

# YEAR 8 ECONOMICS AND BUSINESS – KNOWLEDGE AND UNDERSTANDING

ACARA code: [ACHEK028](#)

## Indigenous trade and trade markets: History and current practice

### Australian Curriculum Links

Humanities and Social Sciences/Economics and Business/Year 8/Economics and Business Knowledge and Understanding/ACHEK028

### Australian Curriculum Content Description

The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets.

### Australian Curriculum Elaboration

Exploring traditional practices that enabled fast and expansive exchange in technology, ideas and rare and valuable goods within and between Aboriginal and Torres Strait Islander communities (for example, through trade, songlines and ceremony), and how this reinforced personal and group relationships.

Recognising that Aboriginal and Torres Strait Islander communities participate in contemporary markets (for example, employment, social contribution) and identifying the barriers to access to contemporary markets (for example, distance, poverty).

Investigating the innovative ways Aboriginal and Torres Strait Islander Peoples utilise their cultural knowledge in contemporary contexts in enterprising ways (for example, cultural tourism and other business ventures that harness traditional knowledge of art, medicines and food derived from the environment).

### Australians Together Learning Framework



**The Wound**



**Our History**



**Why Me?**



**Our Cultures**



**My Response**

### Essential question

How did British occupation affect trade for Aboriginal and Torres Strait Islander Peoples, and how is modern day trade represented through Indigenous business?

### Introduction

This resource explores traditional Indigenous trade practices and barriers to Indigenous business ownership. Students will read about the historical trade routes of Aboriginal and Torres Strait Islander Peoples, the items that were traded and the cultural reasons for trade. Activities focus on current opportunities, specifically practices in Indigenous cultural tourism and a report on an Indigenous business.

## Glossary

Terms that may need to be introduced to students prior to teaching the resource:

**agribusiness:** any business involved in agricultural processes (farming or pastoral), often referring to bigger businesses that use sophisticated technology.

**colonisation:** the act of one country invading and taking over another; the invaded country is called a 'colony'.

**dispossession:** the act of taking someone's possessions or property; often used to describe the theft of land from Aboriginal and Torres Strait Islander Peoples by the British colonisers.

**economic development:** improvement of the financial situation of a community, region, city or country.


**economy:** the production and consumption of goods and services, and the resources and money of a country.

**indigeneity:** indigeneness; the fact of originating from a particular place, in this instance Australia and the Torres Strait Islands.


**markedly:** easily seen or clearly noticeable; significantly.

**prejudice:** a negative feeling or opinion that's formed with minimal knowledge or reason.


**revenue:** a government's income; collected from government from taxes and so on, and used to run the country.



	Teacher guidance	Ideas for student activities
 <p><b>The Wound</b></p> <p>Aboriginal and Torres Strait Islander perspectives on the issue</p>	<p><i>It's a good idea to introduce students to Aboriginal and Torres Strait Islander perspectives at the beginning of a study so their views don't become peripheral to the topic.</i></p> <p><b>Indigenous participation in business</b></p> <p>There are as many as 16 000 businesses in Australia that are Indigenous-owned. Together, these businesses earn over \$1 billion every year (Department of the Prime Minister and Cabinet 2018 p. 8).</p> <p>According to the Australian Bureau of Statistics (ABS), data from the 2016 Census of Population and Housing showed that "The number of Aboriginal and Torres Strait Islander business owner managers has increased <b>markedly</b> over the past 10 years, jumping by almost 72 per cent to 11 587 ..." (ABS 2018).</p> <p>Kylie Penehoe, a Wonnarua and Wiradjuri woman and the Executive Manager <b>Agribusiness</b> at the Indigenous Land and Sea Corporation, explains the contribution Indigenous farming makes to the Australian <b>economy</b>:</p> <p>Indigenous agriculture generates about \$185 million in <b>revenue</b> annually, across roughly 120 Indigenous agriculture businesses. Not only does that create huge ... <b>economic development</b> for Aboriginal and Torres Strait Islander peoples, but it also contributes greatly to the Australian economy. It's a story that's not often told. It's exciting and we want to help these Indigenous agriculture businesses [grow] and thrive – whilst also balancing that growth with cultural connections to the land.</p> <p>This social, cultural and economic contribution of Aboriginal and Torres Strait Islander peoples isn't often talked about (Phelan 2020).</p> <p><b>Barriers to access</b></p> <p>Due to the ongoing impacts of <b>colonisation</b>, many Aboriginal and Torres Strait Islander People don't have the same opportunities as non-Indigenous Australians. <b>Dispossession</b> has meant that First Nations people have been forcibly removed from their land and separated from family, culture and language.</p>	<p><b>Introductory discussion</b></p> <p>What is trade?</p> <p>What are the reasons for trading?</p> <p>What are some things that would've been traded before the British occupation of Australia that today you would purchase from a shop or business?</p> <p><b>Discuss reading</b></p> <p>What positive or negative messages come from your reading about 'participation' and 'barriers'?</p> <p>Why might the 'social, cultural and economic contribution' of Aboriginal and Torres Strait Islander People not often get talked about?</p> <p>How might each of the possible barriers listed impact Indigenous business owners?</p>

