

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – FOODS

YEAR 7

VALUING COASTAL WATERS

Learners will identify a range of cultural, economic, spiritual and aesthetic values attributed to Tasmanian coastal waters. They will compare and contrast these differing values and create an information text that communicates some of the Tasmanian Aboriginal values relating to coastal waters.

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.

Organising idea 5

Aboriginal and Torres Strait Islander Peoples' way of life are uniquely expressed through ways of being, knowing, thinking and doing.

ACHIEVEMENT STANDARDS

Geography

Students understand how the characteristics of places are perceived and valued differently. They evaluate a range of primary and secondary sources to locate useful information and data.

English

Students create structured and coherent texts for a range of purposes and audiences. When creating and editing texts they demonstrate understanding of grammar, use a variety of more specialised vocabulary and accurate spelling and punctuation.

CONTENT DESCRIPTORS

Geography

Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHGK041).

English

Plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas (ACELY1725).

GENERAL CAPABILITIES

Intercultural Understanding

Interacting and empathising with others

Consider and develop multiple perspectives

Level 5 – explain perspectives that differ to expand their understanding of an issue

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas:

Organise and process information

Level 4 – analyse, condense and combine relevant information from multiple sources

Learning Goals

Learners will:

- » Identify the cultural, economic, spiritual and aesthetic values of water.
- » Reflect on the differences in these values between groups.
- » Create an information text that communicates their findings on Tasmanian Aboriginal values.

Learning Sequence

Activating and Engaging

Story Sharing

Leaning Maps

Select a range of photos of water-based activities in Tasmania.

Model annotating elements in these photographs as either cultural, economic, spiritual or aesthetic.

Lead a class discussion to elicit from students the values they hold in relation to Tasmania's Coastal waters.

Prompt learners by asking what experiences they have in relation to coastal waters.

Model categorising responses into cultural, economic, spiritual or aesthetic values and record them in a table.

Support class to categorise remaining activities into either cultural, economic, spiritual or aesthetic values.

Exploring and Discovering

Learning Maps

Explain to students that they will be viewing clips from *The Orb* and they should watch for the cultural, economic, spiritual or aesthetic values that people demonstrate when talking about coastal waters.

View *Coastal Gathering* from the 'Living Cultures – Foods' and *Hidden Gem* from the 'Living Cultures – Shell Stringing' sections of *The Orb*.

Ask students to identify some of the values that people have expressed in relation to these coastal waters. Students should take notes while they are watching.

Organise students into groups and provide them with copies of the excerpt provided below and the transcripts for the clips viewed, located in the 'Teacher Drawer' section of *The Orb*.

Provide a table for groups to record their findings in with headings for each value.

Cultural sites and seascapes

Our cultural links with the coast and sea are vital to us. To be able to come here and use them to swim and fish is part of our cultural heritage. Mersey Bluff is a known cultural site. Our sense of ownership is continuous.

Interview with Mr Merv Gower, Administrator, Mersey Leven Aboriginal Corporation, Devonport, Wednesday 24 October:

'Coastal environments in [Tasmania] are rich in cultural sites. These include archaeological sites, such as shell middens and stone quarries, as well as "natural" sites, such as headlands, river mouths, reefs and islands. These sites have continuing cultural meaning because of their connection with Creation Stories, Dreaming Tracks, ceremonial places, camping places and massacre sites. Many of these places are listed on the Register of the National Estate, others are recorded in State-based heritage registers, while many others are known only to [Aboriginal] people themselves and are not formally recorded.

All of these sites have significance beyond their immediate location; they indicate the wider connection between Indigenous people, land, sea and resources over time. The shell middens dotted along the mainland and Tasmanian coasts, for example, tell of the unbroken connection between people and marine resources throughout time. The rock shelters of northern Tasmania, containing art, artefacts and animal remains, tell of the connection between people, land and sea

22 500 years ago, when the continental shelf was dry land. Part of this area was flooded by Bass Strait 5 000 years ago when sea levels rose.

Coastal sites also link Indigenous people with marine resources and processes far beyond the inshore waters. In this way, coastal sites are indicators of the integrated cultural landscape/seascape of which [each coastal area] is a part.

Protecting this cultural heritage is a major concern for Indigenous people.'

Synthesising and Applying

Deconstruct-Reconstruct

Compare learners' responses and their findings from the transcripts and the excerpt.

Lead a class discussion about the similarities and differences in the values and record learners' responses in a venn diagram.

Have learners create a poster or PowerPoint explaining the Tasmanian Aboriginal values related to coastal waters.

Success Criteria

Learners:

- » Compare and contrast values relating to coastal waters in Tasmania.
- » Participate in group work and class discussions.
- » Conduct an investigation and draw conclusions regarding the values a range of people hold.
- » Create an information text as assessment.

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

Connection

A relationship in which a person or thing is linked or associated with something else. O

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

Values

The things of social life (ideals, customs, institutions, etc.) towards which the people of the group have an affective regard. These values may be positive, as cleanliness, freedom, education, etc., or negative, as cruelty, crime, or blasphemy. M

M Macquarie

O [Oxford Online Dictionary](#)

U UNESCO



State of Tasmania (Department of Education)
Published: March 2019