



First Footprints

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A **STUDY GUIDE** BY CHERYL JAKAB



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This is a landmark series that every Australian must see. The evidence for the very ancient roots of people in Australia is presented in a compelling narrative by the voice of Ernie Dingo. Over 50,000 years of Australia's ancient past is brought to life in this four-part series through the world's oldest oral stories, new archaeological discoveries, stunning art, cinematic CGI and never-before-seen archival film.

Suitability: This guide is designed specifically for Year 7. This series is destined to become the key resource for National Curriculum Year 7 History Unit 1.

Also suitable for: Primary: Years 3, 4 & 6, History & Science; Junior Secondary Earth Science, English & Media; Senior Secondary: Ancient History and Earth and environmental science

Warning: Images of Aboriginal and Torres Strait people appear in this film.

SERIES OVERVIEW

First Footprints is the untold story of humankind's original pioneers. New DNA evidence shows Aboriginal Australians were the first modern people out of Africa. To get to Australia from the shores of Asia they made the first open ocean crossing in history. Here they conducted the world's earliest burials with grave goods, etched the earliest depiction of the human face, engraved the world's first maps, made the earliest paintings of ceremony and invented unique technologies such as the returning boomerang.

Australia is home to the oldest living cultures in the world. Over fifty thousand years ago, well before modern people reached America or dominated Europe, people journeyed to the planet's harshest habitable continent and thrived. That's a continuous culture stretching back ten times the antiquity of ancient Egypt.

Across Australia there are millions of prehistoric paintings, engravings and archaeological sites. The continent is one giant canvas telling an epic story of endurance in the face of terrifying megafauna, catastrophic droughts and rising sea levels.

As the series travels through time, we learn of the adaptations that enabled survival of the last ice age, which started 30,000 years ago. The knowledge of water sources, part of the spiritual and cultural knowledge enshrined in The Law, meant that people were able to live through the ice age even in the driest and harshest environments.

As sea levels rose from 15,000 years ago, a quarter of the continent was flooded, but the weather improved. A

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regular monsoon across the north led to cultural explosions and astounding art. The flooding of coastal plains created conflict over land and even pitched battles. Tasmania and New Guinea were separated from the mainland and diverse cultures developed all around the coast.

In the centuries leading up to European contact, over 200 nations and cultures covered the continent. All were managing the land to sustainably provide for their future.

It was the biggest estate on earth. At all of the key sites, a strong bond has developed between Aboriginal Elders and archaeologists who share knowledge about the ancient past. For the first time on television, the world's oldest oral stories, new archaeological discoveries, stunning rock art, a wealth of never-before-seen archival footage and cinematic CGI reveal the epic migrations, struggles to survive and technological breakthroughs made between 50,000 years ago and the arrival of Europeans in 1788.



Cinematographer
Julie Nimmo – Indigenous
 Consultant
Wayne Denning – Multimedia and
 Online Content Producer
Professor Peter Veth – Archaeology
 consultant
Editor – Tania Nehme Episodes 1, 3 &
 4; Peter O'Donoghue Episode 2

THE SERIES AT A GLANCE

This series consists of four 58-minute episodes:

Episode 1: 'Super Nomads' (50,000 to 30,000 years ago)

Over 50,000 years ago, people made the first open sea voyage in human history to discover Australia: an island continent full of deadly megafauna and strange plants that had been evolving in isolation for 65 million years.

Episode 2: 'The Great Drought' (30,000 to 15,000 years ago)

When the last ice age hit Australia 30,000 years ago, sea levels dropped to 130 meters below today's level. Deserts devoured ninety per cent of the continent. The greatest drought in human history lasted 10,000 years, yet people thrived.

Episode 3: 'The Great Flood' (18,000 to 5,000 years ago)

From 18,000 years ago, melting polar ice caps began drowning 25 per cent of Greater Australia. New Guinea and Tasmania became islands. This was a time of war, ingenious inventions, spectacular art and new nations.

Episode 4: 'The Biggest Estate' (9,000 years ago to 1788AD)

While much of the world embraced agriculture, the First Australians rejected it. They chose instead ingenious land management systems like fire stick farming to transform the harshest habitable continent into a land of bounty.

CREDITS

The characters

A full list of the people seen in the four episodes is included as a handout at the end of this guide.

The Crew

Martin Butler – Director/Producer/
 Sound

Bentley Dean – Director/Producer/

CURRICULUM AND EDUCATION SUITABILITY

Ideal as central resource for Unit 1
 Year 7 National Curriculum

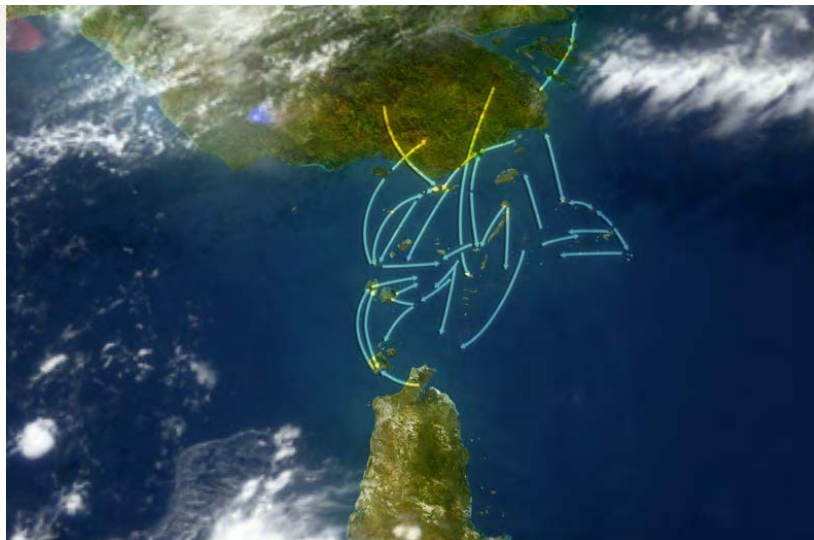
Major Learning Area: History

Historical Knowledge and Understanding:

