

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – FIBRES

YEAR 4

The
Orb

FIBRES**HAND BUILT BOATS**

Learners examine through experimentation and research how to build a miniature bark canoe. They consider the importance of bark canoes for Tasmania's Aboriginal people as a means of travel across water.

CROSS CURRICULUM PRIORITY**Aboriginal and Torres Strait Islander Histories and Cultures***Organising idea 2*

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

ACHIEVEMENT STANDARDS**Design and Technologies**

Students explain how products, services and environments are designed to best meet needs of communities and their environments.

Students describe contributions of people in design and technologies occupations. Students describe how the features of technologies can be used to produce designed solutions for each of the prescribed technologies contexts.

Students create designed solutions for each of the prescribed technologies contexts. They explain needs or opportunities and evaluate ideas and designed solutions against identified criteria for success,

CONTENT DESCRIPTORS**Design and Technologies**

Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011).

Critique needs or opportunities for designing and explore and test a variety of materials, components, tools and equipment and the techniques needed to produce designed solutions (ACTDEP014).

GENERAL CAPABILITIES**Critical and Creative Thinking***Generating ideas, possibilities and actions*

Imagine possibilities and connect ideas

Level 3 – expand on known ideas to create new and imaginative combinations

Level 3 – experiment with a range of options when

seeking solutions and putting ideas into action.

Ethical Understanding*Understanding ethical concepts and issues*

Explore ethical concepts in context

Level 3 – discuss actions taken in a range of contexts that include an ethical dimension

Intercultural Understanding*Recognising culture and developing respect*

Explore and compare cultural knowledge, beliefs and practices

Level 3 – describe and compare a range of cultural stories, events and artefacts

Develop respect for cultural diversity

Level 3 – identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation

Learning Goals*Learners will:*

- » Investigate artefacts to discover evidence of boats in Aboriginal and Torres Strait Islander peoples' histories.
- » Explore reasons for use of boats, both in the past and now.
- » Experiment with natural resources to make a boat.
- » Evaluate the impact that resources and technology have on travel and movement of peoples.
- » Explore the ethics of colonisation.

Learning Sequence**Activating and Engaging***Story sharing*

Ask the learners:

- » How did you or your relatives come to Australia?

Graph the modes of transport that people used to come to Australia.

Discuss with the learners:

- » Pre-Contact with European people, how did people come to be in Australia?

Re-visit Mungo Man and movement out of Africa. Ask the learners:

- » Why did people leave their homes to travel to places by land and sea?
- » How has human movement changed over time?

Land Links

Explore the notion of First Nations peoples. Discuss the impact of human movement on First Nations peoples.

Ask learners:

- » Who owns the land?
- » Is it ever an ethical decision to occupy the land of another people?

Conduct a Community of Inquiry and investigate how human movement, dispossession and displacement, has ethical implications.

Exploring and Discovering

Symbols and Images

View *Launch Party* from the 'Living Cultures – Fibres' section of The Orb. Explore with learners the evidence of contact with other cultures through the depiction of boats in Aboriginal and Torres Strait Islander peoples' artwork and archaeological evidence.

Have learners research one of the craft represented in image or artefact. In groups, learners create models of the boats represented.

Ask learners:

- » How do the design/materials of the craft impact upon the conditions the boat can withstand?
- » How could we evaluate the effectiveness of the design?
- » What would the characteristics of a boat be that could travel over sea?
- » Have learners develop a set of design features to assess the safety and flexibility of the craft.

Synthesising and Applying

Deconstruct-Reconstruct

Non-verbal

Allow learners to test their craft on water with varying conditions. Using the design features established by the class, learners assess the flexibility and safety of each craft.

Ask learners:

- » What features would you require of a boat to travel long distances?

- » What features would you require to allow people to travel in family groups?

Have learners compare the two different boats using a Venn diagram.

Advise learners they are to write an advertisement for their craft to 'sell' the advantageous features of their mode of transport.

They should consider:

- » conditions their craft can withstand
- » capacity to carry passengers and food stuffs
- » speed and energy efficiency

Allow time for learners to share their findings with the rest of the class.

Success Criteria

Learners:

- » Investigate ethical questions and provide solutions to problems.
- » Design a craft based upon evidence of contact and First Nations design.
- » Create a persuasive text to explain the features of traditional modes of transport.
- » Conduct investigations to evaluate design principles.

GOING FURTHER:

Ask learners:

- » Who owns the land?
- » What are the advantages or disadvantages of owning property?

Have students debate whether the land can/should be owned by anyone/group of people.

This will allow learners to examine how ownership and property disputes have existed since the time of early humans.

Ask learners:


- » What might this mean for our future?

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
- » Human Migration Theories & Histories: [Wikipedia – Human Migration](#)
- » [History World website](#)

Glossary


Archaeology

The study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains. 


Artefact

An object made by a human being, typically one of cultural or historical interest. 

Colonisation

The action or process of settling among and establishing control over the Indigenous people of an area. 


Connection

A relationship in which a person or thing is linked or associated with something else. 


Displacement

The situation in which people are forced to leave the place where they normally live. 

Dispossession

The action of depriving someone of land, property, or other possessions. 

Indigenous

Originating or occurring naturally in a particular place; native. 

 Cambridge Dictionary

 [Oxford Online Dictionary](#)



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