

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – DANCE

DEPARTMENT OF
EDUCATION
learners first

YEAR 8

PRIMARY SOURCE ANALYSIS

Learners analyse primary sources before producing a summary of their findings, identifying the origin and purpose and describing the point of view, attitude and values of the author, with supporting evidence provided from the document.

CROSS CURRICULUM PRIORITY

Aboriginal and Torres Strait Islander Histories and Cultures

Organising idea 5

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

ACHIEVEMENT STANDARDS

History

Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion.

English

Students evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

CONTENT DESCRIPTORS

History

Identify the origin and purpose of primary and secondary sources (ACHHSI52).

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHSI55).

English

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736).

GENERAL CAPABILITIES

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 in a range of personal, social and historical contexts

Critical and creative thinking

Inquiring – identifying, exploring and organising information and ideas

Organise and process information

Level 5 – critically analyse information and evidence according to criteria such as validity and relevance

Literacy

Comprehending texts through listening, reading and viewing

Interpret and analyse learning area texts

Level 5 – interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies

Learning Goals

Learners will:

- » Know what a primary source is.
- » Understand how sources can be interrogated to identify their origin and purpose and the author's point of view, attitude and values.
- » Write a summary with their findings, supported by evidence for the sources.

Learning Sequence

Activating and Engaging

Story Sharing

View *Motion Transfer* from the 'Living Cultures – Dance' section of The Orb and refer to the 'Investigation' titled *Communication Through Dance*.

Generate a class discussion by asking students:

- » What is a primary source?
- » Discuss examples
- » What is a secondary source?
- » Discuss examples

Exploring and Discovering

Learning Maps

Deconstruct-Reconstruct

Advise students that they are going to undertake a primary source analysis of the documents included in the investigation.

They will then write a summary of their findings, identifying the attitude and values of the author, providing evidence from the document to support their conclusions.

Provide students with copies of the five primary sources contained in the *Communication Through Dance* 'Investigation': the Glover painting, three journal entries and the sketch of the horse dance from Robinson's journal.

Model the first analysis by completing one on the board together with the class.

Demonstrate how to develop the analysis into a summary, and how to support the conclusions with evidence from the document/image.

You may do this as a class or have a previously prepared example to show.

Non-verbal

Symbols and Images

Provide the following questions to guide their analysis.

- » What type of document is it?
- » What kinds of information are usually presented in this type of document?
- » What is this document's purpose?
- » What language is it written in?
- » Is there anything unusual about the language used?
- » Is there a header or footer?
- » What does this tell us about the source?
- » Who wrote or produced the document?
- » What do you know about them?
- » Consider:
 - » age
 - » gender
 - » religious beliefs
 - » social position
 - » occupation.
- » Where was the document produced?
- » When was the document produced?
- » What was happening at the time?
- » Consider:
 - » significant events
 - » political environment

- » common prejudices
- » social norms.
- » Why was the document produced?
- » Who is the document/image about?
- » Was the author sympathetic to the subjects of the documents/images?
- » Can you detect any bias in the documents/image?
- » What questions do you have about the document?
- » If you could speak to the author, what would you say?
- » Why is this document/image important?
- » What does this document/image tell us about the subjects?
- » What does it tell us about the author?

Synthesising and Applying

Non-verbal

Students are to choose one of the sources to analyse before writing a summary of their findings, identifying the origins and purpose, and the attitude and values of the author.

Advise students that they are to provide evidence from the document supporting their conclusions.

Success Criteria

Learners:

- » Participate in a class discussion and analysis of a primary source.
- » Analyse one primary source for their origin and purpose and author's point of view, attitude and values.
- » Summarise their analysis in writing, with supporting evidence from the sources.

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
- » Computer lab for students to undertake further research
- » Copies of the four primary sources below for each student:



Primary Source #1

Natives at a corrobory, under the wild woods of the Country [Jordan River below Brighton] John Glover, c. 1835

Primary Source #2

This originated in the circumstance of tar:ne.bun:ner having outrun a man on horseback, who was in pursuit of him. Several men perform the part of horses: they stoop down and lean their hands upon the back of their companion and then walk round the fire singing; sometimes they run to imitate galloping. One man acts as driver and he has a bough for a whip, with which he strikes them and makes them go fast. Another man runs beside the horses in imitation of a dog—and performed his part exceeding well, shaking his head and appearing frightened, then stopping, then running.

15 November 1830

Robinson cited in Plomley, 2008: 312

Primary Source #3

Below we can see a sketch from Robinson's journal depicting the *par.kute.ten:ner kar:ne.ple.lare:ne* dance.



Horse Dance

15 November 1830

Robinson cited in Plomley 2008: 312

Primary Source #4

The natives danced, which these people call *kar:ne.ple.lare*. What before I was acquainted with these people and language appeared foolishness, now appeared to me interesting. The motion of the body is the shifting attitude to avoid the spear in fighting; sometimes they call out 'the spear is coming'. One dance was a relation of a man who was with me named *tar:ne.bun:ner*, who had been chased by a man on horseback with a long whip, and of his out-running the horse. The other dances related the hunting of kangaroo or some battle or an amorous story.

1 November 1830

Robinson cited in Plomley, 2008: 297

Primary Source #5


Tonight the whole of the natives joined in the dance, which was kept up till a late hour. The dance tonight consisted of the *pare.kute.ten:ne karneplelare*, which was gone through with great eclat to gratify me, it being my favourite dance. In performing this dance they walk slow, stoop the body and shake the knees and hands and head. The whole body is in motion to imitate the movements of the horse. They then alternately run and one keeps striking them with boughs to imitate the driver. dog moves but don't sing. The whole party moves together: the motion made by the first is observed by all the rest. It is admirably done.

24 November 1830


Robinson cited in Plomley, 2008: 316-317

Glossary


Primary source

In the study of history as an academic discipline, a primary source (also called an original source or evidence) is an artifact, document, diary, manuscript, autobiography, recording, or any other source of information that was created at the time under study. 

Secondary source

In scholarship, a secondary source is a document or recording that relates or discusses information originally presented elsewhere. A secondary source contrasts with a primary source, which is an original source of the information being discussed; a primary source can be a person with direct knowledge of a situation, or a document created by such a person. 

Bias

Inclination or prejudice for or against one person or group, especially in a way considered to be unfair. 



[Oxford Online Dictionary](#)



[Wikipedia](#)



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