	<b>Teacher guidance</b>	<b>Ideas for student activities</b>
	<p>Many Aboriginal and Torres Strait Islander People have suffered <b>prejudice</b> and discrimination. This has resulted in inequality and being “denied the chance to share in the benefits of one of the wealthiest nations in the world” (Kapunscinski 2013 p. 3).</p> <p>These barriers can include lack of knowledge or access to client and business networks, industry incumbents, switching costs, economies of scale, existing relationships and industry reputation. Foley (2003) writes that Indigenous entrepreneurs generally suffer from poorer business experience, education and training, poorer business networks and industry experience, and higher levels of racial discrimination and prejudice compared to non-Indigenous entrepreneurs trying to enter a similar market. Wood and Davidson (2011, cited in Loosemore &amp; Denny-Smith 2019) also highlight other unique barriers to entry into the business marketplace, such as: alienation from their own Indigenous community, clashes of cultural value sets, access to an appropriate consumer population, lack of Indigenous role models, language barriers and lack of access to finance due to their <b>indigeneity</b>.</p> <p>Research shows that barriers to success in small business for Indigenous business owners include:</p> <ul style="list-style-type: none"> <li>• remote location</li> <li>• poverty</li> <li>• prejudice and discrimination</li> <li>• education and training</li> <li>• industry experience</li> <li>• cultural clash</li> <li>• role models</li> <li>• language. (Loosemore &amp; Denny-Smith 2019)</li> </ul> <p>By recognising the wound that our history has created, and acting to heal it, those barriers can begin to come down.</p> <p><b>Barrier discussion points</b></p> <p>These elaborations to the barriers mentioned above may be useful for discussing how they would affect Indigenous business owners or those considering going into business.</p> <ul style="list-style-type: none"> <li>• Remote location – reduced access to customer base, industry specialists, business support and networks.</li> <li>• Poverty – limited or no access to credit or financial support.</li> <li>• Prejudice and discrimination – difficulty accessing credit, possible impacts on customer numbers, difficulty accessing support and advice, difficulty creating business networks and partnerships.</li> <li>• Education and training – no or low financial literacy, lack of understanding of financial requirements of a business, reduced confidence.</li> <li>• Industry experience – reduced awareness of the norms of that industry, reduced ability to access networks, reduced confidence.</li> </ul>	<p><b>Map task</b></p> <p>Create a map that displays one or two Indigenous-owned enterprises, and their location and distance to marketplace.</p> <p>What’s the product or service, who are their customers and what are their major barriers to getting their product to market?</p> <p>Summarise briefly and present to the class.</p>