Year 3 Community and remembrance

The importance of Country and Place to Aboriginal and/or Torres Strait Islander peoples who belong to a local area. (This is intended to be a local area study with a focus on one Language group; however, if information or sources are not readily





available, another representative area may be studied) (ACHHK060)

Year 4 First contacts

The diversity and longevity of Australia's first peoples and the ways Aboriginal and/or Torres Strait Islander peoples are connected to Country and Place (land, sea, waterways and skies) and the implications for their daily lives. (ACHHK077)

Year 6 Australia as a nation

The contribution of individuals and groups, including Aboriginal people and/or Torres Strait Islanders and migrants, to the development of Australian society, for example in areas such as the economy, education, science, the arts, sport. (ACHHK116)

Year 7: The Ancient World

A study of history from the time of the earliest human communities to the end of the ancient period, approximately 60,000 BC (BCE) – c.650 AD (CE). It was a period defined by the development of cultural practices and organised societies. The study of the ancient world includes the discoveries (the remains of the past and what we know) and the mysteries (what we do not know) about this period of history, in a range of societies including Australia.

Cross-curriculum priority

Aboriginal and Torres Strait Islander histories and cultures

The Aboriginal and Torres Strait Islander priority provides opportunities for all learners to deepen their knowledge of Australia by engaging with the world's oldest continuous living cultures. This knowledge and



understanding will enrich their ability to participate positively in the ongoing development of Australia.

The Australian Curriculum: history values Aboriginal and Torres Strait Islander histories and cultures. It celebrates Aboriginal and Torres Strait Islander histories as part of the shared history belonging to all Australians.

Students will examine historical perspectives from an Aboriginal and Torres Strait Islander viewpoint.

Reference: <<http://www.australian-curriculum.edu.au/History/Cross-Curriculum-Priorities#Aboriginal-and-Torres-Strait-Islander-histories-and-cultures>>

Other Year 7 Learning Areas addressed in the series:

Science

General Understandings: Living things and their environment; Earth's resources and their uses; Change over time

Science as a Human Endeavour: Nature and development of science; Scientific knowledge changes as new evidence becomes available,

and some scientific discoveries have significantly changed people's understanding of the world (ACSHE119)

Science Inquiry Skills:

Questioning and Predicting Identify questions and problems that can be investigated scientifically and make predictions based on scientific knowledge (ACSIS124)

Geography Geographical Knowledge and Understanding Unit 1: Water in the world

English Literacy: Interacting with others; Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multi-modal elements to promote a point of view or enable a new way of seeing (ACELY1720)

Reference: ACARA <<http://www.australiancurriculum.edu.au>>

History

Specific achievement standards:
Unit 1. Investigating the ancient past

How historians and archaeologists investigate history, including excavation and archival research (ACDSEH001)

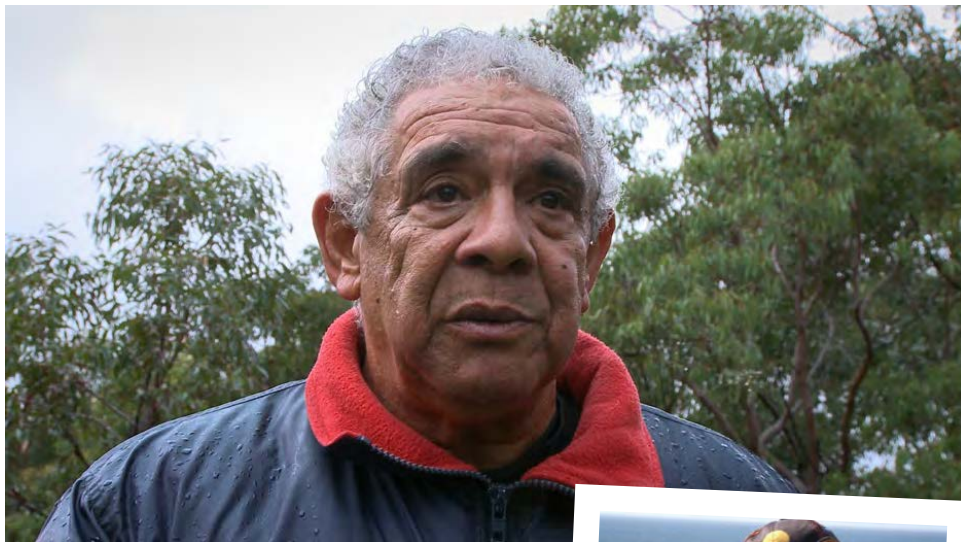
The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029)

The methods and sources used to investigate at least ONE historical controversy or mystery that has challenged historians or archaeologists, such as in the analysis of unidentified human remains (ACDSEH030)

The nature of the sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031)

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. (ACDSEH148)

Historical Skills: Chronology, terms



and concepts; Historical questions and research

Use historical terms and concepts (ACHHS206)

Identify a range of questions about the past to inform a historical inquiry

Achievement standard for assessment in History Year 7

By the end of Year 7, students suggest reasons for change and continuity over time. They describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time. Students explain the role of groups and the significance of particular individuals in society. They identify past events and developments that have been interpreted in different ways.

Students sequence events and developments within a chronological framework, using dating conventions to represent and measure time. When researching, students develop questions to frame an historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions. They examine sources to explain points of view. When interpreting sources, they identify their origin and purpose. Students develop texts, particularly descriptions

and explanations. In developing these texts and organising and presenting their findings, they use historical terms and concepts, incorporate relevant sources, and acknowledge their sources of information.

