

UNIT 2: MY COUNTRY



Topics	<ol style="list-style-type: none"> 1. How do we interact with our local environment? 2. Why is it important for the Adnyamathanha people to connect with Country? 3. How do Adnyamathanha Dreaming stories relate to Country?
Objectives	<p>Through individual and small group activities, students:</p> <ul style="list-style-type: none"> • Explore and explain the inseparable connection between the Aboriginal and Torres Strait Islander people and their Country, environment, fauna and flora. • Creatively develop an understanding of the traditional ways in which the Adnyamathanha people interact with Country. • Learn how the displacement of the Adnyamathanha people from their Country greatly impacted on their cultural practice. • Examine the relationship between stories of The Dreaming and the Land, and the messages they provide about culture and survival. • Participate in rigorous learning activities that provide opportunities to apply learning and knowledge to their own lives.
Curriculum Links	<p>This material has been aligned with the Australian Curriculum areas of:</p> <p>English The Arts Languages</p> <p>With a Cross-Curriculum Priority of:</p> <p>Aboriginal and Torres Strait Islander histories and cultures</p>
8 Ways Aboriginal Framework	<ul style="list-style-type: none"> • Deconstruct/Reconstruct • Learning Maps • Community Links • Symbols and Images • Non-verbal • Land-links • Story-sharing
Videos	<p>Wadu Matyidi Mini Doc: Walking Our Country - Yarta Mandaawi Widniarl/purla</p>



UNIT 2: MY COUNTRY

Unit 2: My Country

Inquiry 1: How do we interact with our local environment?

Description:

Part 1 - Students begin to explore the strong connection the Adnyamathanha people have with their Country.

Student Activity Sheet

MC1.1 - Reflection Sheet: Adnyamathanha Country

Additional Resources

Education Department of South Australia, *The Adnyamathanha People – Aboriginal People of the Flinders Ranges - An Aboriginal studies course for secondary students*, Hyde Park Press Pty Ltd, 1992. (See “Appendix: Timeline of Events Affecting the Adnyamathanha 1790-1990”.)

Mattingley, Christobel, *Survival in Our Own Land – ‘Aboriginal’ Experiences in ‘South Australia’ since 1836*, Wakefield Press, 1988.

Multicultural Languages & Learning Resource Centre
www.lmrc.sa.edu.au

1. VIEW

As a class, view the *Wadu Matyidi* animation and the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarpurla*.

2. EXPLORE ADNYAMATHANHA COUNTRY

Before students re-watch *Walking our Country*, ask them to think about the questions they will need to answer later in Reflection Sheet: Adnyamathanha Country (Activity Sheet: MC1.1):

- What do you find interesting?
- What would you like to know more about?
- What did you observe about the knowledge and skills of the storytellers?

Re-watch the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarpurla*, paying particular attention to the following sections:

Time	Quote
4:29	Ema Bovoro: “Being up here listening to the ancient rhythms and Elders’ voices, seeing the colours and textures of the land it changes everything.”
4:47	Haydyn Bromley: “When we go in here we are to make ourselves known to the spirits in a way that they can accept that we are coming along. As we come out and need to say something, whisper quietly but on the way in its actually just about listening to sounds around you and just absorbing the atmosphere and the significance of the place.”
5:22	Ema Bovoro: “It was deadly, we really felt the spirit of the land... Everytime we come back it becomes more real. I love coming back to Country.”

3. REFLECT

After viewing, ask the following questions to prompt an inquiring and explorative class discussion:

- What were the reasons for the Adnyamathanha people connecting to Country?
- Why is it important for the Adnyamathanha people to connect with Country?
- What might happen to the Adnyamathanha people if they don’t have the opportunity to connect to Country?
- What does Ema Bovoro mean when she says it’s “deadly”?
- Why do you think she thinks coming back to Country is “deadly”?

Direct students to complete the question sheet Reflection Sheet: Adnyamathanha Country (Activity Sheet: MC1.1).



UNIT 2: MY COUNTRY

Inquiry 1: How do we interact with our local environment?

Part 1

Activity Sheet:

MC1.1 - Reflection Sheet: Adnyamathanha Country

1. View

Watch the *Wadu Matyidi* animation and the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarpurla*.

2. Explore Adnyamathanha Country

Before you re-watch *Walking our Country*, think about the questions you will need to answer later in Reflection Sheet: Adnyamathanha Country:

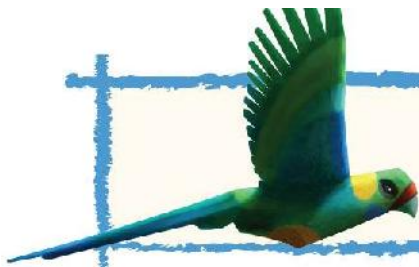
- What do you find interesting?
- What would you like to know more about?
- What did you observe about the knowledge and skills of the storytellers?

Re-watch the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarpurla*, paying particular attention to the following sections:

Time	Quote
4:29	Ema Bovoro: <i>"Being up here listening to the ancient rhythms and Elders' voices, seeing the colours and textures of the land it changes everything."</i>
4:47	Haydyn Bromley: <i>"When we go in here we are to make ourselves known to the spirits in a way that they can accept that we are coming along. As we come out and need to say something, whisper quietly but on the way in its actually just about listening to sounds around you and just absorbing the atmosphere and the significance of the place."</i>
5:22	Ema Bovoro: <i>"It was deadly, we really felt the spirit of the land... Everytime we come back it becomes more real. I love coming back to Country."</i>

3. Reflect

Answer the questions in your Reflection Sheet: Adnyamathanha Country summarising some of the key points from the class discussion as well as your own thoughts.



