

Year 8 Teacher Guide: Government House, Darwin

Our Identity

Learning Area: Civics and Citizenship **Stage of Schooling:** Year 8

Topic: Influences on the Australian national identity

Knowledge and Understanding:

Students will investigate how national identity can shape a sense of belonging in Australia's multicultural society.

Achievement Standard:

By the end of Year 8, students analyse features of Australian democracy, and explain features of Australia's democracy that enable active participation. They recognise different types of law in Australia and explain how laws are made. They identify the diverse belief systems in Australia and analyse issues about national identity and the factors that contribute to people's sense of belonging.

When researching, students develop a range of questions to investigate Australia's political and legal systems and critically analyse information gathered from different sources for relevance. They explain different points of view on civics and citizenship issues. When planning for action, students take into account multiple perspectives, use democratic processes, and develop solutions to an issue. Students develop and present reasoned arguments on civics and citizenship issues using appropriate texts, subject-specific language and concepts. They identify ways they can be active and informed citizens in different contexts.

Inquiry Questions:

What different perspectives are there about national identity?

Lesson: Our Identity

Learning Intention:

Students will use the tour to investigate personal stories that explore how individuals relate to national identity and how it impacts on their sense of belonging in the Australian community.

Success Criteria:

Students will -

Question and Research: How has the identity of Aboriginal people changed over time?

Analyse and Interpret: What is the evidence to show how the treatment and view of Aboriginal people has changed over time?

Problem solve and Decision Making: How can we create a sense of belonging for all people in the Northern Territory?

Communication and Reflection: What can we all do to ensure the Northern Territory is more multi-culturally inclusive and that everyone has a sense of belonging to the community?

Supporting Materials:

Story 1: House Boys Employed at Government House in the Past

<https://dtsc.nt.gov.au/arts-and-museums/northern-territory-archives-service/stories-from-the-archives/houseboys-darwin#heading0>

Story 2: The Story of Ayaiga, an Aboriginal Man Presented with the Albert Award at Government House

<https://ntl.nt.gov.au/story/story-ayaiga>

Story 3: Dick Butler, a World War 2 Soldier

<https://www.ntlis.nt.gov.au/placenames/view.jsp?id=5478>

<https://researchoutput.csu.edu.au/ws/portalfiles/portal/21569906>

Watch: <https://www.sbs.com.au/ondemand/video/736892995928/our-stories-richard-butler-black-watch>

Story 4: The Government House Totem Poles

<http://www.tiwicollege.com/culture.php>

Story 5: The Six Seasons Depicted at Government House.

<https://parksaustralia.gov.au/kakadu/discover/nature/seasons/>

Download and study the calendar from: <https://www.csiro.au/en/Research/Environment/Land-management/Indigenous/Indigenous-calendars/Kunwinjku>

Possible Activities:

Excursion Activity 1. Redesign a Room.

School Activity 1. Sequence in Time

School Activity 2. Compare the Actions

School Activity 3. Attitudes and Identity

School Activity 4. Their Contribution

Suggested Sequence:

a. School Activity 1. Sequence in Time. Read the stories about Aboriginal people and their links to Government House. Sequence the different stories in time.

b. School Activity 2. Attitudes and Identity.

Compare and contrast the identity of Aboriginal people from the stories. Use a table to show:

- the attitudes of others
- the recognition for skills or abilities
- the valuing of culture and country

c. School Activity 3. Their Contribution.

Write a report about a person from another culture in the Northern Territory whom you know of or have researched. Outline how they have contributed to the positive identity of our citizens.

d. Excursion Activity 1. Redesign a Room

What else can be done to make Government House more culturally inclusive? Redesign one room to showcase the cultural diversity of the Northern Territory.

e. School Activity 4. A Survey

What else can be done to make the Northern Territory culturally inclusive and increase a sense of belonging for everyone? Survey others and brainstorm your own ideas. Create a Wordle poster to display the ideas.

