

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – SHELTERS

YEAR 3

The
Orb

SHELTERS**SEASONAL CALENDAR**

Learners develop an understanding of seasonal knowledge and the way this knowledge is represented differently depending on location, culture and purpose. They identify a range of seasonal indicators specific to their context and design a calendar that represents this knowledge.

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' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

ACHIEVEMENT STANDARDS**Geography**

Students compare the climates, characteristics of places, and how these affect communities, past and present.

History

Students develop texts using terms denoting time.

English

Students create a range of texts for familiar and unfamiliar audiences. They re-read and edit their writing, checking their work for appropriate vocabulary, structure and meaning.

CONTENT DESCRIPTORS**Geography**

The main climate types of the world and the similarities and differences between the climates of different places (ACHASSK068).

History

The importance of Country/Place to Aboriginal and/or Torres Strait Islander Peoples who belong to a local area (ACHASSK062).

English

Plan, draft and publish imaginative, informative and persuasive texts demonstrating increasing control over text structures and language features and

selecting print, and multimodal elements appropriate to the audience and purpose (ACELYI682).

GENERAL CAPABILITIES**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

Critical & Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

Organise and process information

Level 3 – collect, compare and categorise facts and opinions found in a widening range of sources

Learning Goals

Learners will:

- » Understand that Tasmanian Aboriginal people understand and express seasonal knowledge in a unique way.
- » Demonstrate an understanding of seasonal changes particular to their local climate.
- » Compare different climates and different seasons.
- » Create a seasonal calendar particular to their local climate modelled on an Aboriginal way of understanding the seasons.

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

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

Generate a class discussion and ask students:

- » What might David have meant when he said 'You can live all year round, so that's why it's so special'?

Ask learners:

- » What seasonal changes might be experienced when you live somewhere all year round?

Read the story *Isabella's Garden* to the class.

Discuss with learners the seasons, the changes in the garden and Isabella's activities in the garden.

Prompt students with questions to check their understanding:

- » What seasons were represented in the story?
- » How do we know when the seasons change?
- » How do we interact with seasonal conditions/ weather/climate?
- » (What do you do when...?)
- » What other seasons do people experience in Australia, around the World?
 - » wet/dry
 - » desert environments
 - » tropical environments
 - » arctic/Antarctic regions

Make connections for learners to what David said in the clips about different plants and animals.

Exploring and Discovering

Story Sharing

Community Links

Invite an Aboriginal Sharer of Knowledge via the ASK program to visit and discuss what they know of traditional and contemporary seasonal activities/ movements.

Provide a series of seasonal maps:

- » Months/seasonal calendar
- » Six seasons map Melbourne
- » Maung Season Wheel
- » Gooniyandi Seasons Calendar
- » Walmajarri Seasons Calendar
- » Ngan'gi Seasonal Calendar

Ask learners to:

- » Compare these different calendars.
- » Identify similarities and differences.
- » Complete a Venn diagram with similarities/ differences.
- » Provide explanations of similarities and differences.

Discuss:

- » What does this tell us about how people interact with their environment?

- » What seasonal changes/patterns could be included in a local calendar?

- » weather – winds, rain, temperatures, etc
- » plants – flowering, fruiting etc
- » animals – migrations, lifecycles etc
- » activities – family, sporting

What is the best way to represent how the learners understand the local seasons?

Synthesising and Applying

Learning Maps

Deconstruct-Reconstruct

Either individually or in small groups have learners:

- » Brainstorm what could be included in a local seasonal calendar.
- » Research seasonal changes/indicators as identified throughout the process.
- » Design the calendar.

Success Criteria

Learners:

- » Understand that the four season model is a cultural construct.
- » Understand that the way we engage with, and observe the environment influences how we understand seasonal changes.
- » Identify similarities and differences between places, cultures and environmental knowledge.
- » Understand that observation is a method for developing scientific understanding of seasons.
- » Demonstrate understanding through creation of a local seasonal calendar.

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
- » Millard, G. 2009, *Isabella's Garden*, Newtown NSW, Walker Books Australia
- » Seasonal Maps:
 - » [Month and Season Calendars](#)
 - » [Six Season Calendar Melbourne](#)
 - » [Maung Season Wheel](#)
 - » [Gooniyandi Seasons Calendar](#)
 - » [Walmajarri Seasons Calendar](#)
 - » [Ngan'gi Seasonal Calendar](#)

Glossary

Climate

The weather conditions prevailing in an area in general or over a long time. **D**

Seasons

Each of the four divisions of the year (spring, summer, autumn, and winter) marked by particular weather patterns and daylight hours, resulting from the earth's changing position with regard to the sun. **D**

Seasonal or Environmental Indicators

Seasonal or Environmental indicators provide the basis to observed seasonal change. **G**

D [Dictionary.com](#)

G General understanding



State of Tasmania (Department of Education)
Published: September 2018