MC1.1

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REFLECTIONS ON THE ADNYAMATHANHA COUNTRY

1. What did the **class** find most interesting about the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarpurla*?

2. What did **you** find most interesting in the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarpurla*?

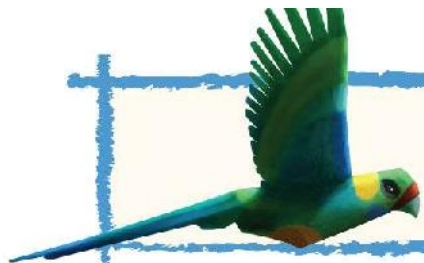
3. What would you like to know more about?

4. What are **three things** you observed about the knowledge and skills of the storytellers?

i.

ii.

iii.



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5. Why is it important for the Adnyamathanha people to connect to their Country?

6. What might happen to the Adnyamathanha people if they don't have the opportunity to connect to their Country?

7. What does Ema Bovoro mean when she says it's "deadly"?

8. Why do you think Ema believes coming back to Adnyamathanha Country is "deadly"?



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Unit 2: My Country

Inquiry 1: How do we interact with our local environment?

Description:

Part 2 - Students develop environmental literacy skills through the exploration of their local environment and Adnyamathanha Country.

Student Activity Sheets

MC1.2 – Environmental Literacy

MC1.3 – Adnyamathanha Country

1. VIEW

As a class, view the *Wadu Matyidi* animation and the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarlpurla*.

2. EXPLORE ENVIRONMENTAL LITERACY

Ask students to list ways that the children are interacting with, and learning from the environment. Make a list on the whiteboard of the students' observations.

Organise the students into groups of three. Allow the students to walk around the school grounds identifying ways in which they interact with the environment and learn from the environment. Ask each group of students to make notes about what they observe.

Using their recorded notes from their walk around the school, direct students to complete Environmental Literacy (Activity Sheet: MC1.2).

3. PICTURE BOOK – ADNYAMAMTHANHA

Have students create a learning resource in the form of a small picture book, for new prep students. The book's aim is to help prep students learn about the Adnyamathanha Country and language. For this activity students may like to use a digital drawing program or, if unavailable, draw or paint their book by hand. They may even wish to create their very own picture based eBook.

Ask students to:

- Choose 10 words related to Country from the Adnyamathanha Country word list (Activity Sheet: MC1.3).
- Draw a detailed, colour picture for each word on a separate page. Each picture page should contain the Adnyamathanha word and the corresponding English word for that picture.
- On a new page, create a title and colourful title page for their book.
- Compile all of their pages together to create a picture book.

Remind students that the pictures for each word should be representing the Adnyamathanha Country. They may like to watch the animation again to garner inspiration for their artwork.

Alternative activity:

Have your students choose from the list of words in Adnyamathanha Country (Activity Sheet: MC1.3) and create a different learning resource to compliment the *Wadu Matyidi* animation. Some ideas include:

- Memory cards
- Matching word worksheet
- Find-a-Word game



UNIT 2: MY COUNTRY

Inquiry 1: How do we interact with our local environment?

Part 2

Activity Sheets:

MC1.2 – Environmental Literacy
MC1.3 – Adnyamathanha Country

1. View

Watch the *Wadu Matyidi* animation and the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarlpurla*.

2. Explore

How do you think the children are interacting and learning from the environment? Make a list of any ideas you have and share them with your class.

Walk around your school grounds in a group, thinking and talking about how you each interact with and learn from the environment. Make notes about any thoughts or discussions you have to feed back to the rest of your class.

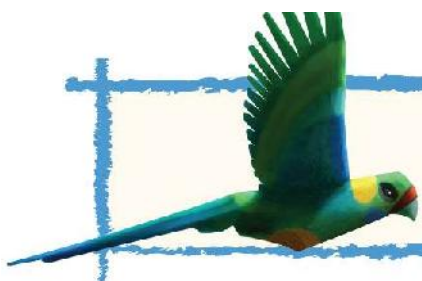
Use your notes and points of discussion to complete the activity sheet Environmental Literacy.

3. Picture Book – Adnyamathanha

You are now going to create a small picture book for new prep students. The book's aim is to help other students learn about the Adnyamathanha Country and language. For this activity you might like to use a digital drawing program or just draw or paint by hand.

- Choose 10 words related to Country from the Adnyamathanha Country word list.
- Draw a detailed, colour picture for each word on a separate page.
- On each page, place the Adnyamathanha word and the English word for that picture.
- On a new page, create a colourful title page for your book.
- Collate the pages together to create a picture book.

Remember the pictures for each word should be representing the Adnyamathanha Country. You may like to watch the animation again to get inspiration for your drawings.



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MC1.2

ENVIRONMENTAL LITERACY

1. Why is it important to know what the weather is going to be each day?

2. Walk around the grounds of your school. Name one area of your school that you liked and one that you disliked.

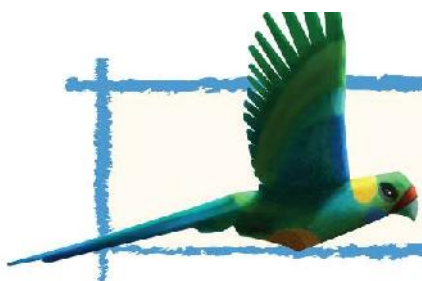
Liked: _____

Disliked: _____

Explain why you liked and disliked these areas.

3. What can stars in the night sky tell us?

4. Why is it important to understand the relationship between the weather and plant life?



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5. Name any poisonous trees or plants in your school grounds or in your home garden. Who told you about these plants, and why do you think they told you?