	Teacher guidance	Ideas for student activities
	<ul style="list-style-type: none"> <li>• Cultural clash – ideals that drive Western business (capitalism, individual profit over community contribution) are in conflict with Indigenous ideals (responsibility to contribute to community before personal wealth).</li> <li>• Role models – seeing ‘yourself’ in others builds self-belief – fewer Indigenous role models.</li> <li>• Language – English as a second language can reduce effective communication with customers and relevant departments, can reduce understanding of forms and legal documents. (Loosemore &amp; Denny-Smith 2019)</li> </ul> <p><b>Useful resources</b></p> <p>This 2018 ABC News article includes a section outlining some of the barriers faced by Indigenous businesses. Students should read the section and pull out the main barriers that are mentioned: <a href="https://www.abc.net.au/news/2018-08-11/black-coffee-meet-ups-help-indigenous-business-owners/10012462">https://www.abc.net.au/news/2018-08-11/black-coffee-meet-ups-help-indigenous-business-owners/10012462</a>.</p> <p>The Indigenous Business Factsheet details small-business data in graphs and maps. The data on page 1 could be used to discuss the statistics regarding Indigenous business: <a href="https://www.niaa.gov.au/sites/default/files/publications/ibss_factsheet.pdf">https://www.niaa.gov.au/sites/default/files/publications/ibss_factsheet.pdf</a>.</p> <p>Beyond Blue and TNS Social Research conducted an online survey and released the findings in this paper <i>Discrimination against Indigenous Australians: A snapshot of the views of non-Indigenous people aged 25–44</i>, which may be useful for understanding the levels of discrimination against First Nations people in Australia: <a href="https://www.beyondblue.org.au/docs/default-source/research-project-files/bl1337-report---tns-discrimination-against-indigenous-australians.pdf?sfvrsn=2">https://www.beyondblue.org.au/docs/default-source/research-project-files/bl1337-report---tns-discrimination-against-indigenous-australians.pdf?sfvrsn=2</a></p>	
 <p><b>Our History</b></p> <p>A background to the issue</p>	<p><i>Below is a copy of the information on the student handout, as well as additional materials for teachers.</i></p> <p>At the time of colonisation in 1788, Australia’s landscapes had been cultivated and maintained by the world’s oldest living culture. This was done in a sustainable way that supported the environment and made sure there would be plenty of resources for the future (Gammage 2011 pp. 24–25).</p> <p><b>Traditional practices</b></p> <p>Aboriginal and Torres Strait Islander Peoples didn’t farm the same way the invading British had back in England. And the colonists couldn’t, or wouldn’t, recognise that the tidy setting they found was thanks to First Nations people who lived here. Explorers and scientists gave reports of the pleasantness of the country and that they could move through it with ease, that it was like a park or a gentleman’s estate (Gammage 2011 p. 5). The ‘park-like’ state that the country was found in was that way for a reason – careful land management by First Peoples. Ethnobotanist Dr Beth Gott called this ‘natural gardening’ (1992 p. 43). Indigenous farming was based on a knowledge of the land that was highly detailed, encompassing an exhaustive understanding of the different soils and plants, of landforms, and of water both above and below ground. This also included knowledge of seasons, winds and weather patterns (Gammage 2011 p. 24).</p>	<p><b>Summary task</b></p> <p>Use dot points to summarise what you understand about the traditional practices of trade and the impacts of colonisation.</p> <p><b>Map analysis</b></p> <p>Find maps of Indigenous trade routes online. In pairs, discuss and write down what statements you can make about the information presented in the map/s you find. Share your thinking with the class.</p> <p>What might be the limitations of the map/s you use?</p>