Reference: ACARA <<http://www.australiancurriculum.edu.au/History/Curriculum/F-10#level=7>>

BEFORE VIEWING THE SERIES

Display a map of Australia to locate places named and record features of significant sites throughout the unit.

A. Discuss with students how much they know about the history of the peopling of Australia.

- 1 How long have people been in Australia?
- 2 How much do you know of the earliest human occupation of Australia? (e.g. Has anyone visited Lake Mungo?)
- 3 What firsthand experiences have you have had with various parts of the Australian continent?
- 4 What significant ancient occupation sites and features can you name or have visited? (e.g. Kakadu, Uluru, Flinders Ranges)
- 5 What do you think is important about understanding the geological and climate history of Australia in understanding the human history?

B. Share with students how they will be noting any information that is important and/or find new/interesting and/or wonder about while they view the episodes.

A list of 'before viewing' ideas and links to worksheets are presented for each episode below.

VIEWING QUESTIONS AND DISCUSSION STARTERS

The following is a list of possible discussion starters that teachers can consider using depending on their study focus in using the program. These starters link directly to the activities that follow in this study guide. These questions could be considered by students during viewing.

With Year 7 History students, the questions below could be given as a handout with spaces for students to record responses during viewing.

For primary students Years 3–6 the teacher could choose sections of program to view based on the questions they consider relevant, using the timestamps on the questions below as a guide.



1 Responding to Episode 1:

'Super Nomads': 50,000–30,000 years ago

Summary of content:

In the earliest long-distance migration of modern humans from Africa, the First Australians arrived here over 50,000 years ago. To get here, they had to make the first open-sea crossing in human history. They found Greater Australia, with New Guinea joined to the mainland – a virgin continent full of weird and deadly megafauna, deserts and glaciers. The near-intact skeleton of Mungo Man from 42,000 years ago, the oldest homo sapien found outside Africa, reveals tantalising details about early life and spiritual belief systems. The First Australians were great stonemasons, hollowing out caves into important spiritual monuments and inventing ground-edged axes. They engraved the world's earliest maps and made the first image of the human face in the world. Trade networks soon criss-crossed the land and innovations in art and technology spread rapidly. An art style known as the Archaic Face is found over thousands of kilometres, right across the deserts of West and Central Australia. Against the odds, the First Australians occupied every available niche and thrived. As evidenced through oral histories and engravings across the continent, this is the time when creation stories and songlines describing land forms, boundaries and kinship systems came into being.



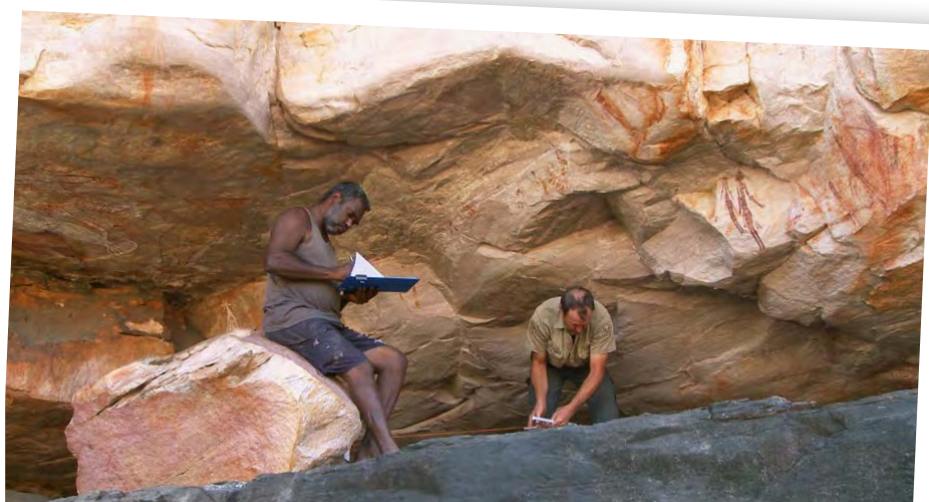
Before viewing

Review question list and choose whether to hand out as worksheet or use as class discussion during or after the episode.

- 1 What is the importance of the Lake Mungo find? (0:00–9:14)
- 2 How does the archive film from People the Western desert help our understanding? (2:55– 3:30)
- 3 Earliest evidence dates from 50,000 years ago; how does that compare with other continents? (9:15–10:00)
- 4 Where did the earliest Australians come from and how did they get here? (10:00–21:00)
- 5 What do you think the creation mother painting and dreaming show? (12:40–15:30)
- 6 What did the first Australian find? What evidence is there of this in ancient rock art? (15:30–21:00)
- 7 What do you think about Gabarnmung on the Arnhem Land plateau? (21:00–32:00)



- 8 What technologies were these ancient ancestors using? (27:15–30:36)
- 9 What date is given to the site and how do we know? (28:10–30:36)
- 10 What does this place mean to you? 'It's not just rocks in the soil'; 'here they are living'; 'My grandparents, they are here'. (30:36–32:00)
- 11 What do the faces at Murujuga indicate? (35,000 years) (33:00–40:00)
- 12 What do the climbing figures in the Sandy Deserts show? What questions are being asked about them? (40:08–41:25)
- 13 When did people of the western desert shown in the film make contact with modern Australian people? (41:25–42:00; 42:30–45:20)
- 14 What are songlines, maps and dreaming tracks of country? (42:30–45:00)
- 15 Where are the earliest known maps of the world located, how are they





made and what do they show?
(46:00–48:00).