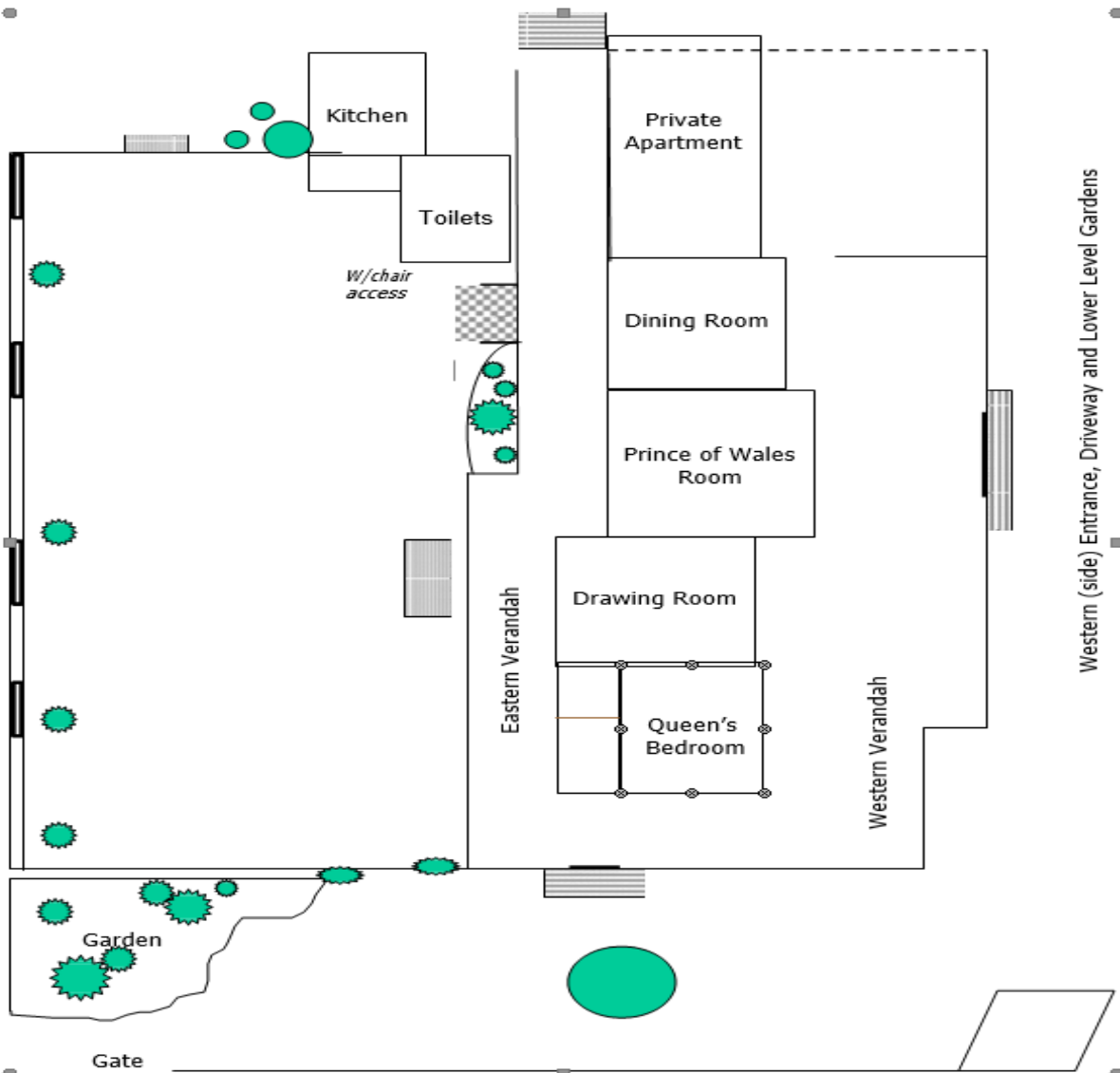
Teacher Questions on Story: Our Identity

Possible Questions after each story
<p>What contribution did the person/group make to the community?</p> <p>Where were the attitudes of others?</p> <p>How was / is the person/group recognised for their skills or abilities?</p> <p>How does the recognition show that their culture and country are valued?</p> <p>How did their contribution increase cultural identity?</p> <p>What else can we do as a community to make everyone feel welcome and included?</p>

