

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

DEPARTMENT OF
EDUCATION
learners first

LIVING CULTURES – MUTTONBIRDING

YEAR 3

The
Orb

MUTTONBIRDING**BIG DOG ISLAND**

Learners use The Big Dog Connection resource and the 'Living Cultures - Muttonbirding' section of The Orb to identify connections between Aboriginal people and Big Dog Island. They examine, describe and map key characteristics of the island and its importance to Aboriginal birders.

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**Humanities and Social Sciences (HASS)**

Students identify connections between people and the characteristics of places.

They record and represent data in different formats, including labelled maps using basic cartographic conventions. They reflect on their learning to suggest individual action in response to an issue or challenge. Students communicate their ideas, findings and conclusions in oral, visual and written forms using simple discipline-specific terms.

CONTENT DESCRIPTORS**Humanities and Social Sciences (HASS)**

Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI054).

Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI061).

GENERAL CAPABILITIES**Information and Communication Technology (ICT)**

Communicating with ICT

Collaborate, share and exchange

Level 3 - use appropriate ICT tools safely to share and exchange information with appropriate known audiences

Intercultural Understanding

Reflecting on intercultural experiences and taking responsibility

Reflect on intercultural experiences

Level 3 - identify and describe what they have learnt about themselves and others from real, virtual and vicarious intercultural experiences

Learning Goals

Learners will:

- » Describe key characteristics of Big Dog Island.
- » Understand the key principles of the importance of connection to land and cultural practice for Tasmanian Aboriginal people.
- » Record and represent through maps the relationship Big Dog Island, and the activities of Aboriginal birders, has to the rest of Tasmania.
- » Identify and locate areas in Tasmania where mutton bird rookeries occur and the correlation with land has been returned to the Aboriginal Community.

Learning Sequence**Activating and Engaging**

Community Links

Land Links

View the *Big Dog Connection* DVD and the 'Living Cultures - Muttonbirding' section of The Orb.

Ask learners to describe:

- » Where Big Dog Island is situated.
- » What practices take place on the island.
- » Who is involved in those practices.
- » When the activities take place.
- » The extent of the relationship between the seasonal occupation of Aboriginal people on the island and that of the mutton bird.

Ask learners:

- » Who owns Big Dog Island?
- » What is important to Aboriginal people about Big Dog Island?
- » What might happen if the Aboriginal birders could no longer come to live on the Island each year?
- » Why might it be important for Aboriginal people to own the islands with mutton bird rookeries?
- » What might happen if the mutton birds stopped coming to the island?

Exploring and Discovering

Community Links

Invite a member of the Aboriginal Sharers of Knowledge program with connections to Big Dog Island to address the class on the following questions:

- » What is their particular connection to Big Dog Island?
- » How important is the continuation of the mutton bird practice for Aboriginal people?
- » Why might it be important for young Aboriginal people to learn about muttonbirding through direct experience?
- » How important is land and country to Aboriginal people?
- » What are the main issues for Aboriginal people regarding land ownership?

Discuss the concept of land ownership.

- » How does land ownership affect Aboriginal peoples' relationship with their cultural practices?

Learning Maps

Ask learners to research information showing the migratory path of the mutton bird, the location of Big Dog Island and the position of Aboriginal land returns in Tasmania.

They must record and represent their findings using the App: *Markup* to capture sketches and notes on their map. (*Markup* is saved as a layer on a learner's device, who can use it with any map, and updates made to maps don't affect it. They can use *markup* for their own personal information, similar to drawing on a paper map, and can share it to communicate with others).

Have students synthesise their understandings from their conversations with the visiting Aboriginal community member.

Ask students to reflect on their learnings to suggest action in response to the issue of land returns to Aboriginal people.

Have students reflect on reasons that Big Dog Island may be of particular importance to Tasmanian Aboriginal people.

Synthesising and Applying

Deconstruct-Reconstruct

Have learners communicate and present their ideas, findings and conclusions about Big Dog Island and its significance to Tasmanian Aboriginal people in oral, visual and written forms.

Success Criteria

Learners:

- » Explain the key characteristics of Big Dog Island and its importance to Aboriginal people and mutton birds.
- » Describe the key principles of the importance of connection to land and cultural practice for Tasmanian Aboriginal people.
- » Describe the experience of Tasmania's Aboriginal people in terms of land and its return.
- » Describe areas in Tasmania where mutton bird rookeries occur and any correlation with land has been returned to the Aboriginal Community.

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
- » *Circle*, Jeannie Baker, 2016
- » *Return to the Islands [kit] : the story of Aborigines and the tradition of muttonbirding*, Department of Education, Tasmania
- » DVD – *The Big Dog Connection*, Aboriginal Education Services, Tasmania
- » [TMAG Online Resources](#)

Glossary

Landowner

One that owns land. CO

Migratory

Having the characteristic of moving regularly to another place. C

Big Dog Island

Is a 354-hectare granite island, located within the Furneaux Group in Bass Strait, south of Flinders Island and north of Cape Barren Island. G

- C Cambridge Dictionary
- CO Collins Dictionary
- G General understanding



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