- 16 What trade went on between the earliest occupation in Australia?
(48:00–52:00)
- 17 What was the pattern of spread throughout the whole of Australia and what is the evidence for this?
(52:00–55:00)
- 18 What is an ecological niche, and what is the niche of the earliest Australians? (55:00–58:00)
- 19 How is the existing direct link between today and the past of this episode shown? (56:30–57:30)
- 20 What might the change to climate mentioned at the end of the program have on the people? (56:30–58:00)

2 Responding to Episode 2:

'The Great Drought': 30,000–15,000 years ago

Summary of content:

For thousands of years people lived with Australia's strange and ferocious megafauna, like the six-metre giant lizard megalania and the marsupial lion. But all these beasts went extinct during the last ice age. In Australia, sea levels dropped to 130 metres below today's level and deserts spread from sixty per cent to ninety per cent of the continent. Temperatures were six degrees colder, it was dry and windy, and it lasted over 10,000 years. It was the biggest drought ever experienced by people.

As conditions worsened, people adapted to the new environments in

innovative ways. In many parts they became desert people, with new technologies like the grindstone. At the Willandra Lakes, footprints from 20,000 years ago show people thriving even at the height of the ice age. People recorded every water source and passed the information on through songlines – the oral transmission of important cultural and spiritual information. This information, codified into The Law, was the blueprint for survival through this punishing drought, even in places we can't live in today. 20,000 years ago, people crossed the treeless plain of the Nullarbor to visit Koonalda Cave and mark their presence at the height of the ice age.

Before viewing

Review the major development of Episode 1, including comparing the time period involved in Australian ancient history with other parts of the world. (Links to Worksheet 1 activity).

Discuss megafauna and ice ages.

- 1 How did the people respond to the longest drought in human history?(0:002:10)
- 2 What is recorded in the Djileri rock shelter and what is its importance? (2:10–7:07)
- 3 What are the megafauna?



(7:00–8:00)

- 4 How long do scientists now think the first people and megafauna coexisted? (8:00–21:00)
- 5 What do you know about ice ages and how they occur? (11:30–21:00)
- 6 When did the last ice age begin, and what effects did it have on the environment? (11:30–21:00)
- 7 What do you think about the Willandra Lakes footprint evidence and how it is interpreted? (14:00–20:00)
- 8 Where does the Willandra Lakes water come from? (20:00–24:30)
- 9 How is a picture of the ice age in Australia being developed? (20:10–24:30))
- 10 How does the archive film of the people of the Western Desert help us understand what is seen in the ancient sites? (21:00–22:30; 23:33–24:30; 30:00–32:30)
- 11 How do you think ancient knowledge of plants and animals shown at Binpi is similar to or different from today? (24:30–40:00)
- 12 How did the people adapt to the changing climate? (28:00–37:00)



- 13 How did diet change in response to the ice age? (28:00–32:30)
- 14 What is important about the grind-stone technology? (33:15–37:00)
- 15 How did the people make their bread? (36:00–37:00)
- 16 What are Songlines, the Dreamtime superhighway and the Law? (37:00–39:00)
- 17 What problems were faced in the crossing of the Nullarbor Plain shown in *First Footprints*? (39:00–42:20)
- 18 What is the importance of Koonalda Cave to the Indigenous people and to archaeologists? What is found there? (42:20–52:20)
- 19 How did the people in Tasmania survive 40,000 to 13,000 years ago, as shown in caves? (E.g. Kutikina Cave) (51:30–52:30)
- 20 What was the new challenge at the end of the ice age and how did it change the landmass of Australia? (55:35–56:35)

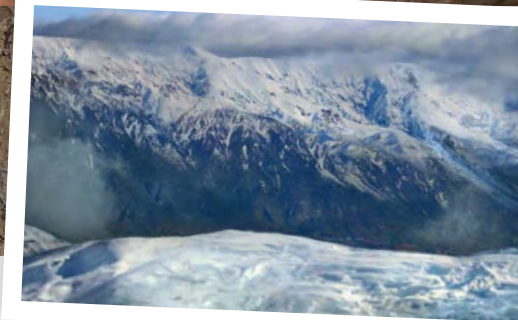
3 Responding to Episode 3:

'The Great Flood': 18,000–5,000 years ago

Summary of content:

From 18,000 years ago, melting polar ice caps began drowning twenty-five per cent of Greater Australia.

On the Nullarbor, up to 100 kilometres of coast was swallowed



every generation. The Wadi Nyi Nyi Dreaming Story of the Pitjantjatjara tells of this great flood and how the Ancestral Beings stopped it, possibly the oldest religious story in the world. Similar Dreaming stories are found all around Australia. Across the north of Australia, the warming weather brings a regular monsoon. In the Kimberley and Arnhem Land there were cultural explosions in art and technology.

The astounding Gwion figures in the Kimberley and the Dynamic art of Arnhem Land gives us a detailed insight into a rich life 12,000 years ago. Boomerangs were invented, and then discarded across the north, as trees replaced grassland. As rising seas flooded coastal plains, conflict and even pitched battles between groups of warriors appear in the art. The earliest battle scenes in the world are in Arnhem Land. Conflict over land appears to have led to the death of Narrabeen Man, the earliest evidence of ritual killing in Australia. His skeleton was found under a bus stop on Sydney's northern beaches. The rising seas filled a river valley to create Sydney harbour, a rich environment where permanent occupation developed. New Guinea and Tasmania

were permanently cut off. The isolation of the Tasmanians had profound consequences on diet, language and technology.