	Teacher guidance	Ideas for student activities
	<p><b>Traditional trade</b></p> <p>A great amount of evidence has been found to show the complexities of trade between the hundreds of cultural groups across Australia, well before the country was given this name in 1804. First Nations people hunted, trapped, mined, grew, harvested and stored all types of foods and materials. The trade of 'extra resources' was an opportunity for cultural gatherings and building relationships with other communities (Pascoe 2014 pp. 197–198).</p> <p><b>Trade routes</b></p> <p>When learning about European trade routes, such as the Silk Road, the focus is often on the use of those routes to trade goods and make money. In fact, that focus can narrow to how wealthy countries became as a result of controlling a trade route. For Aboriginal and Torres Strait Islander People being 'better off than others' was not the end goal.</p> <p>Before the arrival of the British colonisers, First Nations people had built a 'web' of trade routes that reached across the country. These trade routes allowed for the sharing of cultural ceremonies just as much as they allowed for the trade of material goods, which helped support relationships between communities and language groups.</p> <p>Dr DR Horton, the general editor of the <i>Encyclopaedia of Aboriginal Australia</i>, explains the extent of the trade routes and their uses:</p> <p style="padding-left: 40px;">Over an unimaginably long period of time and the immense distances of the Australian continent, regional differences in language, religion, social organisation, art, economy and material culture arose. Some of these differences in resources and material culture could be balanced by trade, and over time great trade routes developed. Goods could travel all the way from the north to the south of the continent. Other routes went from east to west, or from the centre to the edge.</p> <p style="padding-left: 40px;">Not only goods travelled these routes, but ideas for technological innovation, and songs, ceremonies and news all travelled with the lines of people carrying baskets of pituri or ochre on their heads, or bundles of spears on their shoulders. (Horton 2012)</p> <p><b>Resources for research topic</b></p> <p>Pearl shell: <a href="https://www.abc.net.au/news/2019-03-22/pearls-and-pear-shell-in-indigenous-culture/10772586">https://www.abc.net.au/news/2019-03-22/pearls-and-pear-shell-in-indigenous-culture/10772586</a>.</p> <p><a href="https://australianmuseum.net.au/blog-archive/science/our-global-neighbours-pearl-shelling-in-australia/">https://australianmuseum.net.au/blog-archive/science/our-global-neighbours-pearl-shelling-in-australia/</a>.</p> <p>Plant seeds: <a href="https://www.sbs.com.au/nitv/nitv-news/article/2017/11/14/study-shows-aboriginal-australians-were-aiding-spread-plants-thousands-years-ago">https://www.sbs.com.au/nitv/nitv-news/article/2017/11/14/study-shows-aboriginal-australians-were-aiding-spread-plants-thousands-years-ago</a>.</p> <p>Stone and ochre: <a href="http://www.dpi.nsw.gov.au/_data/assets/pdf_file/0008/109817/mining-by-aborigines.pdf">http://www.dpi.nsw.gov.au/_data/assets/pdf_file/0008/109817/mining-by-aborigines.pdf</a>.</p> <p><a href="https://japingkaaboriginalart.com/articles/science-uses-ochre-map-ancient-aboriginal-trading-routes/">https://japingkaaboriginalart.com/articles/science-uses-ochre-map-ancient-aboriginal-trading-routes/</a>.</p> <p>Trepang (sea cucumber): <a href="https://www.nma.gov.au/defining-moments/resources/trade-with-the-makasar">https://www.nma.gov.au/defining-moments/resources/trade-with-the-makasar</a>.</p>	<p><b>Research topic</b></p> <p>Find out more about an item that was traditionally traded in a particular area, such as ochre, bunya nuts, seeds, shells or adornments. A number of resources have been provided to assist you. Further research will allow for the gathering of additional information about the item, including its location/s.</p> <p>Use the trade-route map/s you found to help propose which trade route might have been used for the item based on the information you find.</p> <p>Present the information in a visually interesting way to the class.</p>

