

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – SHELTERS

YEAR 10

The  
**Orb**

**SHELTERS****MULTIPLE PERSPECTIVES**

Learners conduct an inquiry into the designated recreational vehicle tracks in the Arthur-Pieman Conservation Area (APCA). They will decide whether they are ‘for’ or ‘against’ the designated tracks being accessible. Two groups will then participate in a debate – for and against.

**CROSS CURRICULUM PRIORITY****Aboriginal and Torres Strait Islander Histories and Cultures***Organising idea 3*

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

*Organising idea 5*

Aboriginal and Torres Strait Islander Peoples' way of life are uniquely expressed through ways of being, knowing, thinking and doing.

**ACHIEVEMENT STANDARDS****English**

Students develop and justify their own interpretations of texts. They explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments. They make presentations and contribute actively to class and group discussions.

**CONTENT DESCRIPTORS****English**

Understand that people’s evaluations of texts are influenced by their value systems, the context and the purpose and mode of communication (ACELA1565).

Compare and evaluate a range of representations of individuals and groups in different historical, social and cultural contexts (ACELT1639).

**GENERAL CAPABILITIES****Intercultural understanding***Recognising culture and developing respect*

Explore and compare cultural knowledge beliefs and practices

Level 6 – critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time

*Interacting and empathising with others*

Consider and develop multiple perspectives

Level 6 – present a balanced view on issues where conflicting views cannot easily be resolved

**Literacy**

*Comprehending texts through listening, reading and viewing*

Interpret and analyse learning area texts

Level 6 – interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies

**Learning Goals**

*Learners will:*

- » Know about the Arthur-Pieman Conservation Area and the issues surrounding the opening of designated recreational vehicle tracks.
- » Understand the different perspectives and motivations surrounding the issues.
- » Participate in a debate either as a panel member or a member of the audience.

**Learning Sequence****Activating and Engaging***Story Sharing**Land Links*

Watch the following YouTube clip produced by the TAC regarding the Arthur-Pieman Conservation area and the recreational vehicle tracks: [Youtube – APCA](#)

Ask students some general questions about what they may already know and think about the issue.

- » Where is the Arthur-Pieman Conservation Area?
- » What is *takayna*/The Tarkine?
- » Where is it?
- » Who are the stakeholders?
- » Why are some people angry about the vehicle tracks?
- » Who are these people?

- » Why is the site important to Aboriginal people?
- » What does cultural heritage mean?

### Exploring and Discovering

#### *Deconstruct-Reconstruct*

Advise students that they will undertake an inquiry into the APCA, while being guided by a number of questions.

Model the activity by looking at the first resource together as a class and prompt students to answer the questions.

Arrange the students into groups of three with a mixture of literacy levels if possible, and conduct an inquiry into the APCA using the following links:

Parks and Wildlife Website: [APCA](#)

Website: [takayna](#)

Parks and Wildlife: [Cultural Heritage Management Australia](#): page 1 and 2

edoTasmania Website: [Protecting takayna: 4wd Tracks in the Western Tasmania Aboriginal Cultural Landscape](#)

edoTasmania Website: [DPIPWE summary](#)

Mercury News Report: [Four-wheel-drive enthusiasts call for more resources to open access to Tarkine](#)

The Advocate News Report: [4WDs back on track](#)

ABC News Report: Tasmanian [4WD tracks: Premier's stance on Arthur-Pieman area 'undermines reconciliation'](#)

Ask students to think about the following questions when conducting their research:

- » What is a cultural landscape?
- » What is an archaeological survey?
- » What kinds of things were found in the survey?
- » What is the National Heritage List?
- » What does placing a site on the 'National Heritage List' mean for that site's protection?
- » What makes a place culturally significant?
- » What is the significance of the Arthur-Pieman Conservation Area?
- » Whose views are most prominent in the articles?
- » Whose views are absent?
- » What are the main points to consider?
- » Who are some of the key interest groups?
- » What might their views and opinions be?
- » Do they share similar views and opinions?
- » Who should 'own' the area or be responsible for it?
- » How should people treat our Aboriginal heritage and cultural sites?

- » Where do you stand on the issue?
- » What places would you protest to protect?

### Synthesising and Applying

#### *Community Links*

#### *Story Sharing*

Once students have finished their inquiry, they are to make a decision as to whether they are 'for' or 'against' the designated recreational vehicle tracks.

You should also invite an Aboriginal community member into the classroom or to go on Country to the area. This can be arranged via an application to the Aboriginal Sharers of Knowledge (ASK) program.

Ask for two groups to volunteer to participate in a debate. Advise students that three will be on the 'for' team and three on the 'against'.

Conduct the debate and ask each team to present their arguments. Include a question time at the end of the debate, for the rest of the class to ask questions of the panel.

Ask other members of the class to jot down points during the debate. Three students could be appointed as the official media recording group – their task is to record the debate and conduct interviews with the debaters.

Highlight to students that there are always multiple perspectives on complex issues with conflicting views.

### Success Criteria

#### *Learners:*

- » Conduct an inquiry into the APCA and the issues surrounding the designated recreational vehicle tracks.
- » Understand the different stakeholders and their perspectives and motivations.
- » Participate in a debate as either a debater, audience member or media crew.

## 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](mailto: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
- » Recording equipment (if the debate is to be recorded)

## Glossary

### *Arthur-Pieman Conservation Area (APCA)*

The Arthur-Pieman Conservation Area, reserved in 1982, stretches along the spectacularly wild north-west coast of Tasmania, covering over 100 000 hectares. It is a place of great Aboriginal heritage significance. **PW**

### *Archaeological survey*

A type of field research by which archaeologists (often landscape archaeologists) search for archaeological sites and collect information about the location, distribution and organisation of past human cultures across a large area. **O**

### *Cultural Landscape*

A cultural landscape is the cultural properties that represent the combined works of nature and of man.

1. A landscape designed and created intentionally by man
2. An organically evolved landscape which may be a relict (or fossil) landscape or a continuing landscape

An associative cultural landscape which may be valued because of the religious, artistic or cultural associations of the natural element. **U**

### *Australian National Heritage List*

Is a heritage register, a list of national heritage places deemed to be of outstanding heritage significance to Australia. The list includes natural, historic and indigenous places. Once on the National Heritage List the provisions of the Environment Protection and Biodiversity Conservation Act 1999 apply. **W**

**PW**

Parks and Wildlife Service Tasmania

**O**[Oxford Online Dictionary](#)**U**

UNESCO

**W**

Webster



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