Before viewing

What can the ancient art sites tell us about the early pre-history of Australia? (Links to Worksheet 2)

- 1 What led to the great change in the environment culture around 13,000 years ago? (0:00 –2:10)
- 2 How is the great flood remembered in the first people's culture? (3:30–7:07)
- 3 What is the oldest story known to science in the world and how is it told across Australia? (6:30–8:20)
- 4 How are the artworks interpreted to describe the changing environment 7,000–8,000 years ago? (8:20–14:00)
- 5 In the Kimberley, what changes were occurring to culture? (14:00–20:00)
- 6 How is life 12,000 years ago being studied? (11:30–21:00)
- 7 When were boomerangs first seen in the art? (17:00–20:00);



- 26:00–30:00)
- 8 What do the art in the Kimberley and Arnhem Land rock paintings show and how are they interpreted? (20:00–26:30)
 - 9 What is the evidence of creativity in the post-drought era? (26:00–30:00)
 - 10 How does the returning boomerang work, what was it used for and when was it invented? (26:00–29:30)
 - 11 What were the uses of boomerangs in arid areas? (29:00–32:00)
 - 12 What explanation is given for why boomerangs disappeared from use in Arnhem Land? (30:00–33:00)
 - 13 How did the change in sea level affect the lifestyle of the population in northern Australia? (30:00–32:30)
 - 14 What is important about the spear-thrower technology? (32:15–34:00)
 - 15 How is the battle scene painting important in understanding the changing culture? (35:00–37:00)
 - 16 What evidence is found near Sydney in 2005 of fight over land? (36:38–41:45)
 - 17 How did the Sydney area and its people change with the rising seas? (41:45–42:20)
 - 18 What is the importance of the rock art around Sydney to the Indigenous people and to archaeologists? What is found there? How do we know that men and



women carried out different duties? (42:20–46:10)

- 19 How long has Tasmania been cut off from the mainland, and what differences in culture are seen when a group is cut off? (46:10–56:35)
- 20 What evidence is found in Tasmania about technology and what people need? (48:40–56:35)

4 Responding to Episode 4:

'The Biggest Estate: 9,000 years ago–1788AD

Summary of content: Over 9,000 years ago, agriculture started in different parts of the planet: The Middle East, China and Greater Australia in the Highlands of New Guinea, still then attached to the mainland. As seas rose, agriculture spread to the Torres Strait Islands, but on mainland Australia people rejected it. They chose instead to carefully manipulate the available natural plants and animals to greatly increase their food resources. In Queensland's rainforest, people learned how to remove the poison from some of the forest's most abundant toxic nuts. In Victoria, a huge communal aquaculture system was engineered. Thousands of people lived in stone houses in settled villages.



Fire stick farming was used all around Australia to create habitats that encouraged particular plants and animals. Eucalypt forest everywhere was burned to create deliberate grass lanes that were used to lure and trap kangaroos.

Here, people created something unique in human history: they transformed an entire continent into the biggest estate on earth – fully sustainable into the future until outsiders arrived: first Maccassan traders from Indonesia, then the Dutch, followed by the English who came to stay in 1788.

Before viewing

What ancient sites do you think are most astounding/interesting/informative? (Links to Worksheet 3)

- 1 How would you summarise the first people's history of management of the land?(0:00–2:10)
- 2 What might have prompted the start of farming? (2:05–7:07)
- 3 What are the advantages and disadvantages of agriculture?





(6:00–8:20)

- 4 What major agricultural crops were domesticated at Kuk in Papua New Guinea? (6:20–7:40) (Taro, banana, sugar cane)
- 5 How has the large-scale manipulation of the environment changed the land? (14:00–20:00)
- 6 How is the development of agriculture in the New Guinea highlands different from other parts of the world? (8:30–21:00)
- 7 What are some differences between Torres Strait Islander culture and mainland cultures? (10:00–20:00; 26:00–29:00)
- 8 Who were the Lapita people? (10:00–13:30)
- 9 How can large numbers of people make a living on small islands? (13:00–15:00)
- 10 How does the canoe allow islander life to continue? (14:00–17:00)
- 11 What was traded between New Guinea and Australia through Torres Strait? (18:00)
- 12 What can be gathered for use in rainforests, rather than having to garden? (19:00–33:00)
- 13 How are toxic nuts treated for use? (20:30–24:00)
- 14 What important difference was seen in technology in Western Victoria



(Gunditjmara country)?
(24:15–34:00)

- 15 How do the fish traps show that the people were 'not just simple hunter-gatherers'? (24:15–29:00)
- 16 What evidence is there for permanent house sites in Western Victoria and why would the people have created them? (30:00–32:45)
- 17 What does domesticating the landscape mean, as compared to domesticating animals and plants in farming? What is the importance of fire and fire stick farming? (33:53–36:20)
- 18 How did fire change environments across Australia? How did fire make food resources more reliable through policy rather than chance? (36:20–44:50)
- 19 How can Australia be called the biggest estate, and in what ways is it different from what people did on other continents? (36:20–46:00)
- 20 What happened when the



outside world made first contact?
(46:00–56:40 Maccassan & Dutch;
56:42–58:00 English)

ACTIVITIES

1 Four stages of the Australian prehistory timeline: Places, evidence and people

(Worksheet 1)

(Most Suitable for Year 7 as presented; could be modified for other levels)

Curriculum link: History – Historical Knowledge and Understanding / Investigating the ancient past

The task: Students complete the worksheet by locating the places and events, by using information from programs as a group.

NB: The information collected in this group activity could be used as source information to complete an individual assignment (Worksheet 2) on one of the sites presented in the series.





Curriculum focus: Year 7 History
Unit 1; General capability: Literacy;
Cross-curriculum priorities: Aboriginal
and Torres Strait Islander histories and
cultures

Individual Report.

Prior to handing out worksheet:

Provide hard or electronic copies of viewer question lists for Episode 1. Hand out worksheet after watching and responding to this first episode using the questions to guide a class discussion.

Hand out Worksheet 1.

Suggested teaching strategy:

Jigsaw groups of four. One student in each home group could be allocated one program to record information. Move into the four expert groups, one for each episode, to share their ideas of the important information from that episode.

NB: Important places mentioned in each episode for students to include are:

- Episode 1. Lake Mungo, Gabarnmung, Murujuga
- Episode 2. Djileri, Willandra Lakes, Koonalda Cave (Nullarbor), Kutikina Cave (Tas)
- Episode 3. Kimberley, Arnhem Land, Sydney, Tasmania
- Episode 4. New Guinea, Torres Strait Islands, Western Victoria fishtraps

NB: The timestamps in the viewer question lists could be a useful resource for groups to access parts of their program to review.

