

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – SHELTERS

YEAR 7

The
Orb

SHELTERS**EXPLORING VALUE**

Learners explore the significance of middens and living sites for Tasmanian Aboriginal culture through exploring their personal values. Learners create a living site of their own using recycled materials.

CROSS CURRICULUM PRIORITY**Aboriginal and Torres Strait Islander Histories and Cultures**

Organising idea 9

The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

ACHIEVEMENT STANDARDS**Humanities and Social Sciences (HASS)**

Students explain the role of groups and the significance of particular individuals in past societies. They explain interconnections between people and places and people and environments, describing how these interconnections change places and environments.

Design and Technologies

Students explain how social, ethical, technical and sustainability considerations influence the design. They explain a range of needs, opportunities or problems and define them in terms of functional requirements and constraints.

CONTENT DESCRIPTORS**Humanities and Social Sciences (HASS)**

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 (ACHASSK170).

The importance of conserving the remains of the ancient past, including the heritage of Aboriginal and Torres Strait Islander Peoples (ACHASSK171).

Design and Technologies

Critique needs or opportunities for designing and investigate, analyse and select from a range of materials, components, tools, equipment and processes to develop design ideas (ACTDEP035).

GENERAL CAPABILITIES**Literacy**

Composing texts through speaking, writing and creating
Deliver presentations

Level 5 – plan, research, rehearse and deliver presentations on learning area topics, sequencing selected content and multimodal elements for accuracy and their impact on the audience

Ethical Understanding

Interacting and empathising with others

Consider and develop multiple perspectives

Level 5 – assess diverse perspectives and the assumptions on which they are based

Intercultural Understanding

Recognising culture and developing respect

Explore and compare cultural knowledge, beliefs and practices

Level 5 – analyse the dynamic nature of cultural knowledge, beliefs and practices

Learning Goals

Learners will:

- » Identify people, places and possessions that they value while exploring the reasons why.
- » Deepen their understanding of Tasmanian Aboriginal connection to Country and the importance of preserving Country and living sites.
- » Create a living site with recycled materials.

Learning Sequence**Activating and Engaging**

Story Sharing

Ask students to individually create a mind-map of three things they value; a person, a possession and a place. Have learners think about the reasons why they value these.

Generate a class discussion so that learners can hear other people's ideas and perspectives.

- » What makes something valuable?
- » If it is valuable to me, is it valuable to others?
- » Why/why not?

Move the discussion into littering and ask:

- » What is littering?
- » How do we avoid having the streets filled with rubbish?
- » What do you do at home to minimise waste?
- » What is recycling?
- » What can be recycled?

Discuss the detrimental effects human waste has on earth.

Have learners now share the place that they value and the reasons why. Ask learners:

- » Why do you value this place?
- » What memories does this place hold for you?
- » How would you feel if the place became littered with rubbish or damaged in some way?

Exploring and Discovering

Community Links

Land Links

Gain learners prior knowledge, without giving away a definition and ask learners to draw or write their own definition of a midden and a living site.

View *Living Site* from the 'Living Cultures – Shelters' section of The Orb.

Pause after the clips and discuss the quotes on the screen.

- » Why does David call them living sites instead of middens?
- » What has caused the depression in the earth?
- » What would remain if David burnt the bushland?
- » Why is it important to maintain living sites?

Discuss the significance of living sites and that they are evidence of the occupation of Tasmania by Aboriginal people, for thousands of years.

Ask students:

- » What can this place tell us about First Nations people of Tasmania?
- » How might Aboriginal people feel when they come to places like this?
- » Why should we look after places like this?

Synthesising and Applying

Deconstruct-Reconstruct

Advise learners that they will now have the opportunity to design and build their own living site from recycled materials.

Ask learners:

- » Where is your living site?

Prompt learners with ideas: for example, the ocean, inland bush, or the city.

Allow learners to choose their own place but remember they will need to be able to gather their resources that are relevant to the location.

- » What needs to be included in your living site?
- » Who will be living in your site?
- » How long will you be staying in this living site for?
- » What types of resources are in the area?
- » How will you care for your living site?

Have learners plan their living site noting the materials they will need, space required and location.

Once learners have completed their plan, they are ready to create their own living site out of recycled materials.

Learners could build a full size living site, depending on your school environment and the space you have or they could build a model in the classroom.

Success Criteria

Learners:

- » Participate in an activity and class discussion to explore the things they value and why.
- » Understand the value of living sites.
- » Explain why it is important to care for Country and special places.
- » Design and create a living site using appropriate materials relevant to their chosen environment.

Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email Aboriginal.education.library@education.tas.gov.au or telephone 03 6165 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » Natural resources sourced correctly
- » Recycled materials

Glossary

Middens

Middens are made up of hundreds or thousands of shells, bones of animals, charcoals, cooking stones and some stone implements. The presence of middens indicates the area was frequently used by Tasmanian Aboriginal people prior to colonisation. Middens are common on coastal areas: they can be on the seashore or inland. Fresh water would be close to the site.

Living site

A place that contains evidence of long-term occupation by Aboriginal people in the past. Stone tools, food remains including shells, plant seeds and bones, can be found in living sites. G

G General understanding



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