6. How many places are there in the school where you can get a drink of water?

7. Why is it important to know about water sources?

8. Name three things the children from the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarl/purla* learnt about the environment they were exploring.

- i.
- ii.
- iii.

MC1.3

ADNYAMATHANHA COUNTRY

Use the Adnyamathanha words below, connected to the *Wadu Matyidi* animation, to create a picture book or language learning resource to use in class.

Word List

English

Adnyamathanha/Aboriginal person

ants

Australian bustard

bite

budgerigar

cave

child

egg

fire

galah

horse

land

quoll

rain

rock wallaby

spear

spirit

waterhole

witchetty

witchetty moth

Adnyamathanha

yura

wipa

walha

vayantha

ulyidi

adnya arnku

yakarti

vipi

ardla

kilangkila

nhanthu

yarta

itnya

awi

andu

wartlatha

nguthu

awi urtu

wityarti

urrga



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Inquiry 1: How do we interact with our local environment?

Description:

Part 3 - Students learn the importance of the natural environment to the Adnyamathanha people through the exploration of bush tucker and bush medicine.

Student Activity Sheet

MC1.4 - Bush Tucker/Medicine Research

Background Information Sheet

Bush Tucker and Bush Medicine Glossary

Additional Resources

Aboriginal, Multicultural, Languages & Learning Resource Centre (AML&LRC)
www.lmrc.sa.edu.au/

1. VIEW

As a class, view the *Wadu Matyidi* animation and the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarlpurla*.

2. EXPLORE BUSH TUCKER AND BUSH MEDICINE

Read through the Background Information Sheet Bush Tucker and Bush Medicine Glossary with the class. These are the plants and animals that the students will be learning more about in order to create a class 'D.I.Y. Museum'.

Print and cut out each line from the glossary of words. Place all of the words in a container or hat and ask each student to take one. This will now be their plant/animal item of research.

Introduce students to Bush Tucker/Medicine Research (Activity Sheet: MC1.4) which will guide students in researching and recording information on their item:

- What is your selected plant/animal?
- How is your selected plant/animal used in traditional Adnyamathanha culture?
- Why is your selected plant/animal used by the Adnyamathanha people?
- Where would you find your selected plant/animal?
- Explain why your selected plant/animal is important to the Adnyamathanha people?

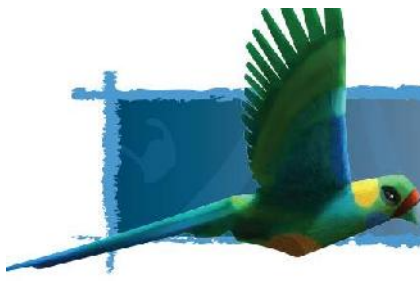
Have them undertake research using the Internet or their local library. If your school has limited resources available, contact the Aboriginal, Multicultural, Languages & Learning Resource Centre or arrange borrowing of resources from your state education resource centre.

3. CREATE A MUSEUM DISPLAY

Work with your students to create a classroom D.I.Y. Museum to display all of the research. Present the information as 'question and answer labels' and include photographs, drawings or, where possible, live specimens for each item.

You might even like to host an exhibition opening as part of:

- Sorry Day
- Mabo Day
- Reconciliation Week
- NAIDOC Week
- A whole school Aboriginal Cultural and History Studies focus celebration



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Inquiry 1: How do we interact with our local environment?

Part 3

Activity Sheet:

MC1.4 - Bush Tucker/Medicine Research

1. View

Watch the *Wadu Matyidi* animation and the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarlpurla*.

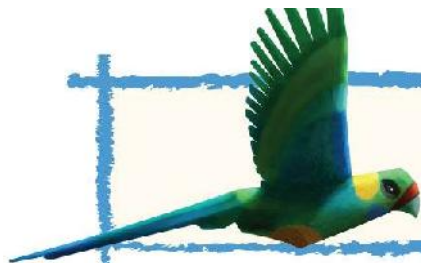
2. Explore Bush Tucker and Bush Medicine

Read the Bush Tucker and Bush Medicine Glossary with your class. These are the plants and animals that you will be representing in your very own class 'D.I.Y. Museum'.

Once you've been allocated a word from the Glossary representing the item for which you will need to undertake research, use the questions in your Bush Tucker/Medicine Research sheet to help you research and record information about your item. You might like to use the Internet or your local library as your information source. Try and find an image or photo to accompany your answers. If your item is native to your local area, you might even be able to find a specimen to include in the museum!

3. Create a Museum Display

Once you've completed your research and it's ready for display, work with your classmates to find the best way of sharing the information, pictures and any other objects. When it's done, host an exhibition opening to share your findings with other students at the school.



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MC1.4

BUSH TUCKER/MEDICINE RESEARCH

Your plant/animal: _____

Use the following questions as a guide to help you find out more about your item and record your answers. Collect a photo, picture or, if possible, a live specimen to accompany your findings.

1. What is your plant/animal and where does it come from?

2. What is your plant/animal used for? (e.g. food, medicine, clothing, ceremonies)

3. How is your plant/animal used in traditional Adnyamathanha culture?

4. Who specifically might use your plant/animal?



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5. Why is your plant/animal important to the Adnyamathanha people?