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	<p>Pituri/<i>Duboisia hopwoodii</i>: <a href="https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2944156/">https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2944156/</a>. This text is more demanding than others, but a quick internal search for 'trade' will help the students find what they need.</p> <p>Adornment: <a href="https://australianmuseum.net.au/learn/cultures/atsi-collection/cultural-objects/shell-forehead-band/">https://australianmuseum.net.au/learn/cultures/atsi-collection/cultural-objects/shell-forehead-band/</a>.</p> <p><b>Useful resources</b></p> <p>Maps for trade routes of Aboriginal and Torres Strait Islander Peoples can be found online. Try this source to begin – it includes a map and some interesting information on how stars are used for mapping: <a href="http://www.aboriginalastronomy.com.au/wp-content/uploads/2020/02/Norris-2016-Dawes-Review-Aboriginal-Astronomy.pdf">http://www.aboriginalastronomy.com.au/wp-content/uploads/2020/02/Norris-2016-Dawes-Review-Aboriginal-Astronomy.pdf</a></p> <p>This post on the Queensland Museum blog gives a good overview of Indigenous trade with mention of 'baler shells'. It may be useful to help build general understanding for students: <a href="https://blog.qm.qld.gov.au/2012/05/16/indigenous-science-australia-had-ancient-trade-routes-too-2/">https://blog.qm.qld.gov.au/2012/05/16/indigenous-science-australia-had-ancient-trade-routes-too-2/</a>.</p> <p>For a possible class discussion, this ABC News article covers the ancient trade between Aboriginal People and the Macassans from Asia: <a href="https://www.abc.net.au/news/2018-01-16/aboriginal-people-asians-trade-before-european-settlement-darwin/9320452">https://www.abc.net.au/news/2018-01-16/aboriginal-people-asians-trade-before-european-settlement-darwin/9320452</a>.</p> <p>ANU TV has a 15-minute video of Bill Gammage discussing some of his findings from his book, <i>The biggest estate on Earth</i>. This may offer students a clearer picture of the land management of First Peoples and dispel some of the myths surrounding the idea of a strictly hunter-gather culture (15:06): <a href="https://www.youtube.com/watch?v=Sko-YDIULKY">https://www.youtube.com/watch?v=Sko-YDIULKY</a>.</p>	
 <p><b>Why Me?</b></p> <p>Why am I learning this? What do I need to know to understand the issues?</p>	<p><i>It's important for students to understand that we can all play a role in improving the lives of all Australians. Examining how the topic intersects with their own lives can help, for example by looking at what is happening in their local area.</i></p> <p>Use pages two and three of the Indigenous Business Factsheet, which represents the data in graphs and maps, to explore the situation in your state: <a href="https://www.niaa.gov.au/sites/default/files/publications/ibss_factsheet.pdf">https://www.niaa.gov.au/sites/default/files/publications/ibss_factsheet.pdf</a>.</p>	<p><b>Data research and analysis</b></p> <p>In pairs, use pages two and three of the Indigenous Business Factsheet to further research and build a picture of Indigenous businesses in your state.</p> <p>Write a brief explanation of the findings.</p> <p><b>Student business ideas</b></p> <p>Students can work in pairs or independently to come up with a business plan celebrating Australia in some way. This can be presented as a live one-minute pitch, a video pitch using supporting visuals or an illustrated poster.</p>

