the research task as summarized information on a table.

Achievement Standards expected

By the end of Year 3, students explain how communities changed in the past. They describe the experiences of an individual or group. They identify events and aspects of the past that have significance in the present.

Students sequence events and people (their lifetime) in chronological order, with reference to key dates. They pose questions about the past and locate information from sources (written, physical, visual, oral) to answer these questions. Students develop texts, including narratives, using terms denoting time.

Year 3 History standard elaborations

		A	B	C	D	E
The folio of student work has the following characteristics:						
Understanding and skills dimensions	Historical knowledge and understanding	<u>comprehensive</u> explanation of how communities changed in the past	<u>detailed</u> explanation of how communities changed in the past	explanation of how communities changed in the past	<u>description</u> of changes in communities in the past	<u>statements about</u> changes in communities in the past
		<u>comprehensive</u> description of the experiences of an individual or group	<u>detailed</u> description of the experiences of an individual or group	<u>description</u> of the experiences of an individual or group	description of <u>aspects of</u> the experiences of an individual or group	<u>statements about</u> the experience of an individual or group
		<u>identification</u> and <u>explanation</u> of events and aspects of the past that have significance in the present	<u>identification</u> and <u>description</u> of events and aspects of the past that have significance in the present	<u>identification</u> of events and aspects of the past that have significance in the present	<u>identification</u> of <u>aspects of</u> events and aspects of the past	<u>statements about</u> events and aspects of the present
	Questioning and researching	posing of questions about the past and <u>location</u> and <u>considered</u> <u>use</u> of information from sources (written, physical, visual, oral) to <u>effectively</u> answer these questions	posing of questions about the past and <u>location</u> and <u>informed</u> <u>use</u> of information from sources (written, physical, visual, oral) to <u>effectively</u> answer these questions	posing of questions about the past and <u>location</u> and <u>use</u> of information from sources (written, physical, visual, oral) to answer these questions	posing of questions about the past and <u>location</u> and <u>use</u> of information from sources to answer <u>aspects of</u> these questions	<u>use</u> of questions about the past and <u>location</u> of information
		<u>comparison</u> of objects from the past to present to <u>draw</u> <u>reasoned conclusions about</u> <u>change</u>	<u>comparison</u> of objects from the past and present to <u>draw</u> <u>conclusions about</u> <u>change</u>	<u>comparison</u> of objects from the past and present	<u>description</u> of objects from the past and present	<u>statements about</u> objects from the past and present

		A	B	C	D	E
The folio of student work has the following characteristics:						
Understanding and skills dimensions	Communicating	accurate and detailed sequencing of events and people's lifetimes in chronological order with reference to relevant key dates	detailed sequencing of events and people's lifetimes in chronological order with reference to relevant key dates	sequencing of events and people's lifetimes in chronological order with reference to key dates	partial sequencing of events and people's lifetimes in chronological order with reference to dates	listing of events and people's lifetimes
		development of texts, including narratives, with considered use of relevant terms that denote time.	development of texts, including narratives, using relevant terms that denote time.	development of texts, including narratives, using terms that denote time.	development of texts, including narratives, using everyday language.	development of aspects of texts, including narratives, using everyday language.

Key	Shading emphasises the key aspects of the achievement standard and qualities that discriminate between the A–E descriptors
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