6. Is this item still used today by the Adnyamathanha people as bush tucker or medicine?



UNIT 2: MY COUNTRY

Unit 2: My Country	
Inquiry 2: Why is it important for the Adnyamathanha people to connect with Country?	
Description: Part 1 - Students explore how the Adnyamathanha people were removed from their Country and how this in turn impacted on their culture.	
Student Activity Sheet	MC2.1 – Research: Ram Paddock
Background Information Sheet	The Timeline of Events Affecting the Adnyamathanha 1790-1990
Additional Resources	<p>Education Department of South Australia, <i>The Adnyamathanha People – Aboriginal People of the Flinders Ranges An Aboriginal studies course for secondary students</i>, Hyde Park Press Pty Ltd, 1992. (See “Appendix: Timeline of Events Affecting the Adnyamathanha 1790-1990”.)</p> <p>Mattingley, Christobel, <i>Survival in Our Own Land – ‘Aboriginal’ Experiences in ‘South Australia’ since 1836</i>, Wakefield Press, 1988.</p> <p>Aboriginal, Multicultural, Languages & Learning Resource Centre (AML&LRC) www.lmrc.sa.edu.au/ </p>

1. VIEW

As a class, view the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarlputla*.

2. EXPLORE COUNTRY

Discuss with the students their ideas about Country. Use open-ended questions to involve students in the discussion:

- What is meant when someone has a ‘connection to the land’?
- When do you feel most connected with the land? (e.g. running around in the backyard, playing in the playground or park, digging up worms, skiing, or playing at school.)
- Explain what you know about Aboriginal and Torres Strait Islander people’s connection to the land?

3. RESEARCH RAM PADDOCK

In the 1920s, the Adnyamathanha people were displaced from Mount Serle and were forced to live at a place called Ram Paddock (Minerawuta). This impacted greatly on their way of living and their culture and traditions. Guide students to research Ram Paddock and its impact on the Adnyamathanha connection to Country.

Read through the Background Information Sheet The Timeline of Events Affecting the Adnyamathanha 1790-1990 with your students, helping them to determine the main points or key questions that need to be answered when researching Ram Paddock.

Direct students to use the library or the Internet for their research and have them individually record evidence on Research: Ram Paddock (Activity Sheet: MC2.1). The activity sheet is structured to record ideas in the form of a Mind Map, with key headings:

- **What** was Ram Paddock?
- **When** did the Adnyamathanha people relocate from Mount Serle to Ram Paddock?
- **Where** is Ram Paddock located?
- **Why** did Adnyamathanha people live at Ram Paddock?

Ask students to write any additional key questions generated from the class discussion on their sheet.

Have students present their findings to the class via a presentation in the form of a:

- Poster
- PowerPoint or Keynote
- Graphic Timeline
- Photographic display



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- Animation
- eBook

Note: If your school library has limited text books for students to utilise for research, contact the Aboriginal, Multicultural, Languages & Learning Resource Centre (AML&LRC) and/or arrange borrowing of resources from your state education resource centre.

You might like to display the final projects as part of the following:

- Sorry Day
- Mabo Day
- Reconciliation Week
- NAIDOC Week
- A whole school Aboriginal Cultural and History Studies focus celebration



UNIT 2: MY COUNTRY

Inquiry 2: Why is it important for the Adnyamathanha people to connect with Country?

Part 1

Activity Sheet:

MC2.1 – Research: Ram Paddock

1. View

With your class, watch the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarlpurla*.

2. Explore Country

What does it mean to be 'connected to the land'? Think about a time when you feel most connected to the land. What do you know about Aboriginal or Torres Strait Islander peoples' connection to their land? Discuss with your class.

3. Research Ram Paddock

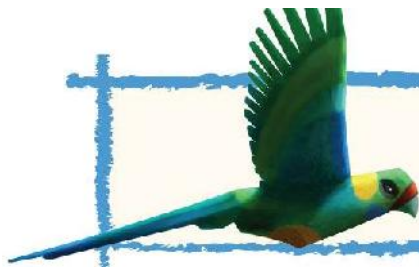
Now that your teacher has read through the Timeline of Events Affecting the Adnyamathanha 1790-1990 think about what are some key questions that you could research to help you find out more about Ram Paddock, also known as Minerawuta.

Use your activity sheet Research: Ram Paddock as a guide to help you find and record information about Ram Paddock. Write down any other key questions you might like to research on your sheet. Use the Internet or your local library to find relevant information, recording useful URLs, search phrases or book titles on your sheet.

Create a presentation about Ram Paddock using the information you have collected. You might like to do this as a:

- Poster, displaying your key headings and findings about Ram Paddock.
- PowerPoint or Keynote presentation.
- Timeline, with text and/or pictures demonstrating the changes throughout time.
- A photographic display, if you can source enough images. Make sure you include captions to help describe your information.

Be creative with how you display your information.

