

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – FIBRES

DEPARTMENT OF
EDUCATION
learners first

YEAR 7

The
Orb

FIBRES**FLOAT YOUR BOAT**

Learners examine examples throughout history of people moving across water in boats. They consider the challenges of flotation and propulsion and explore the properties of natural and contemporary materials required for water travel.

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.

ACHIEVEMENT STANDARDS**History**

Students describe the effects of change on societies, individuals and groups. They describe events and developments from the perspective of different people who lived at the time.

When researching, students develop questions to frame a historical inquiry. They identify and select a range of sources and locate, compare and use information to answer inquiry questions.

CONTENT DESCRIPTORS**History**

The range of sources that can be used in an historical investigation, including archaeological and written sources (ACDSEH029).

The nature of sources for ancient Australia and what they reveal about Australia's past in the ancient period, such as the use of resources (ACDSEH031).

GENERAL CAPABILITIES**Critical and Creative Thinking**

Inquiring – identifying, exploring and organising information and ideas

Pose questions

Level 5 – pose questions to probe assumptions and investigate complex issues

Reflecting on thinking and processes

Reflect on processes

Level 5 – evaluate and justify the reasons behind choosing a particular problem solving strategy

Intercultural Understanding

Recognising culture and developing respect

Explore and compare cultural knowledge, beliefs and practices

Level 5 – analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts

Learning Goals

Learners will:

- » Consider ways the movement of people has changed over time.
- » Recognise how environmental changes affected the movement of peoples.
- » Understand that technological changes, displacement and resource availability affected distribution of peoples.

Learning Sequence**Activating and Engaging**

Learning Maps

Ask learners:

- » What factors influence human movement and migration over water?
- » Have any of these factors changed over time?

Organise learners into groups have them investigate the movement of people over water in different time periods.

Have the students present their period of time as a timeline and join the timelines together to have a complete picture. Some learners may also wish to create a graphic representation.

Ask learners:

- » What patterns can you observe?
- » Why do you think you see these patterns?

Advise learners they are to undertake an investigation into how technology of early craft influenced

movement. Each group investigates how the technology and materials available contribute to the capacity of humans to travel over water.

Ask learners make conclusions based upon artefacts found and continued practise of culture.

Pose the challenge to the learners that they find as many ways in which humans moved over water as possible.

If not suggested by students, describe the traditional Tasmanian Aboriginal technology of using ochre mixed with seal fat as a layer of insulation to swim through the cold waters of Tasmania's seas.

Exploring and Discovering

Non-verbal

Pose learners the question:

- » What do we know about Tasmanian Aboriginal traditional watercraft?

View *Launch Party* from the 'Living Cultures - Fibres' section of The Orb. Investigate with the learners the different modes of moving on water used by Tasmania's First Peoples. Learners use both primary and secondary sources, including specific study of archaeological evidence.

Have learners share their inquiry map with others.

Ask learners the questions:

- » Could Tasmania's First Peoples afford not to move over water?
- » What benefits would have been excluded to Tasmania's First Peoples if they had not developed craft or ways to use the waterways?

Have learners research the method of making a traditional bark canoe.

Make a miniature Tasmanian-inspired canoe using bark and cork reed. Design an event to test the capabilities of the craft.

Synthesising and Applying

Land Links

Conduct an event that tests the craft for:

- » buoyancy
- » distance travelled
- » water resistance

Have learners create a rubric or scoring method to assess each other's craft.

Ask learners:

- » Does it float?
- » What modifications can you think of that would have enabled the craft to be more successful?

Success Criteria

Learners:

- » Conduct an inquiry into traditional Tasmanian Aboriginal craft and continued cultural heritage
- » Complete a design and model to test the resources and techniques traditionally used
- » Draw conclusions about what impacts movement over or in water had on Tasmania's First Peoples' lives and culture
- » Reflect upon design and testing process.

GOING FURTHER:

Have learners investigate ancient craft from other civilisations.

Learners should present their investigations into craft from other parts of the world and conduct same investigation as with Tasmanian Aboriginal bark canoe.

Have learners pose questions to investigate, for example:

- » Does the seaworthiness of a craft impact upon the distance people have travelled from their home?
- » Do the materials that are available within your environment have an advantageous/disadvantageous effect upon how far a cultural group can travel?
- » Investigate cultures that are no longer living and draw conclusions between resource availability, watercraft, and social isolation. Compare Easter Island history with the diversity language groups within Papua New Guinea.

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

Glossary

Archaeological

The study of human history and prehistory through the excavation of sites and the analysis of artefacts and other physical remains. **O**

Artefact

An object made by a human being, typically one of cultural or historical interest. **O**

Cultural Heritage

The legacy of physical artefacts and intangible attributes of a group or society that are inherited from past generations, maintained in the present and bestowed for the benefit of future generations. **U**

Displacement

The situation in which people are forced to leave the place where they normally live. **C**

Fibres

Aboriginal people have used in the past and continue to use natural fibres – plant and animal – to make useful and important objects. **G**

Inquiry

A form of active learning that starts by posing questions, problems or scenarios—rather than simply presenting established facts or portraying a smooth path to knowledge. **WP**

C	Cambridge Dictionary
G	General understanding
O	Oxford Online Dictionary
U	UNESCO
WP	Wikipedia



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