

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – SHELTERS

YEAR 9

The
Orb

SHELTERS**CULTURAL LANDSCAPES**

Learners will explore clips from The Orb to understand the term ‘cultural landscape’ and its meaning before ‘reading’ a landscape to see human connections to the environment. They will then apply these ideas to their own communities to explain the cultural landscape of their communities.

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.

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.

ACHIEVEMENT STANDARDS**Geography**

Students analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments. They record and represent multi-variable data in a range of appropriate digital and non-digital forms. Students present findings, arguments and explanations using relevant geographical terminology and digital representations in a range of appropriate communication forms.

CONTENT DESCRIPTORS**Geography**

The perceptions people have of place, and how these influence their connections to different places (ACHGK065).

Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065).

Present findings, arguments and explanations in a range of appropriate communication forms, selected for their effectiveness and to suit audience and purpose; using relevant geographical terminology, and digital technologies as appropriate (ACHGS070).

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

Information and Communication Technology*Creating with ICT*

Generate ideas, plans and processes

Level 6 – select and use ICT to articulate ideas and concepts, and plan the development of complex solutions

Learning Goals

Learners will:

- » Know who coined the term ‘cultural landscape’ and the ideas behind it.
- » Understand how a landscape can reveal human connections to the environment, particularly in the Tasmanian Aboriginal context.
- » Apply these ideas to their own communities to explain the cultural landscape and present it to the class.

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

View *Cultural Landscape* from the ‘Living Cultures – Shelters’ section of The Orb.

Generate a class discussion and ask students:

- » What is a cultural landscape?

Break it down into the words culture and landscape and ask what each of these mean.

Conduct a ‘think, pair, share’ to allow students to come

up with their own definitions and write responses on the board.

Exploring and Discovering

Non-verbal

Once all ideas are exhausted handout the following information and either read together as a class or allow students time to read:

Carl Sauer was probably the most influential cultural geographer of the twentieth century. Sauer was born and raised in a German (Protestant) farming community in rural Missouri, and attended Wesleyan College in the town of Warrenton. After completing his undergraduate degree, he eventually completed his graduate work at the University of Chicago. For several years, he taught at the University of Michigan, and then, in 1923, moved to the University of California at Berkeley. Throughout his productive career, he always maintained his love of rural places, simple economies, and ancient cultures. Accordingly, he was a constant critic of the wasteful and destructive practices of modern society, and over the years, he grew increasingly convinced that modern civilization cannot be sustained. In addition to his many insightful publications and seminal works, Sauer directed more than forty Ph.D. dissertations in geography. Many of his students went on to make immense contributions to cultural geography as well.

Sauer's work is characterized by a focus on the material landscape tempered with an abiding interest in human ecology, and the damaging impacts of humans on the environment. Additionally, and of equal importance, Sauer worked tirelessly to trace the origins and diffusions of cultural practices such as agriculture, the domestication of animals, and the use of fire. contributions to cultural geography as well.

Although there is no question that Sauer's contributions to cultural geography are of great worth, some also criticize him for an anti-modern, anti-urban bias. Even so, his efforts to correct the inherent flaws associated with "environmental determinism" greatly strengthened the discipline of geography, and cultural geography in particular.

In 1925, Sauer published *The Morphology of Landscape*. In this work, he sought to demonstrate that nature does not create culture, but instead, culture working with and on nature, creates ways-of-life. He considered human impacts on the landscape to be a manifestation of culture. Therefore, he argued, in order to understand a culture, a geographer must learn to read the landscape.

PennState College of Earth and Mineral Sciences

Returning to the previously viewed clips, explore students' understanding of what they saw and heard. Ask:

- » What evidence did Hank note that told him the landscape had been modified by people?
- » What modifications did people make to change the landscape?
- » What reasons did Hank give for people changing the landscape?
- » What can cultural landscapes tell us about the past?

Highlight the point that Hank was 'reading' the cultural landscape to discover information about the past and the way Aboriginal people modified the landscape to suit their needs.

Land Links

Watch the short YouTube clip for more information about cultural landscapes: [Cultural Landscapes](#).

Synthesising and Applying

Community Links

Non-linear

Advise students that they will undertake a 'reading the landscape' exercise using the knowledge they have gained so far. Have students search and locate 10 places that represent the cultural landscape of their own community.

Learning Maps

Have an image from your own community ready to display so you can model the activity with students. Use the following questions as a guide:

- » What can you see?
- » Are there buildings?
- » If so, what kind of buildings?
- » Are there businesses?
- » If so, what kind of businesses?
- » Are there natural areas?
- » If so, what are the natural areas used for?
- » Are there people?
- » If so, what are the people doing?

Once students have decided on their landscapes they are to find them on Google Earth and pinpoint their location.

Have students find images that represent these places and answer the guiding questions for each image.

Advise students to create a multi-media presentation of their chosen images. They should include a response for each image, and what the cultural landscape tells them about their community.

Success Criteria

Learners:

- » Describe what a cultural landscape is and what it can tell us about people in the past and their interactions with the environment.
- » Demonstrate an understanding of the ideas behind the term 'cultural landscape'.
- » Locate and analyse 10 images that represent the cultural landscape from their own community and present their findings in a multi-media format.

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
- » Reading: [Carl Sauer and The Cultural Landscape](#)

Glossary

Landscape

The visible features of an area of land, often considered in terms of their aesthetic appeal. O

Culture

The way of life, especially the general customs and beliefs of a particular group of people at a particular time. C

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

- C Cambridge Dictionary
- O [Oxford Online Dictionary](#)
- U UNESCO



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