Excursion Activity 1. Redesign a Room

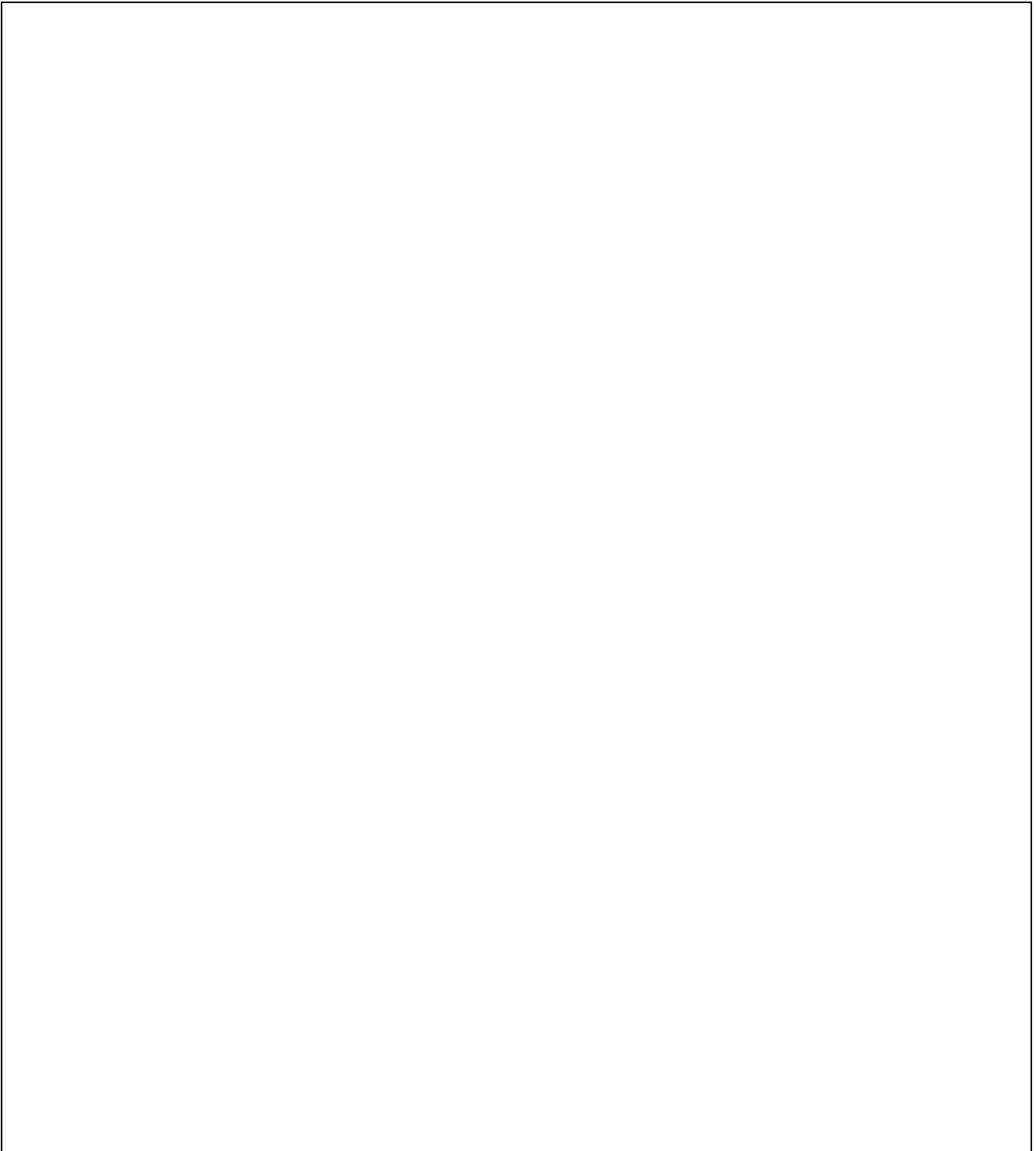
You have been given the job to redesign one room in Government House to showcase and promote the multicultural diversity of the Northern Territory. Use your tour of Government House to select and plan your design within the following limits:

- You have an unlimited budget but you must ensure that whoever visits can learn about the different cultures and leave feeling as if all cultures are valued.
- You may change anything within the space but you cannot alter the building in any way.
- Include the plans for what will be put into the rooms and where it will be placed so that the interior decorators know exactly what to do.
- Ensure that the room can still be used for its intended purpose.
- Record your planning and designs on the map.



Excursion Activity 1. Redesign a Room. (continued)

Design planning within the space:

A large, empty rectangular box with a thin black border, intended for students to draw or write their room redesign plans. The box occupies most of the page's vertical space below the text.

School Activity 1. Sequence in Time

Read the stories and sequence the events in time. Include an event that you have found.

