

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – FOODS

YEAR 8

The
Orb

FOODS

HISTORICAL SOURCE ANALYSIS

Learners analyse primary sources before producing a summary of their findings, identifying the origin and purpose and describing the point of view, attitude and values of the author, with supporting evidence provided from the document.

CROSS CURRICULUM PRIORITY**Aboriginal and Torres Strait Islander Histories and Cultures**

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**History**

Students identify and explain different points of view in sources. When interpreting sources, they identify their origin and purpose, and distinguish between fact and opinion.

English

Students evaluate how they and others from different cultures, times and places communicate meaning and intent through dance.

CONTENT DESCRIPTORS**History**

Identify the origin and purpose of primary and secondary sources (ACHHS152).

Identify and describe points of view, attitudes and values in primary and secondary sources (ACHHS155).

English

Create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate (ACELY1736).

GENERAL CAPABILITIES**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

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

Organise and process information

Level 5 – critically analyse information and evidence according to criteria such as validity and relevance

Literacy

Comprehending texts through listening, reading and viewing

Interpret and analyse learning area texts

Level 5 – interpret and evaluate information, identify main ideas and supporting evidence, and analyse different perspectives using comprehension strategies

Learning Goals

Learners will:

- » Know what a primary source is.
- » Understand how sources can be interrogated to identify their origin and purpose and the author's point of view, attitude and values.
- » Write a summary with their findings, supported by evidence from the sources.

Learning Sequence**Activating and Engaging**

Story Sharing

View all of parts of the 'Living Cultures – Foods' section of The Orb and refer to the *Diet* 'Investigation'.

Generate a class discussion by asking students:

- » What is a primary source? Discuss examples.
- » What is a secondary source? Discuss examples.

Exploring and Discovering

Learning Maps

Deconstruct-Reconstruct

Advise students that they are going to undertake a source analysis of the documents included in the *Diet 'Investigation'*.

They will then write a summary of their findings, identifying whether it is a primary or secondary source, the attitude and values of the author, while providing evidence from the document to support their conclusions.

Provide students with copies of the five sources contained in the Investigation and included below in the resources section.

Model the first analysis by completing one on the board together with the class.

Demonstrate how to develop the analysis into a summary, and how to support the conclusions with evidence from the document/image. You may do this as a class or have a previously prepared example to show.

Non-verbal

Symbols and Images

Provide the following questions to guide their analysis and advise learners to do further research online. They could research the author for example, to gain further information.

- » **What** type of document is it?
- » Is it a primary or secondary source?
- » What kinds of information are usually presented in this type of document?
- » What is this document's purpose?
- » What language is it written in?
- » Is there anything unusual about the language used?
- » Is there a header or footer?
- » What does this tell us about the source?
- » **Who** wrote or produced the document?
- » What do you know about them?
- » Consider:
 - » age
 - » gender
 - » religious beliefs
 - » social position
 - » occupation.

- » **Where** was the document produced?
- » **When** was the document produced?
- » What was happening at the time?
- » Consider:
 - » significant events
 - » political environment
 - » common prejudices
 - » social norms.
- » **Why** was the document produced?
- » **Who** is the document/image about?
- » Was the author sympathetic to the subjects of the documents/images?
- » Can you detect any bias in the documents/image?
- » What questions do you have about the document?
- » If you could speak to the author, what would you say?
- » Why is this document/image important?
- » What does this document/image tell us about the subjects?
- » What does it tell us about the author?

Synthesising and Applying

Non-verbal

Have students choose one of the sources to analyse before writing a summary of their findings, identifying the origins and purpose, the attitude and values of the author.

Advise students that they are to provide evidence from the document supporting their conclusions.

Success Criteria

Learners:

- » Participate in a class discussion and analysis of a primary source.
- » Analyse one primary source for their origin and purpose and author's point of view, attitude and values.
- » Summarise their analysis in writing, with supporting evidence from the sources.

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
- » Copies of the five sources for each student
- » [British Museum](#)
- » Roth HR, Butler ME, Walker JB, Garson JG and Tylor EB, 2009, *The Aborigines of Tasmania*, Cambridge University Press, New York
- » Bunce D, 1857, *Australasiatic Reminiscences of Twenty-three Years' Wanderings in Tasmania and the Australias*, JT Hendy, Melbourne
- » Holman James, 1834, *A Voyage Around the World: Including Travels in Africa, Asia, Australasia, America, Etc. Etc. from 1827-1832*, Volume IV, Elder Smith

Source 1



A wild native taking a kangaroo, his dog having caught it he runs to kill it with his waddy. Duterrau, Benjamin, 1836
Hobart Town, Van Dieman's Land

Source 2

The natives obtained from the cider-trees of the Lakes (*Eucalypts resinifera*) a slightly saccharine liquor, resembling treacle. At the proper season they ground holes in the tree from which the sweet juice flowed plentifully. It was collected in a hole at the bottom near the root of the tree. These holes were kept covered over with a flat stone, apparently for the purpose of preventing birds and animals coming to drink it ...

When allowed to remain any length of time, it ferments and settles into a course kind of wine or cider, rather intoxicating if drunk to excess.

Bunce, 1857, pg. 47

Source 3



Sketch by George Augustus Robinson – Three people carrying long spears and kangaroos. Oc2006, Drg.110, held by the British Museum.

Image: ©Trustees of the British Museum

Source 4

One of their modes of hunting the kangaroo is generally as successful as it is ingenious. Having discovered a spot to which they know a number of these animals resort, they make a fire around it, taking care to leave two or three openings by which they may endeavour to escape; they then station themselves at these places, and on the animals attempting to pass, they spear them with such dexterity, that few are ever permitted to escape.

Holman, 1834, pg. 405–406

Source 5

[The women] went to the water's edge and wet themselves all over their heads and bodies, which operation they said would keep the seals from smelling them as they walked along the rocks...The women all walked into the water in couples, and swam to three rocks about fifty yards from the shore. There were about nine or ten seals upon each rock, lying apparently asleep. Two women went to each rock with their clubs in hand, crept closely up to a seal each, and lay down with the clubs alongside. Some of the seals lifted their heads up to inspect their new visitors and smell them. The seals scratched themselves and lay down again. The women went through the same motions as the seal, holding up their left elbow and scratching themselves with their left hand, taking and keeping the club firm in their right ready for the attack... After they had lain upon the rocks for nearly an hour, the sea occasionally washing over them...all of a sudden, the women rose up on their seats, their clubs lifted up at arm's length, each struck a seal on the nose and killed him; in an instant they all jumped up as if by magic and killed one more each.

Kelly cited in Roth, 2009, pg. 103

Glossary

Bias

Inclination or prejudice for or against one person or group, especially in a way considered to be unfair. O

Diet

Food or drink considered in terms of its qualities, composition, and its effects on health. The food eaten, as a particular person or group and the food or feed habitually eaten or provided. D

Primary Source

In the study of history as an academic discipline, a primary source (also called an original source or evidence) is an artefact, document, diary, manuscript, autobiography, recording, or any other source of information that was created at the time under study. WP

Secondary Source

In scholarship, a secondary source is a document or recording that relates or discusses information originally presented elsewhere. A secondary source contrasts with a primary source, which is an original source of the information being discussed; a primary source can be a person with direct knowledge of a situation, or a document created by such a person. WP

D [Dictionary.com](https://www.dictionary.com)

O [Oxford Online Dictionary](https://www.oxfordonline.com)

WP Wikipedia



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