	Teacher guidance	Ideas for student activities
 <p><b>Our Cultures</b></p> <p>Are there any ways that more knowledge of Indigenous cultures can help broaden our understanding of this topic?</p>	<p><i>Students can explore how tourism that is based on cultural learning or experiences offers First Nations people the opportunity to share their cultural knowledge with the wider community.</i></p> <p><b>Cultural tourism</b></p> <p>Looking at cultural tourism ventures will allow students to explore the:</p> <p>...innovative ways Aboriginal and Torres Strait Islander Peoples utilise cultural knowledge in contemporary contexts in enterprising ways (for example, cultural tourism and other business ventures that harness traditional knowledge of art, medicines and food derived from the environment) (ACARA 2020).</p> <p>Watch this Tourism Australia video from 2015 showcasing Indigenous tourism opportunities (3:20): <a href="https://www.youtube.com/watch?time_continue=43&amp;v=AKanVd6ZmSQ&amp;feature=emb_title">https://www.youtube.com/watch?time_continue=43&amp;v=AKanVd6ZmSQ&amp;feature=emb_title</a>.</p> <p>Students can discuss their own experiences with cultural tourism and suggest ways that Aboriginal and Torres Strait Islander People could adapt it for a business advantage.</p> <p>This article from <i>The Conversation</i> would be a good starting point for discussing the potential impact of cultural tourism on the relationships between First Nations people and non-Indigenous Australians: <a href="https://theconversation.com/how-indigenous-tourism-can-help-bring-about-reconciliation-in-australia-78344">https://theconversation.com/how-indigenous-tourism-can-help-bring-about-reconciliation-in-australia-78344</a>.</p> <p>Use the following resources for tourism business ideas:</p> <p><a href="https://www.atas.com.au/blog/australias-aboriginal-tourism-experiences">https://www.atas.com.au/blog/australias-aboriginal-tourism-experiences</a></p> <p><a href="https://www.sbs.com.au/nitv/article/2017/07/11/new-aboriginal-owned-tourism-companies-provide-unmissable-nsw-experience">https://www.sbs.com.au/nitv/article/2017/07/11/new-aboriginal-owned-tourism-companies-provide-unmissable-nsw-experience</a>.</p>	<p><b>Video discussion</b></p> <p>What opportunities to share cultural knowledge did the Tourism Australia video highlight?</p> <p>How might cultural tourism benefit First Nations people?</p> <p><b>Article discussion</b></p> <p>Having read <i>The Conversation</i> article, in what ways could cultural tourism help heal Australia and relationships between First Nations people and non-Indigenous Australians?</p> <p><b>Guest speaker</b></p> <p>Invite a local Indigenous business operator to speak with the class about the value of cultural tourism. Prepare questions ahead of time.</p> <p><b>Local cultural connections – one-minute pitch</b></p> <p>Find out about a local Indigenous tourism business. Present that business to the class in a one-minute pitch to convince the class that it deserves their support.</p>
 <p><b>My Response</b></p> <p>How does this lesson help us do our part to work towards justice and reconciliation?</p>	<p><i>This Key Idea concludes the unit and asks students to consider how they would reframe the situation in Australia to bring about justice and equality for Aboriginal and Torres Strait Islander Peoples. There are many ways to respond, including:</i></p> <ul style="list-style-type: none"> <li>• <b>Supporting local</b> Indigenous-run businesses by finding out how you can purchase products.</li> <li>• <b>Sharing</b> with others the importance of learning about traditional cultural practices that support First Nation communities and Indigenous culture.</li> <li>• <b>Promoting</b> Indigenous-controlled and run organisations by talking with others about ways they can support these enterprises.</li> <li>• <b>Understand</b> how ‘occupation’ destroyed Indigenous trade.</li> </ul>	<p><b>Major case study</b></p> <p>Either as a written report or on film, present an Indigenous enterprise that shares, educates and celebrates Indigenous culture. What’s the business’ story, where’s the business based, what do they do, sell to and how do they champion Indigenous culture and story? Choose an art, tourism, food, environment or traditional medicine enterprise. Students could be given a selection of businesses from the industries mentioned to choose from.</p>
<p><b>Other resources</b></p>	<p>It’s worth having a regular check through the Australian Government’s Indigenous news page to see if there are any relevant articles: <a href="https://www.indigenous.gov.au/news-and-media">https://www.indigenous.gov.au/news-and-media</a>.</p>	