Return to home groups: Have students share their expert information on their episode, which group members can then record on their worksheet.

After completing worksheet

Working as a class, review the sites listed. Discuss what students think about each site, ensuring they have accurate dates and appreciate the time lengths involved.

Review: Which site do you think is the most interesting of all those talked about in *First Footprints*?

2 Evidence of the past: Reading rocks, art and technology from Australia's distant past

(Worksheet 2)

(Most suitable as individual research and report writing Year 7, could be adapted for Years 3–6)

Time allocated: 2–3 class hours

The task: Create a written and illustrated report on one of the important sites of ancient rock art traces left by Australia's first inhabitants using the headings in the table on the worksheet.

Prior to handing out worksheet

Class discussion: Compare the age of the traces in and on rock found in Australia, including artworks, with those found elsewhere in the world (Episode 1, Timestamp: 9:15–10:00)

- What do we know about the First Australians from their artworks?

Discuss selected artwork at chosen sites with class – use timestamps in viewer questions to locate artworks to make a slideshow.





Hand out Worksheet 2

Discuss with the class what form the report might take, the other reference material they can use and the length of class time that they will have to complete the report.

NB Share with students how to take a screen-grab:

- Press control/printscreens
- Paste into Paint program
- Crop selection (include timestamp)
- Save with name of site and image

Report assessment

Discuss assessment requirements. This could include creating an assessment rubric with class.

3 Ancient Australian Significant sites

(Worksheet 3)

(Suitable all levels as presented with greater or lesser support depending on age group)

Creating a whole-class display.

Time allocated: 1–2 class hours

The task: Working as a class, create a master map locating the significant



sites covered in assignments on a display map of Australia. Make sure all sites mentioned in each of the four episodes are located on the master map with information about the site.

Before starting the task, review the places mentioned and visited in the series that students found most interesting. What do you remember of that site?

Four expert groups could be created, one for each episode, to check all important information is collected:

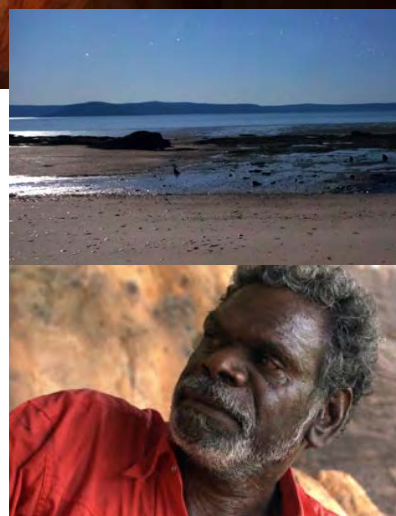
- Episode 1. Lake Mungo, Gabarnmung, Murujuga
- Episode 2. Djilerri, Willandra Lakes, Koonalda Cave (Nullarbor), Kutikina Cave (Tas)
- Episode 3. Kimberley, Arnhem Land, Sydney, Tasmania
- Episode 4. New Guinea, Torres Strait Islands, Western Victoria fishtraps

NB: This map could be created to display the information collected on the sites in the previous two activities if these were completed.

4 Telling our history

(Worksheet 4)

Curriculum focus: Year 7 History Unit 1; General capability: Literacy; Cross curriculum priorities: Aboriginal



and Torres Strait Islander histories and cultures

Individual or paired activity

Allow at least 120 minutes for this activity.

This activity would be best completed as a final project, after the whole story of the first people to Australia has been examined in other activities, including creating timelines and documenting details of archaeological, rock art and oral histories.

Aim: Develop an audio-visual presentation describing and explaining the significance and importance of preserving one aspect of First Australian pre-history using the voice of one of the people in *First Footprints*, using ICT, to recreate and show the specific features of the site.

National Curriculum Outcome: The importance of conserving the remains



of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples. (ACDSEH148)

Prior to handing out worksheet

Working as a class: Discuss historical skills including chronology concepts, formulation of questions for research, analysis, interpretation and explanation in history.

Review content of the timeline:

- How long have Aboriginal people been in Australia?
- What major changes in climate and the environment have occurred in that time?
- How important do you think it to preserve the sites?

Handout worksheet

Discuss the task including what a historian might consider, possible formats and agree on word lengths.

Provide the list of people seen in *First Footprints* in Handout Information Sheet showing characters and their involvement in events of *First Footprints*.

Working Individually, in pairs or in small groups, discuss with students how to decide on their own mode of

presentation for a story of one of the sites, e.g.

1. Design a poster
2. You are a journalist writing an article of agreed length. For ideas on how to write the article, go to <<http://www.media.college.com/journalism/news/write-stories.html>>.
3. Create a PowerPoint.

RESOURCES

Online Resources for students and teachers

Sahul Time

A visual, interactive representation of the Earth's history.
<http://sahultime.monash.edu.au/>

Place, Evolution and Rock Art Heritage Unit (PERAHU)

<http://www.griffith.edu.au/humanities-languages/school-humanities/research/perahu>
<http://www.googleartproject.com/collection/australian-rock-art/>
<http://www.youtube.com/protectrockart>
<http://www.protectaustriasspirit.com.au>

Connecting Country: The Jawoyn Homeland Project
<http://connectingcountry.arts.monash.edu.au/>

Specific resources on sites

Gabarnmung

Oldest dated painting in Australia found

http://www.academia.edu/3107260/A_28_000_year_old_excavated_painted_rock_from_Nawarla_Gabarnmung_northern_Australia
http://www.academia.edu/3107260/A_28_000_year_old_excavated_painted_rock_from_Nawarla_Gabarnmung_northern_Australia