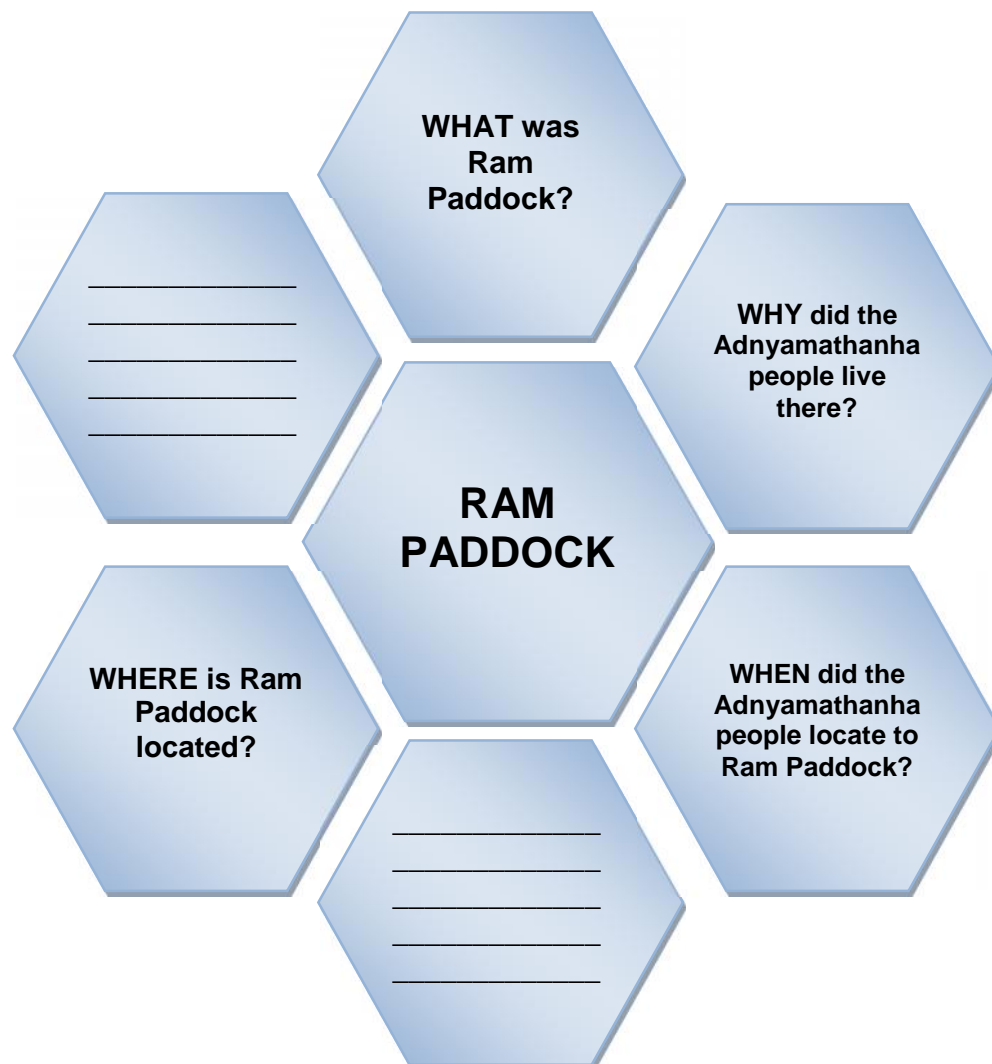


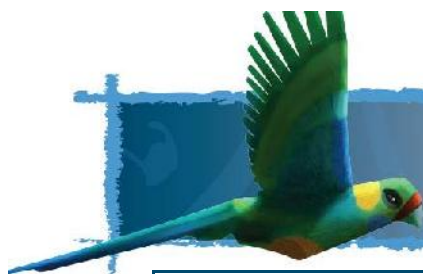
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Name: _____

MC2.1

RESEARCH: RAM PADDOCK





UNIT 2: MY COUNTRY

Unit 2: My Country	
Inquiry 2: Why is it important for the Adnyamathanha people to connect with Country?	
Description Part 2 - Students continue to explore the displacement of the Adnyamathanha people to Ram Paddock.	
Student Activity Sheets	MC2.2 – Mind Map: Ram Paddock and the Adnyamathanha People MC2.3 – Ram Paddock Research
Background Information Sheet	The Timeline of Events Affecting the Adnyamathanha 1790-1990
Additional Resources	Education Department of South Australia, <i>The Adnyamathanha People – Aboriginal People of the Flinders Ranges An Aboriginal studies course for secondary students</i> , Hyde Park Press Pty Ltd, 1992. (See “Appendix: Timeline of Events Affecting the Adnyamathanha 1790-1990”.) Mattingley, Christobel, <i>Survival in Our Own Land – ‘Aboriginal’ Experiences in ‘South Australia’ since 1836</i> , Wakefield Press, 1988. Aboriginal, Multicultural, Languages & Learning Resource Centre (AML&LRC) www.lmrc.sa.edu.au/

1. VIEW

As a class, view the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarpurla*.

2. EXPLORE RAM PADDOCK

Facilitate a class discussion to explore how Adnyamathanha people and their culture were affected by their displacement to Ram Paddock (Minerawuta). Use the following key headings:

- Land
- Language
- Culture

Using Mind Map: Ram Paddock and the Adnyamathanha People (Activity Sheet: MC2.2), ask students to capture the main points from the class discussion.

Ask students to share some of their ideas and write them on the board. As a class, collectively determine some of the key impacts of Ram Paddock on the Adnyamathanha people, their lifestyle and their culture.

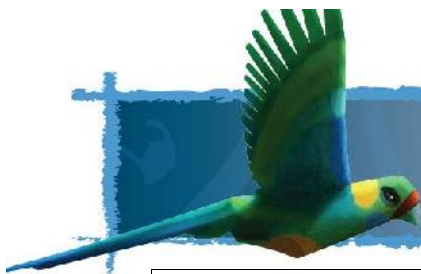
Discussion topics could include:

- Traditions: changes to food sources and customs
- Land: the connection to land not recognised, not allowed to care for Country
- Language: loss of native language, changes to native language, deterred from speaking native language
- Culture: inability to maintain sacred sites, disrespect for traditional beliefs, inability to practice ceremonies

3. REFLECT

Direct students to undertake further research about the historical impact of being displaced to Ram Paddock. In particular, focus on the impact on the culture of the Adnyamathanha people. Students can do this individually or as a small group activity. Guide them to use the Internet or their local library resources to find information that will help them to complete the following questions from activity sheet Ram Paddock Research (Activity Sheet: MC2.3):

- What historical event took place that resulted in the Adnyamathanha people being displaced to Ram Paddock?
- How did the removal of the Adnyamathanha people to Ram Paddock impact on their culture?
- How did the removal of the Adnyamathanha people to Ram Paddock impact on their language?



