

# Pinjar Joondalup

Students will learn about the Joondalup region, which is part of Mooro country and is an important place for Noongar people. The area holds great cultural significance to the land and the sky.

**Subject area:**

Humanities and Social Sciences

**Year level:**

Year 7 - 10

**Learning objectives:**

- Understand the connection Aboriginal people have with the land and sky.
- Understand that the Joondalup area is of great cultural significance to Aboriginal people.
- Clarify understandings about the features, use and management of the Joondalup area.
- Develop inquiry skills (ability to reflect on information).

Curriculum links

<i>Water in the world</i>	ACHGK040
<i>Place and liveability</i>	ACHGK043

Cross curricular priorities - Aboriginal and Torres Strait Islander Histories and Cultures

OI.2	Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.
OI.3	Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.
OI.5	Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.
OI.9	The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

General capabilities



Literacy



Information and communication technology (ICT) capability



Critical and creative thinking



Personal and social capability



Ethical understanding



Intercultural understanding

# The Charnock woman

Aboriginal people have always had a strong connection with the stars and constellations. There is one Noongar nyitting (dreaming) story that holds great importance for the Joondalup region. This is the story of the Charnock woman.

Students will research the importance of this story while completing the activity sheet.

**Time required:**

1 hour

**Resources required:**

- iPad or laptop per student
- Activity page – [Charnock](#)

**Preparation:**

1. Print activity page – Charnock for each student
2. Ensure students have access to:
  - a. [The South West Aboriginal Land & Sea Council: Kaartdijin Noongar](#)
  - b. [Walk with the Waugal 360 Web site](#)
3. Ensure students have previously viewed Walk with the Waugal [Lake Joondalup](#) video and completed the [Lake Joondalup comprehension sheet](#).

**Steps:**

1. As a class discuss with the students if they know of any Aboriginal stories linked to the sky?
2. Hand out activity page - [Charnock](#) for students to complete.
3. The story of the Charnock woman has a special connection with the Noongar people. Using Water Corporation's [Walk with the Waugal 360 website](#), students are to identify and record the different types of flora located in each habitat.
4. Get students to answer the following questions in their student workbook:
  - a. Which flora is linked to Charnock Nyitting story?
  - b. Why is this flora special to Noongar people?



## ➤ Extension Activity 1

# Djinda nyitting (Star dreaming)

Aboriginal people have often been regarded as being the world's first astronomers. Knowledge about the sky, sun, moon and stars are embedded within the culture. Students will research and explore the significance astronomy has to Aboriginal people and create a brochure to illustrate their understanding.

### Time required:

1 hour

### Resources required:

- iPad or laptop per student

### Preparation:

Ensure students have access to:

1. [Lucidpress](#)
2. [Seven sisters](#)
3. [Kindred skies](#)
4. [Bunjil the creator](#)

### Steps:

1. As a class discuss
  - a. What is astronomy?
  - b. What are constellations?
  - c. Have you seen or heard of any constellations? If so which ones?
  - d. Do you know of any Aboriginal astronomy/ dreaming stories?
  - e. Why do you think Aboriginal people had Nyitting (dreaming) stories?
2. Students research an Aboriginal astronomy story, and then create a brochure using [Lucidpress](#). Here are some astronomy story suggestions:
  - a. Emu in the sky
  - b. [Seven sisters](#)
  - c. [Kindred skies](#)
  - d. Brothers Yuree & Wanjel
  - e. The three brothers-Wangkumara people
  - f. [Bunjil- eagle](#)
3. Include in the brochure:
  - a. The name of the Aboriginal story
  - b. A summary of the story
  - c. An image of the constellation the story represents
  - d. What Aboriginal group does this story belong to?
  - e. Is there more than one Aboriginal group this story belongs to?
  - f. Are there other cultures around the world that have stories about this constellation? If so, what is the name they give to this constellation?
4. Students will share their brochure with the class.

## ➤ Extension Activity 2

# Art as an expression

Students will consolidate their understanding of Aboriginal astronomy to create an original art piece that is reflective of a constellation.

### Time required:

1 hour

### Resources required:

- iPad or laptop per student
- Various art mediums such as paint, canvas, chalk, markers, twigs, sand, dirt

### Preparation:

Ensure students have access to the following:

1. [Seven Sisters](#)
2. [Aboriginal art aims for the sky](#)
3. [Skatelescope](#)

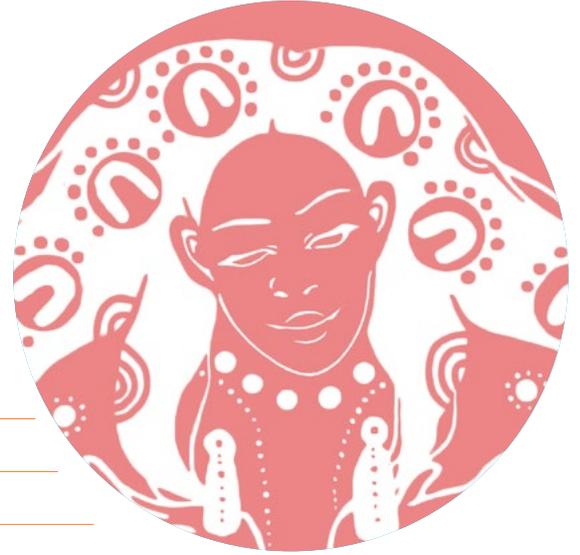


### Steps:

1. Review the information gathered from the previous lesson.
2. Students work to create an original art piece that compliments their constellation story. The artwork should have meaning and depth because they are inviting the viewer on a journey which tells a story.
3. Students are to express their artwork creatively using available materials. They can use natural materials found from the environment or create a simple painting if they desire. Some of the materials they might like to choose from but not limited to are:
  - a. Paint
  - b. Dirt
  - c. Cloth
  - d. Sand
  - e. Twigs
  - f. Markers
  - g. Chalk
4. Students are encouraged to be as creative as possible in presenting their original art piece. Here are some examples and ideas of artwork that is reflective of the sky:
  - a. [Seven Sisters](#)
  - b. [Aboriginal art aims for the sky](#)
  - c. [Skatelescope](#)
5. Students write a summary of their art piece that includes the following:
  - a. What is the constellation they painted and is there cultural significance to Noongar people?
  - b. Why they chose those elements to create their piece?
  - c. What is the story they have created through their art?



# Charnock



1. One Noongar story is particularly important to the Joondalup area. It tells the story of a tall spirit woman called Charnock, in your own words describe the story of the Charnock woman.

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2. The Charnock woman is special to the Joondalup region, what connection does she have with Pinjar Joondalup?

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3. What happened to the spirit children when the Charnock woman realised what she had done was wrong?

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4. What occurs every 33 years and what do Noongar people say when this happens?

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> Activity page – Charnock

5. What happens during a full moon, and why is this important to Joondalup?

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6. Using *The South West Aboriginal Land & Sea Council: Kaartdijin Noongar* research and record why Nyitting (dreaming) stories are important for Aboriginal people?

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7. What is the connection between the Carers of Everything and the Charnock woman?

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8. Who are the Carers of Everything?

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9. What do you think the purpose of the Carers of Everything is?

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10. What do you think it means when Aboriginal people say 'the past, present and future' are all connected?

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