Mungo National Park

Site of ancient burials of Mungo Lady and Mungo Man

<http://www.visitmungo.com.au>
<http://www.mungoyouthproject.com.au/>
<http://www.australiangeographic.com.au/journal/the-discovery-of-mungo-man.htm>
<http://www.visitmungo.com.au/who-was-mungo-man>
<http://www.sciencedaily.com/releases/2003/02/030220082107.htm>

Koonalda Cave

Flint mine and rock art on the Nullarbor
<http://archaeology.about.com/od/rockartsites/a/koonalda.htm>
<http://www.originsnet.org/koonaldagallery/>

Tasmanian Caves

Fact sheet – Tourism Tasmania
<http://www.tourismtasmania.com.au/media/facts/aboriginal/>

Willandra Lakes

World heritage listed site
<http://www.environment.gov.au/heritage/places/world/willandra/>
<http://whc.unesco.org/en/list/167>



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AUSTRALIAN PREHISTORY TIMELINE: PLACES, EVIDENCE, PEOPLE

Working in groups: 1, 2, 3, 4

The task: Make notes on the timeline about three significant sites described in each Episodes of *First Footprints* in the boxes provided. Record information about at least



three major ancient sites visited for each episode, including the place name, nature of the evidence and what it tells us about human in Australia.

Place
Evidence
What it means
Place
Evidence
What it means
Place
Evidence
What it means

1. SUPER NOMADS

50,000

30,000

18,000

9,000

1,788

2. THE GREAT DROUGHT

Place
Evidence
What it means
Place
Evidence
What it means
Place
Evidence
What it means

Place
Evidence
What it means
Place
Evidence
What it means
Place
Evidence
What it means

3. THE GREAT FLOOD

4. THE BIGGEST ESTATE

Place
Evidence
What it means
Place
Evidence
What it means
Place
Evidence
What it means

EVIDENCE OF THE PAST: READING ROCK ART FROM AUSTRALIAN DISTANT PAST

Individual Report. Time allocated: 2–3 class hours

The task: Create a written and illustrated report on one of the important sites of ancient traces left by Australia's first inhabitants using the headings in the table below.



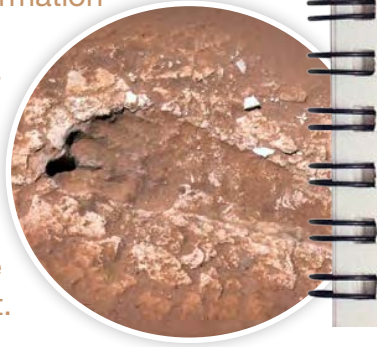
WHAT TO DO:

- Choose one the most important rock art sites from *First Footprints* e.g. **Episode 1.** Gabarnmung; Murujuga; **Episode 2.** Djilerri, Koonalda Cave (Nullarbor).
- Use the table below to create notes for your report.
- Discuss with your teacher possible format for the report and how it is to be presented.
- Present your report as negotiated with your teacher.
- **References:** Include at least three references, with the *First Footprints* series as one.

Where the art is located	
Type of evidence it shows	
Characteristics of the art	
When it was made and how we know	
What archaeologists interpret the evidence to mean	
What local people interpret the evidence	

ANCIENT AUSTRALIAN SIGNIFICANT SITES

Many sites are mentioned in *First Footprints*. Use information from the series to record the locations of some of the most important archaeological sites and what they show. Include some from the list on right.



INCLUDE:

- **Episode 1:**
Lake Mungo; Gabarnmung; Murujuga
- **Episode 2:**
Djileri, Willandra Lakes, Koonalda Cave (Nullarbor), Kuti-kina Cave (Tas)
- **Episode 3:**
Kimberley; Arnhem land, Sydney, Tasmania
- **Episode 4:**
New Guinea, Torres Strait Islands, Western Victoria fishtraps



TELLING OUR HISTORY

The voices and works of many people are heard in *First Footprints*.
Which one/s did you find most compelling?

The task: Write a story about a site of significance in *First Footprints* from the perspective of one of the characters seen in the series.



WHAT TO DO: A. Researching what is said

- 1 Choose one or a group of the characters heard from in a section of one episode (Use the list provided and your reactions when watching the series to help make your selection).
- 2 Review the section of the film to track what they say and do about the site/trace/object/dreaming.
- 3 Record details of the section and the importance to understanding the site and what it tells us about the history. Use table below.
- 4 Use the notes to write an account of the importance of the evidence as if you were that person.



The key ideas of history/Historical skill	What they say and do	Other references to the event/evidence
Traces described E.g. artwork, bones, tracks		
Evidence of what past events		
What dates and Dating evidence		
Social structure of the ancient society implied		
Activities implied		
Significance		
Other comments/interpretations		

WHAT TO DO: B. Writing the story (Length to be negotiated)

Rewrite a first-person account of your chosen event, using the information from *First Footprints* recorded above as a guide. You could write as an archaeologist, historian or Indigenous person.

THE CHARACTERS AND THEIR INVOLVEMENT IN EVENTS OF FIRST FOOTPRINTS

EPISODE 1

Warren Clark, Roy Kennedy, Noel Johnson and Patrick Lawson, Elders and Rangers from the Willandra Lakes World Heritage Area All are active in preserving the site of **Mungo Man**, who at 42,000 years is the oldest modern human found outside Africa. They are working on a suitable resting place for the remains discovered at Lake Mungo.

Prof. Jim Bowler, Geologist Discovered Mungo Lady and Mungo Man. Until then scientists had thought people had been here for a mere 12,000 years.

Dr Michael Westaway, Biological Anthropologist We found Michael tirelessly digging at the bottom of a pit in the red dirt in tropical Queensland, as well as gently revealing the secrets of the oldest known Australian.

Dr Sally K May, Archaeologist Has worked for many years with the Gunbalanya and Kakadu communities.

With Traditional Owners she has ambitious plans to expand the surveying for rock art in Kakadu.