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Ask students to use their research to create a presentation for the class that represents their findings. A variety of formats should be used that suit the year level of the students:

- PowerPoint presentation
- A Timeline
- A Photographic display – if they are able to source enough photographs
- Or students could negotiate an idea for an alternative way of presenting the research.

Note: If your school library has limited reference books for students to utilise for research, contact the Aboriginal, Multicultural, Languages & Learning Resource Centre (AML&LRC) and/or arrange borrowing of resources from your state education resource centre.

4. EXTENSION ACTIVITY

In the late 1920s, the Adnyamathanha people were moved from Ram Paddock and resettled at Nepabunna Mission.

As an extension activity, students may like to continue their research and find out about Nepabunna.

Questions for students' research could include:

- Where is Nepabunna situated?
- Why did the Adnyamathanha people move to Nepabunna?
- What connections do the Adnyamathanha people have to Nepabunna that are still present today?



UNIT 2: MY COUNTRY

Inquiry 2: Why is it important for the Adnyamathanha people to connect with Country? Part 2

Activity Sheets:

MC2.2 – Mind Map: Ram Paddock and the
Adnyamathanha People
MC2.3 – Ram Paddock Research

1. View

Watch the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarlpurla*.

2. Explore Ram Paddock

With your class, discuss how Adnyamathanha people and their culture were affected by their displacement to Ram Paddock, also known as Minerawuta.

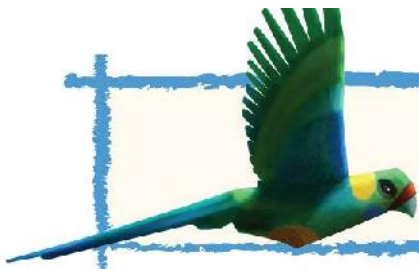
Use Mind Map: Ram Paddock and the Adnyamathanha People to capture any key points from the discussion as well as any additional points or new ideas that you can think of. Share these with your class.

3. Reflect

Use the Internet or your local library to help you research answers to the questions on your Ram Paddock Research activity sheet.

Create a presentation to share with your class that contains your key findings about the impact of Ram Paddock on the Adnyamathanha people. Include information you have found during your research. You might like to present your information as a:

- Poster
- PowerPoint presentation
- Timeline showing the changes through time
- A photographic display, if you are able to find enough photos. Alternatively you might like to draw your ideas and include captions with your pictures.



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Name: _____

MC2.2

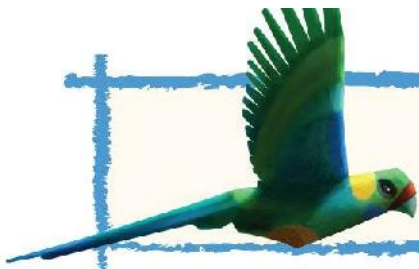
MIND MAP: RAM PADDOCK AND THE ADNYAMATHANHA PEOPLE

How were the Adnyamathanha people affected by their displacement to Ram Paddock?
Using the headings 'land', 'language' and 'culture', create a Mind Map to capture key points
from your class discussion or other ideas that you might have.

LAND

LANGUAGE

CULTURE



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Name: _____

MC2.3

RAM Paddock RESEARCH

Use the Internet or your local library to research the following questions:

1. What historical event took place that resulted in the Adnyamathanha people being displaced to Ram Paddock?

2. How did the displacement of the Adnyamathanha people to Ram Paddock impact on their culture?

3. How did the displacement of the Adnyamathanha people to Ram Paddock impact on their language?



UNIT 2: MY COUNTRY

Unit 2: My Country	
Inquiry 3: How do Adnyamathanha Dreaming stories relate to Country?	
Description: Students read and re-create Dreaming stories in order to understand the connection of The Dreaming to Country.	
Student Activity Sheet	MC3.1 – Reflection Sheet: Akurra Dreaming Story
Background Information Sheet	Akurra Dreaming Stories
Additional Resources	SA Memory, <i>Nepabunna, 1937-39</i> State Library of South Australia http://www.samemory.sa.gov.au/site/page.cfm?u=1303

1. VIEW

As a class, view *Wadu Matyidi* and the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarpurla*.

2. EXPLORE AKURRA DREAMING STORIES

With the class, read through the Background Information Sheet Akurra Dreaming Stories telling of the land formations that 'Akurra' created. Ask each student to read a paragraph of the stories. At the completion of each story, ask the students to recall the main events.

3. REFLECT

Have each student select one of the stories and complete Reflection Sheet: Akurra Dreaming Stories (Activity Sheet: MC3.1), answering the following questions:

- Where** in the Flinders Ranges is the story situated?
- What** is the geological feature of the area where the story is situated?
- What** is the importance of the story in relation to the:
 - Land?
 - Culture?
 - People?
 - Life lessons?

Ask students to select one of the following ways to present information collected on their selected story:

- Draw a picture representing their story and include the original story text alongside.
- Create a poster showing the geological features connected to their selected Akurra Dreaming story.

4. PICTURE BOOK – AKURRA DREAMING STORY

Divide students in groups of 3-4. Allocate each group an Akurra Dreaming story for which they will create a picture book. Assist each group to divide the story's text between the students and have them create at least one page with both their story text and a matching illustration. Have students present their final works by hosting a book launch. You might like to:

- Invite a junior primary buddy class to share in their celebration and learning.
- Have the students read their books to the buddy class.
- Share the final works in the school's library.

Alternatively, you might like to retell the Akurra Dreaming stories by:

- Diorama – using plasticine or recycled materials
- Animation – using plasticine stop-motion techniques
- Short play – working with the students to create a script for re-enactment
- Colouring sheet of Akurra with space for students to retell their version of the story.