	Teacher guidance	Ideas for student activities
<p><b>References</b></p>	<p>Australian Bureau of Statistics (ABS) 2018, <i>Boost in Indigenous business owner managers – Census</i>, ABS media release, viewed 2 April 2020, <a href="https://www.abs.gov.au/AUSSTATS/abs@.nsf/mediareleasesbyReleaseDate/DD5A61C880006117CA25827B00045D3B?OpenDocument">https://www.abs.gov.au/AUSSTATS/abs@.nsf/mediareleasesbyReleaseDate/DD5A61C880006117CA25827B00045D3B?OpenDocument</a>. © Commonwealth of Australia. CC-BY-4.0 International licence.</p> <p>Australian Curriculum, Assessment and Reporting Authority (ACARA) 2020, <i>F–10 Curriculum: ACHEK028</i>, ACARA, <a href="https://www.australiancurriculum.edu.au/Search/?q=ACHEK028">https://www.australiancurriculum.edu.au/Search/?q=ACHEK028</a>. © ACARA 2009 to present, unless otherwise indicated. This material was downloaded from the ACARA website (<a href="http://www.acara.edu.au">www.acara.edu.au</a>) (Website) (accessed 2020) and was not modified. The material is licensed under CC-BY-4.0 (<a href="https://creativecommons.org/licenses/by/4.0/">https://creativecommons.org/licenses/by/4.0/</a>). ACARA does not endorse any product that uses ACARA material or make any representations as to the quality of such products. Any product that uses material published on this website should not be taken to be affiliated with ACARA or have the sponsorship or approval of ACARA. It is up to each person to make their own assessment of the product.</p> <p>Department of the Prime Minister and Cabinet 2018, <i>The Indigenous business sector strategy</i>, viewed 2 April 2020, <a href="http://www.niaa.gov.au">www.niaa.gov.au</a> &gt; sites &gt; default &gt; files &gt; publications &gt; ibss_strategy.</p> <p>Foley, D 2003, 'An examination of Indigenous Australian entrepreneurs', <i>Journal of Developmental Entrepreneurship</i>, vol. 8, no. 2, viewed 2 April 2020, <a href="https://indigenousfisheriestrainingframework.files.wordpress.com/2015/06/foley-d.pdf">https://indigenousfisheriestrainingframework.files.wordpress.com/2015/06/foley-d.pdf</a></p> <p>Gammage, B 2011, <i>The biggest estate on Earth: How Aborigines made Australia</i>, Allen &amp; Unwin, Crows Nest</p> <p>Gott, Dr B 1992, <i>Koorie use and management of the plains</i>, Department of Ecology and Evolutionary Biology Monash University, viewed 2 April 2020, <a href="http://www.hulballarat.org.au/resources/Gott_Aboriginal%20use%20of%20western%20plains.pdf">http://www.hulballarat.org.au/resources/Gott_Aboriginal%20use%20of%20western%20plains.pdf</a></p> <p>Horton, Dr DR 2012, <i>Unity and diversity: The history and culture of Aboriginal Australia</i>, Australian Bureau of Statistics, viewed 2 April 2020, <a href="https://www.abs.gov.au/Ausstats/abs@.nsf/0/75258e92a5903e75ca2569de0025c188?OpenDocument">https://www.abs.gov.au/Ausstats/abs@.nsf/0/75258e92a5903e75ca2569de0025c188?OpenDocument</a>. © Commonwealth of Australia. CC-BY-4.0 International licence.</p> <p>Kapuscinski, CA 2013, <i>Indigenous disadvantage in an historical perspective: The evidence of the last thirty years</i>. Paper prepared for presentation at the 2013 Australian Conference of Economists, Perth, viewed 2 April 2020, <a href="https://pdfs.semanticscholar.org/2a1f/2bafefab644bd6e8b5848ae961acb726512ce.pdf">https://pdfs.semanticscholar.org/2a1f/2bafefab644bd6e8b5848ae961acb726512ce.pdf</a></p> <p>Loosemore, M &amp; Denny-Smith, G 2019, <i>Barriers to Indigenous enterprise in the Australian construction industry</i>, UNSW Sydney, viewed 2 April 2020, <a href="https://www.researchgate.net/publication/331701943_Barriers_to_Indigenous_enterprise_in_the_Australian_construction_industry">https://www.researchgate.net/publication/331701943_Barriers_to_Indigenous_enterprise_in_the_Australian_construction_industry</a></p> <p>Pascoe, B 2014, <i>Dark emu. Black sees: Agriculture or accident?</i> Magabala Books, Broome.</p> <p>Phelan, A 2020, <i>For Indigenous leadership alumni, improving on 'business as usual' is just the beginning</i>, UNSW Newsroom, viewed 2 April 2020, <a href="https://newsroom.unsw.edu.au/news/business-law/indigenous-leadership-alumni-improving-business-usual-just-beginning">https://newsroom.unsw.edu.au/news/business-law/indigenous-leadership-alumni-improving-business-usual-just-beginning</a>. TBC © University of New South Wales.</p>	

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