Margaret Katherine, Jawoyn Elder Has an electric personality and deep knowledge of culture. She is a generous visionary for her people and a brilliant storyteller around the campfire.

Ben Gunn, Rock Art Specialist First identified the attributes of *Genyornis* in the painting at Gabarnmung, one of a handful of paintings of Australia's megafauna.

Dr Bruno David, Archaeologist from Monash University whose team found a ground-edged axe from 35,000 years ago and the oldest dated painting in Australia.

Prof. Jean-Jacques Delannoy, Geomorphologist from the University of Savoie, France. It was his work that revealed the shelter at Gabarnmung was man-made.

Prof. Jean-Michel Geneste, Archaeologist and Director of Centre National de Préhistoire, France, responsible for both the Lascaux and Chauvet cave sites. Loves working in Australia because 'Here the sites are really living. That's the difference.'

Dr Ken Mulvaney, Chief Archaeologist for Rio Tinto has been an enthusiastic advocate for the preservation of the engravings at Murujuga. He has devoted much of his career to working with Traditional Owners to record and understand them. **Wilfred Hicks, Wong-Goo-Too Elder** has worked with Ken for many years to record and protect the art for future generations.

EPISODE 2

Prof. Peter Veth, Archaeologist from the University of Western Australia. It was Peter's knowledge and enthusiasm about this subject that helped inspire us to make *First Footprints*. He told us what to read, gave us contacts and throughout the scripting was an invaluable consultant.

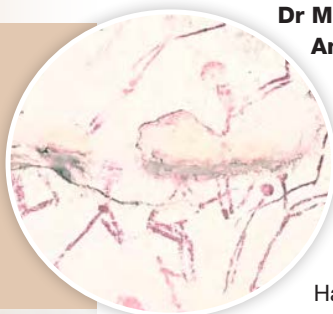
Timmy Patterson, Geoffery Stewart, Jimmy Morgan and Ben Brown The Martu men we met in the Western Desert. Recording their discussion about songlines around the campfire as the desert night descended was a special moment. The sound and rhythm of the language carried a serenity and a connection that was poignant. Particularly as this would be Jimmy's last trip to his country – he passed away shortly after filming.

Colin Hughes, Aboriginal Heritage Officer for the Tasmanian Aboriginal Land and Sea Council A superb guide with an infectious passion for his work.

Dr. Richard Cosgrove, Archaeologist at La Trobe University who has worked in Tasmania, tropical Queensland and now France.

Ronald Lamilami Namunidjbuk Elder has been collaborating for years with **Professor Paul Tacon** from Griffith University to reveal the splendour of the rock art on Ronald's country. Paul holds the first chair in Rock Art in the country and has set up campaigns to preserve it.

Rebecca Budby and Gary Hardiman, Barada Barna researchers and Dr Scott Hocknull, Paleontologist from Queensland Museum were engaged in a huge dig in the middle of the Bowen Basin in Queensland searching for megafauna and human remains. Scott is young, dynamic, hard working and may have history changing dates when the final results come in.



EPISODE 3

Daryl Pappin, Mutthi Mutthi and Dr Nikki Stern, archaeologist at La Trobe University is another long-term collaboration. Daryl is studying archaeology. Nikki and he have ambitious plans to survey the entire system at Lake Mungo.

Kumbaya Girgiba and Thelma Judson are two **Martu women** who have taken us out to their desert country a few times. It's great to see their total comfort in this harsh environment and their infectious and constant laughter.

Pitjantjatjara Elders Roy Underwood, Ned Grant, Fred Grant and Lennard Walker took us to the Nullarbor and to Koonalda Cave.

They speak little English and have continued much of their traditional lifestyle. **Archaeologist Dr Scott Cane** and initiated Pitjantjatjara man Ian Baird have established a deep respect and rapport with the men over many years of collaboration. Scott is writing a companion book for *First Footprints*.

Sylvester Mangolamara, Albert Peurmora and Albert Bundamurra, Wunambal Gaambera Traditional Owners are immensely proud of their Gwion art heritage and have been working with a major archaeological team, including Dr June Ross and Prof Mike Morwood to interpret and firm up the dates for the art.

Dr Philip Jones from the South Australia Museum knows more about the spread of boomerangs than anyone, and his museum has the best collection.

Gadigal Elder Allen Madden has a wealth of information about life in the ancient past in the Sydney basin. He has worked with archaeologist and Rock Art Specialist **Dr Jo McDonald** for many years.

EPISODE 4

Ru Kundil is a **Kawelka Elder** from the Highlands of Papua New Guinea. Evidence of agriculture from over 9,000 years ago has been found on his land and he is immensely proud. As a student, **Herman Mandui** worked on the excavations. He is now the Government's chief Archaeologist and the Director of the National Museum and Art Gallery of Papua New Guinea.

Cygnnet Repu is **Quarantine Officer on Mabuia**, a fine singer, and very knowledgeable about Torres Strait Islander history. With **Professor Ian McNiven** from Monash University, the coming of agriculture to these islands has been dated.

Professor Bill Gammage, historian and author of 'The Biggest Estate – How Aboriginal people made Australia' won the Prime Minister's Literary Award for Australian History.

Mamu Ngadjon-Jii Elder Ernie Raymond is a **Park Ranger** in Malanda Falls, proudly revealing his rainforest to visitors.

Gunditjmara Elder Ken Saunders was generous with his knowledge of the ancient past. The Gunditjmara community are very active in preserving and sharing their heritage.

Shaun Namarnyilk, Marius Namarnyilk, Ashley Nayilibidj and Nipper Gumurdul, are **Fire Rangers** at Gunbalanya in Arnhem Land. They love their work.

Wik Elder Silas Wollombi is over eighty but that didn't stop him passionately retelling the story of the Dutch visit to his country in 1606.