UNIT 2: MY COUNTRY

Inquiry 3: How do Adnyamathanha Dreaming stories relate to Country?

Activity Sheet:

MC3.1 – Reflection Sheet: Akurra Dreaming Story

1. View

Watch *Wadu Matyidi* and the Mini Doc: *Walking Our Country - Yarta Mandaawi Widniarpurla* with your class.

2. Explore Akurra Dreaming Stories

Read through each of the Akurra Dreaming Stories which tell of the land formations that Akurra created. Select one of the stories you have read and answer the questions on your Reflection Sheet: Akurra Dreaming Story.

3. Reflect

Create a presentation about your story, using the information you have included in your Reflection Sheet: Akurra Dreaming Story. This might be by:

- Drawing a picture and writing the original story alongside.
- Creating a poster to show the geographical features that are connected to your story about Akurra.

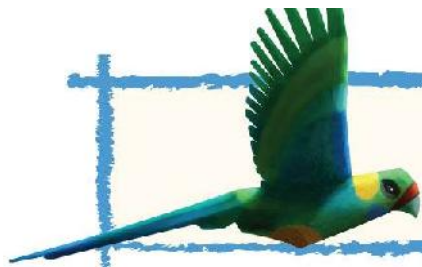
4. Picture Book – Akurra Dreaming Story

With your allocated group you are now going to create a picture book about an Akurra Dreaming Story to share at your very own book launch! Divide the chosen story up so that each member of your group has a section to work on. Each person should create at least one page which includes:

- Text for your part of the story
- Illustrations or pictures that best represent your section

Don't forget to create a title page and be creative with your team about how you create your book.

Once your class has finished, organise a book launch with your teacher to share your book and read the story to other students.



MC3.1

UNIT 2: MY COUNTRY

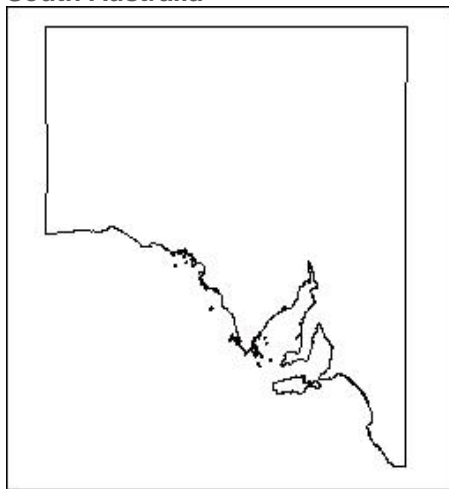
Name: _____

REFLECTION SHEET: AKURRA DREAMING STORY

Story Title: _____

1. Where in the Flinders Ranges is the story situated? Use the map below to draw where your story takes place. Describe beside where exactly in Australia it is.

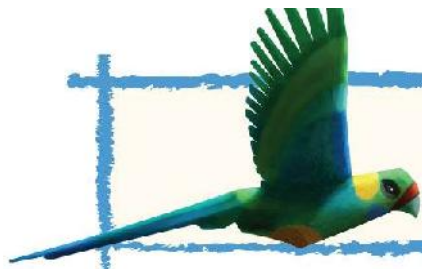
South Australia



2. What is the geological feature of the area where the story is situated? Describe.

3. What is the importance of the story to the:

i. Land?



UNIT 2: MY COUNTRY

Name: _____

ii. People?

iii. Culture?

iv. Life lesson(s)? (i.e. any safety messages or rules for living)

Bush Tucker and Bush Medicine

Glossary

Bush Tucker

Adnyamathanha	English
arla	wild onion
atnyalpu	rock yam
awadi	gum-tree lerp
iga	native orange
marnawarra	native plum
ngarnti	yam (native pear root)
urti	quandong, wild peach
varru varrlu	fish
warrkantha	pepper cress, native broccoli
wityarti	witchetty grub
yumuda	wild tomato
matu	native apricot
vulam	ruby saltbush
urdlu	red kangaroo
virrinthi	perentie
warratyi	emu
wartu	wombat

Bush Medicine

Adnyamathanha	English
vartivaka	emu bush
arta	yacka (flower) stalks
vityirri	ituri
artia virla	charcoal
nguri	wattle gum
warratyi marni	emu fat
vurtiuru	bitter quandong
vartapi	mistletoe
marnawarra	native plum
vuurpi mai	she-oak seed case

Akurra Dreaming Stories

Contents:

1. Akurra at Yaki
2. Akurra at Karldinha
3. Akurra at Widapa Awi

Akurra Dreaming Stories

Reference: All three stories are direct exact quotes from:

Tunbridge D, Flinders Ranges Dreaming, Aboriginal Studies Press, Canberra, 1988, pg. 6-10

Adnyamathanha Dreaming Stories and Country

Reference: Tunbridge D, Flinders Ranges Dreaming, Aboriginal Studies Press, Canberra, 1988, pg. xxxvii-xxxix

Akurra at Yaki

A long time ago there was a big snake called Akurra who lived up in the ranges. He was thirsty, so he went down to Lake Frome for a drink. He drank a lot of salt water at the lake. In fact, he drank the lake dry.

Akurra drank so much salt water that his belly became bloated and he became heavy. As he lumbered up towards his home in the ranges, his big belly carved out a great gorge. He also made lots of waterholes where he camped in the gorge as he climbed back up into the hills. The first of these waterholes was Akurrula Awi.

He kept on coming up, gouging out the gorge, until he came to Nuldanuldanha. He camped here and made another big waterhole. From here he went on to Valivalinha and made another waterhole. After that the next important waterhole that he made was Adlyu Vundhu Awi.

