

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

DEPARTMENT OF
EDUCATION
learners first

LIVING CULTURES – MUTTONBIRDING

YEAR 10

The
Orb

MUTTONBIRDING

THE SEASON

Students create a range of imaginative, informative and persuasive types of texts including narratives, procedures and performances to create an anthology of a community inspired by Nathan Maynard's interview with Annette Downs talking about his inaugural play, 'The Season'.

CROSS CURRICULUM PRIORITY

Aboriginal and Torres Strait Islander Histories and Cultures

Organising idea 9

The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

ACHIEVEMENT STANDARDS

English

Students evaluate how text structures can be used in innovative ways by different authors. They explain how the choice of language features, images and vocabulary contributes to the development of individual style.

They develop and justify their own interpretations of texts.

Students develop their own style by experimenting with language features, stylistic devices, text structures and images.

They make presentations and contribute actively to class and group discussions.

CONTENT DESCRIPTORS

English

Evaluate the social, moral and ethical positions represented in texts (ACELT1812).

Identify, explain and discuss how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text (ACELT1642).

Analyse and evaluate how people, cultures, places, events, objects and concepts are represented in texts, including media texts, through language, structural and/or visual choices (ACELY1749).

Create sustained texts, including texts that combine specific digital or media content, for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues (ACELY1756).

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

Literacy

Composing texts through speaking, writing and creating

Use language to interact with others

Level 6 – use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts

Intercultural Understanding

Interacting and empathising with others

Communicate across cultures

Level 6 – analyse the complex relationship between language, thought and context to understand and enhance communication

Learning Goals

Learners will:

- » Understand how narrative viewpoint, structure, characterisation and devices including analogy and satire shape different interpretations and responses to a text
- » Create multi modal texts for imaginative, informative, or persuasive purposes that reflect upon challenging and complex issues
- » Make a personal contribution to a community or class anthology.

Learning Sequence

Activating and Engaging

Story Sharing

Listen to Nathan Maynard's interview with Annette

Downs as he talks about his play, *The Season*.

‘We migrate to the islands. The birds migrate to the islands. We come together. We grow on the islands together; the birds and ourselves. We are continually connected to each other and the island’.

Nathan Maynard in interview with Annette Downs.

Ask learners:

- » How does Nathan demonstrate his connection to Country through his relationship with mutton birds and the islands?
- » How does Nathan use the islands as a metaphor for cultural connection?

View the clips from the ‘Living Cultures – Muttonbirding’ section of *The Orb*.

Ask learners:

- » What is the relationship Aboriginal people have with mutton birds and birding?
- » How do the people speaking on the video clips share Nathan’s passion for birding and being on Country?
- » How are people, cultures, places, events, objects and concepts represented in the interview and the video clips?

Exploring and Discovering

Community Links

Story Sharing

Invite a member of the Aboriginal Sharers of Knowledge (ASK) program to talk to the class about an important aspect of their life story:

Complete the general learning task: *Listening and Telling* located in the teacher resource section of *The Orb*.

Students respond to the interview by evaluating the social, moral and ethical position represented by the interviewee.

Have students read two stories in the anthology

Growing up Aboriginal in Australia:

‘A Tasmanian Toomelah Tiger’ by Jodi Haines and ‘Dear Australia’ by Don Bembose.

Have students read Todd Sculthorpe’s article: *First steps to a New Adventure*.

Ask students:

- » What significant contributions are being made by Aboriginal and Torres Strait Islander peoples today as shown through the stories that are witnessed the class?

Synthesising and Applying

Deconstruct-Reconstruct

Have learners use ‘Grammar B’ strategies and

suggestions to write creatively and imaginatively to tell their own story.

Have learners create, edit and publish their own anthology.

Growing up ... in ...

Dear ...

Success Criteria

Learners:

- » Appreciate the significant cultural, artistic, and literary contributions Aboriginal and Torres Strait Islander people make today and in the past.
- » Apply literary tools to explore and create their own stories.
- » Contribute to a group anthology by creating an original narrative.

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
- » YouTube clip: [The Season: Nathan Maynard in conversation with Annette Downs](#)
- » Heiss A, 2018, *Growing Up Aboriginal Australia*, Black Inc., Carlton, VIC
- » [Grammar B](#)
- » Chatter Matters: [First Steps to a New Adventure. Todd Sculthorpe](#)

Glossary

Grammar B

A term, coined by Winston Weathers, to represent an 'alternate style' to the formal, traditional grammar (called Grammar A). While this style had its origins in 'imaginative writing,' it has become more and more accepted in other genres as well. It includes sentence fragments, orthographic variations, labyrinthine sentences, lists, and other variants. As Tom Romano says, 'Grammar B breaks the rules of standard written English as a means of communicating powerfully.' E

Mutton bird

A shearwater or petrel of the southern oceans. D

Muttonbirding

The seasonal harvesting of the chicks of petrels, especially shearwater species, for food, oil and feathers by recreational or commercial hunters. WP

Rookery

A rookery is a colony of breeding animals, generally birds. ... The word applies to the nesting place of birds, such as crows and rooks, the source of the term. The breeding grounds of colony-forming seabirds and marine mammals (true seals or sea lions) and even some turtles are also referred to as rookeries. WP

AM [Eng329ostenson](#)

D [Dictionary.com](#)

WP [Wikipedia](#)



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