Decade Beginning:	Event
Before 1869	
Darwin founded 1869	
1879	
1889	
1899	
1909	
1919	
1929	
1939	
1949	
1959	
1969	
1979	
1989	
1999	
2009	
2019	

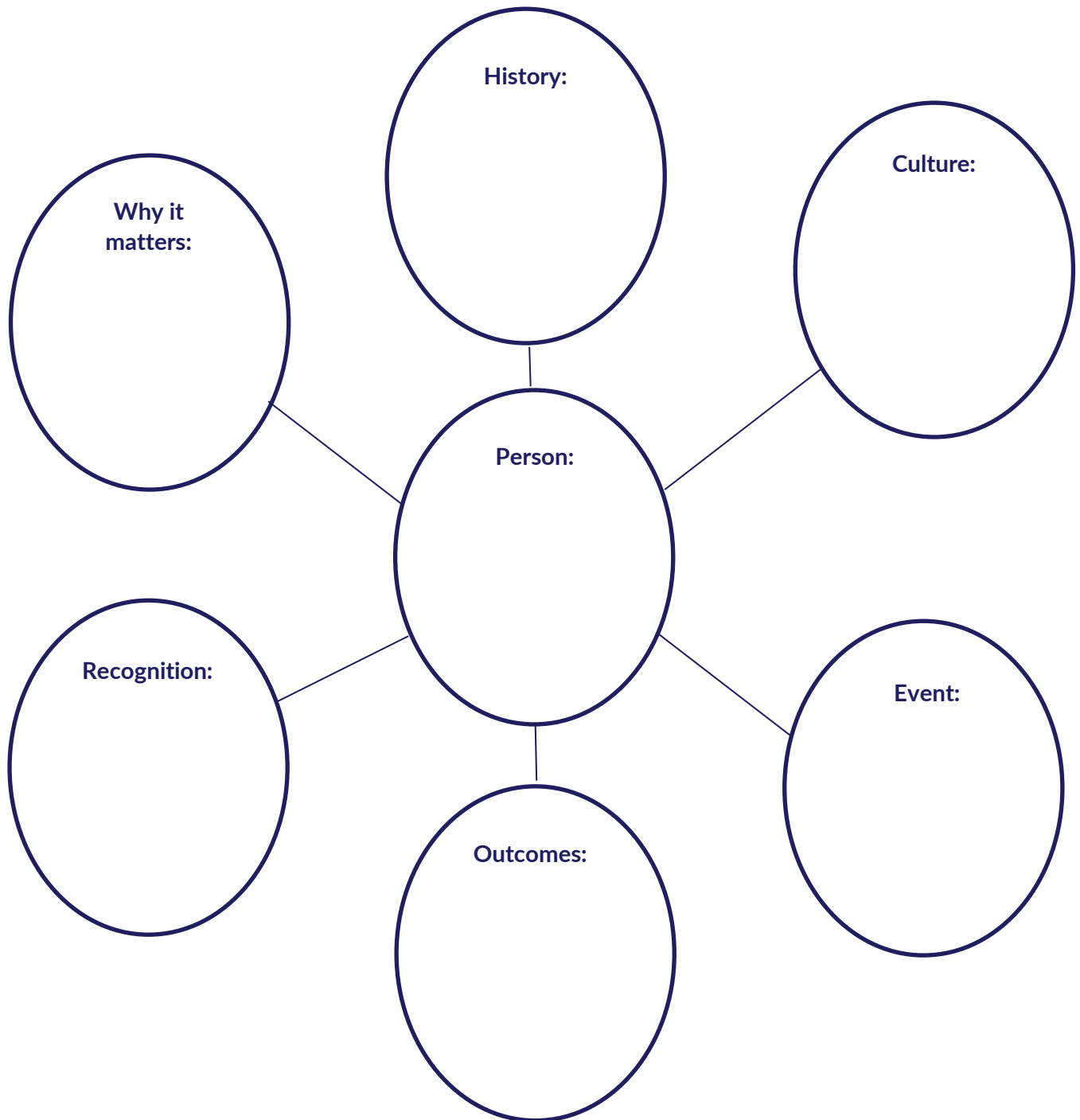
School Activity 2. Attitudes and Identity

Compare and contrast the identity of Aboriginal people from the stories. Use a table to show the attitudes of others, recognition of their skills or abilities, and how this values or links to the person's culture and country.

Story	Attitudes of others	Recognition of skills or abilities	Valuing of culture and country
House Boys			
Ayaiga			
Dick Butler			
Totem Poles			
Six Seasons			

School Activity 3. Their Contribution

Write a report about a person from another culture in the Northern Territory whom you know of or have researched. Outline how they have contributed to the positive identity of citizens in the Northern Territory. Use the Mind map to plan your research.



School Activity 4. A Survey

What else can be done to make the Northern Territory culturally inclusive and increase a sense of belonging for everyone? Survey others and brainstorm your own ideas. Create a Wordle poster or use Padlet to display the ideas.

Your Wordle:

