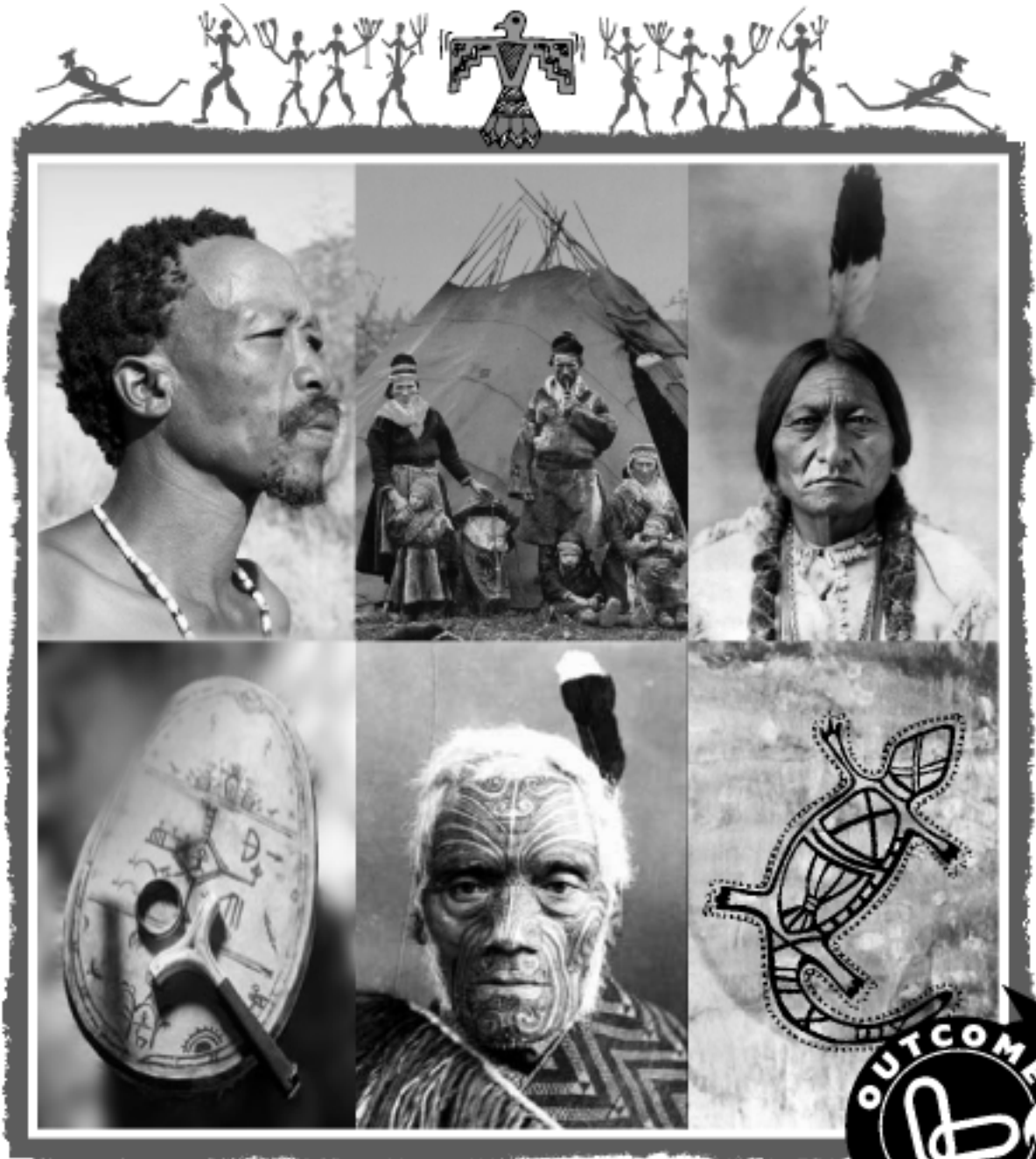


# The First People



# CONTENTS

## FOR THE TEACHER

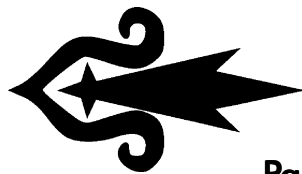
Curriculum Links	Page 4	Assessment	Page 9
Teachers' Notes	Page 6	Rubric for 'The First People'	Page 10
Bloom's Taxonomy	Page 7	Useful Websites	Page 11
Multiple Intelligences	Page 8		

## RESOURCE BOOK PAGES

Pages in the associated *The First People* resource book are reproduced here exactly as they are in the student book, except colour is not used.

## AINU

### JAPAN'S OTHER PEOPLE



Page 12

## NATIVE AMERICANS

### THE WILD WEST



Page 37

## SAMI

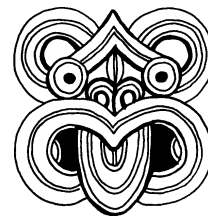
### SUPER SAMI



Page 20

## MAORI

### HEADS IN THE CLOUDS



Page 48

## THE SAN

### FIRST PEOPLE OF THE KALAHARI



Page 29

## ABORIGINALS

### WONDERFUL WIZARDS OF OZ



Page 56

# TEACHERS' NOTES

Article one of the Universal Declaration of Human Rights states that:

*'All human beings are born free and equal in dignity and rights. They are endowed with reason and conscience and should act towards one another in a spirit of brotherhood.'*

*The First People* is a complete program of work for upper primary students. The books explore indigenous cultures of the world and the validity of the above statement in relation to the treatment of indigenous people. Emerging from this historic perspective is the resources' rationale for study – to build an understanding and appreciation of indigenous cultures, both pre- and post-colonisation. Similarly, knowledge of cultural diversity and world history helps students to address certain social and civic responsibilities, as well as challenging their existing view of the evolution of our global community.

Inquiry learning is the fundamental key to the success of this resource and provides the scaffold on which all activities are built.

## How to Use this Book

This book should be used in conjunction with the associated student resource book, *The First People*. This resource book contains the following six sections, which are also contained in this Teachers' Manual (although not reproduced in colour):

- \* *Japan's Other People*
- \* *Super Sami*
- \* *The First People of the Kalahari*

\* *The Wild West*

\* *Heads in the Clouds; and*

\* *The Wonderful Wizards of Oz*

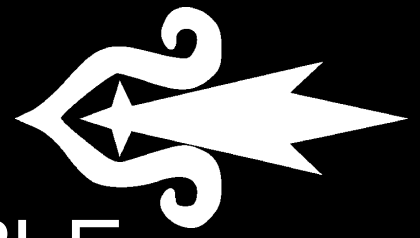
These stories can be read both independently or collaboratively within the classroom and provide students with opportunities to become engaged with the topic. Through reading the information provided, the students' curiosity is stimulated and research questions are raised, forming the initial step of the inquiry process. After immersing students in the world of indigenous culture, have them complete the associated inquiry cards as part of a larger investigation or as an individual program of work.

## About the Activities (Inquiry Cards)

Students are able to choose inquiry cards with varying intelligences and degrees of difficulty, allowing responsible and intrinsically motivated learners to emerge. The students can complete an entire set of inquiry cards to progress from a basic understanding of the text to a stage where their understanding of the topic is being extended and challenged. If a student wishes to improve their visual/spatial intelligence, they may complete only the cards within this category.

This is a flexible learning program that accommodates the needs of individual classrooms and students. The sequential, investigative learning in this book is characterised by Bloom's Taxonomy of Thinking and Gardner's Multiple Intelligences Theory as detailed on Pages 7 and 8.

# Japan's OTHER PEOPLE



Ainu hunter in mountain clothes, 1871.  
Courtesy National Park Service, Longfellow  
National Historic Site.

In 1986, Prime Minister Nakasone made a statement that "Japan is a nation of homogenous people". The word homogenous means 'of the same nature' and suggests that all Japanese people are alike. This is not the case as there are some people living in Japan today who are descendants of the ancient Ainu (pronounced eye-nu). These people are the original inhabitants of Hokkaido, the northernmost island of Japan; Sakhalin and the Kurils, islands that are near to, and belong to, Russia.

What makes these people so fascinating is the fact that they have both European and Asian physical traits, and speak a language that is unrelated to any other known language in the world. These facts have forced many people to ask the question – Where did they come from?

Ainu people have deep-set eyes, more body hair and higher-bridged noses than Japanese people.

## First Facts

Some people think that the Ainu people could be descendants of the prehistoric race that produced the Australian Aborigines as they have similar facial characteristics.

ONE THEORY SUGGESTS THAT THE AINU ARE ACTUALLY A LOST RACE OF PEOPLE FROM EUROPE WHO MADE THEIR WAY TO THE ISLANDS OF JAPAN THOUSANDS OF YEARS AGO.

You are probably wondering where the Japanese people living there now originally came from. Well, during the Ice Age there was believed to have been a land bridge connecting mainland Asia with the islands of Japan. Between 35,000 BC and 30,000 BC people from Asia migrated to these islands and settled there, eventually meeting the Ainu people and enforcing their way of life upon them.



Photograph: Kazuo Miyamoto, (refer to page 2).

## Inaw

**A special stick called an Inaw was used as a messenger and sacrifice to the spirits and gods. What looks like hair, is actually wood that has been painstakingly whittled down to fine, curly strands.**

**It was believed that when a prayer was heard by the gods, the Inaw would turn into a bird and fly away.**



Photograph: Kazuo Miyamoto, (refer to page 2).

# Ainu Today

Japanese policies have made life difficult for the Ainu, who have had to endure violence and discrimination. The Meiji government of Japan forbade the language of Ainu people to be spoken and listed Hokkaido as 'ownerless land'. The catching of salmon and hunting of deer became illegal for the Ainu and their children were sent to separate schools, where they were forced to speak the Japanese language.

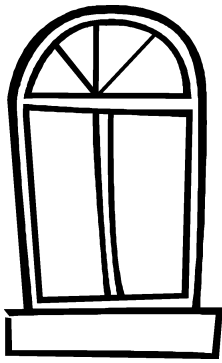
Today, there are believed to be only a handful of elders who can speak the Ainu language and the Japanese government does not acknowledge them as an indigenous people. The exact figure of Ainu people living in Japan today is unknown as many hide their heritage to protect themselves, or their children, from racism.

### First Facts

**In 1992, the United Nations officially recognised the Ainu as Japan's aboriginal nation.**

## Inquiry Cards

### AINU - KNOWLEDGE



After living with the Ainu for three months, it is time for you to return to your home and begin writing an article about these indigenous people for National Geographic.

The magazine has requested a brief outline of the content of your article and would also like a list of your top ten things to do when visiting an Ainu village.

### AINU - COMPREHENSION



Photograph: Kazuo Miyamoto, (refer to page 2).

Using the photos of the Ainu man carving an Inaw prayer stick, write a set of instructions explaining, step by step, how to make a stick out of willow wood. You must be very specific about how the wood is shaved and then curled.

### AINU - APPLICATION



Write your own creation myth explaining the origin of the earth and all of the things in it. Natural phenomena such as earthquakes, tidal waves and volcanoes should be explained in your story as well.





## Inquiry Cards

### AINU - ANALYSIS



You are the president of the Human Rights Council of the United Nations. The year is 1992 and you are responsible for a campaign that aims to officially recognise the Ainu as Japan's original inhabitants.

Plan an agenda for the next meeting and prepare a debate explaining why their land should be returned to them and why they should be allowed to practise traditions such as salmon fishing, facial tattooing and bear sacrifice. Other students in your class can represent different countries and prepare debates that argue against your cause.

Conduct your debate in front of an audience, who can later decide whose argument was the most convincing.

### AINU - SYNTHESIS



Read the information under the title 'Life at Home' and draw a bird's eye view of a traditional Aino house, with all windows and entrances placed in the correct positions.

### AINU - EVALUATION



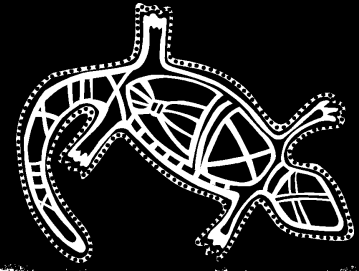
Ainu hunter in mountain clothes, 1871.  
Courtesy National Park Service, Longfellow National Historic Site.



There are many theories concerning the origin of the Ainu people.

In groups, create a play that shows the possible travel route of the Ainu and the time period in which they arrived in Japan. Your play must also attempt to answer questions such as: Why did they leave their original homeland? Why do they look so different from traditional Japanese people? How were some of their traditions and beliefs developed over time?

# Wonderful WIZARDS OF OZ

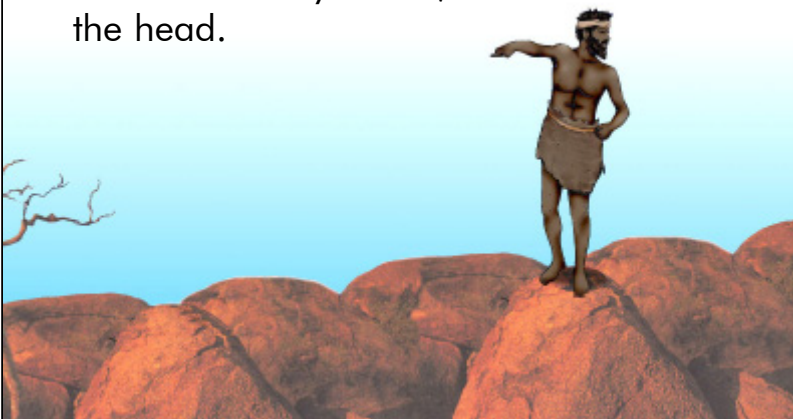


Australia was not always surrounded by water. It was once connected to Papua New Guinea by a bridge of land. Before the sea levels rose and covered this bridge, the ancestors of the indigenous inhabitants of Australia travelled south over 40,000 years ago to begin their new life in a vast continent. It is important to remember that not all Aboriginal groups were the same. The language, customs and rituals of each tribe differed greatly, but they all created a way of life built around the magic that their ancestors wove through the land.

## The Bush Kitchen

The ability to 'live off the land' was essential for the survival of the Aboriginal people. Their impressive knowledge of the flora and fauna and how it could be used for food and medicine helped ensure an estimated population of one million people before the arrival of European settlers in 1788.

An edible grub called a witchetty grub can be found in the roots of acacia bushes and is an important part of the diet of Aboriginal people. The grubs can be eaten both cooked and raw and are said to taste like almonds. If you care to find out for yourself, remember not to eat the head.



## First Facts

The term 'indigenous Australians' includes Torres Strait Islanders and the Aboriginal people of Australia.

## First Facts

The witchetty grub is actually the larvae of a large moth that feeds on the roots of the acacia bush.





## Inquiry Cards

### ABORIGINALS - KNOWLEDGE



Bennelong, undated portrait. Image courtesy of Wikipedia.

Write a quiz about Australian Aboriginal history and culture for a friend to complete. You can use the information in this book and additional information to help you complete this task.

### ABORIGINALS - COMPREHENSION



- Figures for unemployment, health problems and poverty are much higher for indigenous Australians than the non-indigenous population.

Why do you think this is?

- National Australia Day is held every year on 26 January and is observed as a public holiday by all states and territories. Some Aboriginal people refer to this date as a 'Day of Mourning'.

Why do you think this is?

Create a news reel for the rest of the world covering this important day in Australia's history. Create a new title and describe some of the events that take place across the country for indigenous and non-indigenous people.

### ABORIGINALS - APPLICATION



Different indigenous Australian groups identified six different seasons within the year depending on where they lived in the country.

Create and name six distinct seasons and describe the weather and general activities that occur during each season.