From here he went up into Mainwater Pound. He kept on climbing up the creek until he arrived at Yaki Awi, and there he stopped. This is where he came to stay for the rest of his life, and he is still there today.

He often comes up out of the waterhole at Yaki and makes rumbling noises. He lies there sunbaking and while the sun makes him warm, he makes loud rumbling noises in his belly. You can hear that big rumbling noise from a long way away.

Land/Cultural Links

Akurra, the giant serpent of the Flinders Ranges, is the creator and keeper of the large, permanent waterholes. This story recounts the creation of the creek system between Mainwater Pound and Lake Frome, with its waterholes and magnificent gorges, incorporating Bolla Bollana and Arkaroola Creeks. It accounts for the fact that Lake Frome, created by the kangaroo and salted by the euro, is dry (The Euro and the Kangaroo Dreaming story). It also accounts for the rumbling sounds heard in the Gammon Ranges area (coinciding with movement on the fault line). In another form of this story, Akurra sets out for Yaki from Vurakurranha, a waterhole on the edge of Lake Frome where the John Creek comes in. The name of the serpent's first stopping place on his way home is Akurrula which means 'Akurra stretched out' (yula).

Glossary

Akurrula Awi - Arkaroola Springs
Nuldanhuldanha - Nookkanooklana Waterhole
Valivalinha - Bolla Bollana Springs
Adlyu Vundhu Awi - Mainwater Springs
Yaki Awi - Yackie Waterhole

Akurra at Karldinha

Akurra set out from Yaki to go down to Lake Frome. He followed the main creek down. On the way he stopped to camp at Valivalinkha. He went on from here to Nuldanuldanha Awi Urtu where he camped.

There were some Yuras following Akurra all the way down from Yaki because they wanted to kill him. When Akurra was a Nuldanuldanha, they were camped at Valivalinha. They came over to Nuldanuldanha to try to get him.

Adnya nuldaanggadna. They rolled stones over. They rolled stones over the bank of the creek at him. That's why there are big rocks standing up in the creek at Nuldanuldanha. These rocks killed Akurra.

After this, Akurra revived and went on down the creek. Next he came to Ngawarlanha. It was here that the Yuras made a big noise at him. There is a big cliff there, and an echo comes off it.

He went on down to Akurrula Vari, until he came to Karldinha, near the lake. This is an Akurra Arngu ('Akurra's camp'). It was here that he died.

Land/Cultural Links

The story was told about the 'youngest Akurra'. (The 'old Akurra' is the one in *Akurra at Yaki*.) It assumes that the creation of the waterholes has already occurred. Valivalinha (or Palipalinha in its earlier form) is the origin of the English name Bolla Bollana for this waterhole. Nuldanuldanha (Awi Urtu) is Nooldoonooldoona ('waterhole'), the name deriving from the verb nulda ('to push over'). Ngawarlanha ('echo') is downstream a little way from Echo Camp. Karldinha is known as Caldina Well.

Glossary

Karldinha - Caldina Well
Akurra - serpent
Yaki - Yackie Waterhole
Valivalinha - Bolla Bollana Springs
Nuldanuldanha Awi Urtu - Nooldoonooldoona waterhole
Yuras - Adnyamathanha Aboriginal people
Ngawarlanha - Echo Camp
Akurrula Vari - Arkaroola Creek
Akurra Arngu - Akurra's camp

Akurra at Widapa Awi

Once upon a time there were only Aboriginal people in this country. They were dying from hunger. They were going through a big famine because there was a drought all over the country. That's why they went to Widapa Awi. They went down there so the Urngi could get Akurra out, to do something about the drought they were having.

When they arrived at Widapa Awi the first thing they did was build wurleys to stay in. Then they got Akurra out from the Akurra Awi there. They took out Akurra's kidney fat and heated it to make rain by holding it over the fire and letting the drops of melted fat fall onto the coals. After that a big gale force wind blew up. Akurra lay on the creek bank feeling sick because they had taken out his fat. As the smoke and the smell from the burning fat went up into the sky, it made a lot of big rain clouds come up. They burst, and down came showers of rain. A really big rain fell; it set in all around.

It was really great after that big rain. There was a lot of flooding in the creeks and that made plant foods spring up all over the place. There was munyeroo and windmill grass, native cabbage and tah-vine – all kinds of plant food.

Land/Cultural Links

This story is perceived as a record of history right up to the present time. It describes a particular occasion when the doctor men (urngi) endowed with special rain making powers actually performed the rain making ritual. Only they could approach the dangerous Akurra. They went into Akurra's cave (vandala) and brought him out. The operation which followed was accompanied by a special song sung by Wilyaru assistants. When the smell and the smoke from the burning kidney fat went up into the sky, a big general rain would set in.

The account underlines the constant struggle experienced in the Northern Flinders Ranges in the face of all too frequent droughts. This story describes for us one of several means traditionally employed to break a drought and ends with a striking description of the transformation which takes place after a good rain falls. The plant foods are said to 'spring up' (vudlandyadna, meaning 'they woke up') everywhere. In fact, the seeds of some plants may have lay dormant in the dry ground for years.

The plants named are:

- Munyeroo (*Portulaca oleracea vidlavaka*): the seeds are eaten ground, stems chewed and leaves cooked.
- Tah-vine (*Boerhavia diffusa aruwirri*) – the root is cooked.
- Windmill grass (*Panicum decompositum alhi*) – the raw seeds are eaten ground.
- Cabbage, narrow thread-petal (*Stenopetalum lineare wadkandhu*) – steamed in a ground oven.

Glossary

Widapa Awi – Widapa Creek

Urngi – doctor men

Akurra - serpent

Munyeroo – pigweed