

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – SHELTERS

YEAR 10

The  
**Orb**

**SHELTERS****NATURAL LANDSCAPES**

Learners explore the natural landscapes of Tasmania and how they were managed pre-colonisation. They will then undertake an in-depth investigation into controlled environmental burning and the environmental changes leading to mega fires.

**CROSS CURRICULUM PRIORITY****Sustainability**

*Organising idea 4*

World views that recognise the dependence of living things on healthy ecosystems, and value diversity and social justice, are essential for achieving sustainability.

**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.

**ACHIEVEMENT STANDARDS****Science**

Learners analyse how theories they use have developed over time and discuss the factors that prompted their review. They evaluate the evidence for scientific theories that explain the origin of the universe and diversity of life on Earth.

**History**

Students analyse the causes and effects of events and developments and explain their relative importance. They explain the context for people's actions in the past. Students explain the significance of events and developments from a range of perspectives.

**English**

Students explain different viewpoints, attitudes and perspectives through the development of cohesive and logical arguments.

**CONTENT DESCRIPTORS****Science**

The theory of evolution by natural selection explains the diversity of living things and is supported by a range of scientific evidence (ACSSU185).

**History**

The background to environmental awareness, including

the nineteenth century National Parks movement in America and Australia (ACDSEH028).

The intensification of environmental effects in the twentieth century as a result of population increase, urbanisation, increasing industrial production and trade (ACDSEH125).

**English**

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

Create literary texts that reflect an emerging sense of personal style and evaluate the effectiveness of these texts (ACELT1814).

**GENERAL CAPABILITIES****Critical and Creative Thinking**

*Generating ideas, possibilities and actions*

Imagine possibilities and connect ideas

Level 6 – create and connect complex ideas using imagery, analogies and symbolism

**Intercultural Understanding**

*Reflecting on intercultural experiences and taking responsibility*

Reflect on intercultural experiences

Level 6 – reflect critically on the effect of intercultural experiences on their own attitudes and beliefs and those of others

**Learning Goals**

*Learners will:*

- » Develop an understanding of the cultural significance of maintaining landscape through controlled environmental burns.
- » Consider other perspectives and interview experts on the topic of controlled environmental burns.
- » Write a persuasive essay on the history and importance of controlled environmental burns.

## Learning Sequence

### Activating and Engaging

#### Land Links

Discuss as a class natural change that is destructive, for example: floods, earthquakes, erosion and Indigenous fire burning.

Have learners individually reflect on what fire is. Allocate learners into two groups; one supporting fire and the other discussing the detrimental effects. Support a positive debating environment.

- » Why is fire positive?
- » Why is fire negative?
- » How has fire been used in history?
- » Why would Tasmanian Aboriginal people use fire in the past?

Display a map of Tasmania and ask students why they think cities are located where they are. Brainstorm ideas, for example:

- » Why is Hobart located near the Derwent River?

Compare the map of Tasmania with the Tasmanian Nine Nations map, and compare the major roads and settlements.

- » Why were there Tasmanian Aboriginal nations along the coast line?
- » What evidence is there to support Tasmanian Aboriginal existence on the coast?
- » Where would burn offs occur?

### Exploring and Discovering

#### Community Links

View *Cultural Landscape* from the 'Living Cultures – Shelters' section of The Orb. Generate a class discussion and ask students:

- » What was the significance of the rock shelters?
- » Hank suggests the cave was not being used for traditional purposes, what is meant by traditional purposes?
- » Why might some rock shelters have been used short term or long term?
- » What might these different patterns of occupation tell us about the interconnections between people and places in the past?

Watch the Paul Hessburg TED Talk: [Why wildfires have gotten worse – and what we can do about it.](#)

- » How could these mega fires be avoided?
- » Why are they happening?
- » How has the landscape evolved over time?
- » What has caused it to evolve?

#### Community Links

Invite an Aboriginal Sharer of Knowledge via the ASK program into the classroom or on Country to discuss cultural landscapes and controlled environment burning.

- » What was a controlled burn?
- » When would a burn happen, and why?
- » How was a controlled burn organised?

Ask their opinion of how the landscape would have looked pre-colonisation

Invite a National Park Ranger or Fire Fighter into the classroom to discuss their opinions on fire. Allow learners to prepare their own questions. For example:

- » How do you organise a controlled burn off?
- » How do we know the fire danger risks?
- » Do they think bringing controlled burn offs would be beneficial?
- » Ask why they think there is an increase in mega fires.

### Synthesising and Applying

#### Deconstruct-Reconstruct

Have learners collate their questions and responses and compile them as part of their inquiry into fire risks in Tasmania.

They should gather further data and evidence from sources that include Tasmanian Aboriginal controlled environmental burns.

Organise learners into groups and ask them to create an example of what the Tasmanian landscape may have looked like prior to colonisation, giving evidence to support their decisions.

Have learners write a persuasive essay on the history and importance of controlled environmental burns.

### Success Criteria

#### Learners:

- » Deepen their understanding of the Tasmanian Aboriginal perspective in land management.
- » Explore multiple forms of evidence informing them about controlled environmental fires and mega fires.
- » Write a persuasive and informative text to present their point of view.

## 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
- » Map of Tasmania
- » *From Gumnuts to Buttons* Map of Tasmania showing the Nine Nations
- » Paul Hessburg Ted Talk: [Why wildfires have gotten worse – and what we can do about it](#)

## Glossary

### *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

### *Mega fire*

A very large wildfire. W

### *Controlled burn*

A controlled or prescribed burn, also known as hazard reduction burning, backfire, swailing, or a burn-off, is a wildfire set intentionally for purposes of forest management, farming, prairie restoration or greenhouse gas abatement. W

U UNESCO

W Webster



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