

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – SHELL STRINGING

YEAR 9

The  
**Orb**

**SHELL STRINGING**

# INTERCONNECTIONS

Learners will map interconnections between systems in coastal places from an Aboriginal perspective. They will use digital concept mapping software to communicate these interconnections.

## 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.

#### *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

### Geography

Students analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.

## CONTENT DESCRIPTORS

### Geography

The perceptions people have of place, and how these influence their connections to different places (ACHGK065).

Represent multi-variable data in a range of appropriate forms, for example scatter plots, tables, field sketches and annotated diagrams, with and without the use of digital and spatial technologies (ACHGS065).

## GENERAL CAPABILITIES

### Intercultural Understanding

*Recognising culture and developing respect*

Imagine possibilities and connect ideas

Level 6 – critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time

## 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

## Learning Goals

*Learners will:*

- » identify the interconnections between a range of systems in coastal places
- » understand that Aboriginal people will describe these interconnections according to their cultural perspective
- » understand that different perspectives will result in different understandings of the interconnections.

## Learning Sequence

### Activating and Engaging

*Story Sharing*

*Leaning Maps*

Explain to learners that they will be viewing clips from The Orb to identify interconnections between cultural, economic, environmental systems and perhaps other systems that people talk about in relation to Tasmanian coastal places.

View a selection of clips from *Coastal Gathering and Native Foods* from the 'Living Cultures – Foods', *Hidden Gem* from the 'Living Cultures – Shell Stringing' and *Tried and True* from the 'Living Cultures – Fibres' sections of The Orb.

### Exploring and Discovering

*Learning Maps*

Ask learners to take notes while they are watching and to list some of the interconnections that people have identified in relation to these coastal places.

Lead the whole class through the *Interconnections Investigation* located in the *Hidden Gem* segment of the 'Living Cultures - Shell Stringing' section of The Orb.

Organise learners into groups and provide them with copies of the *Interconnections* Investigation located in the 'Teacher Drawer - Shell Stringing' section of The Orb as well as transcripts downloaded from the relevant clips.

Explicitly teach the use of concept maps.

### Synthesising and Applying

#### *Deconstruct–Reconstruct*

Have groups complete a concept map on paper.

Compare learners' concept maps.

Lead a class discussion about similarities and differences in concept maps referring back to source material as necessary.

Allow groups to review and update their concept map based on class discussions.

Using online software have learners create a digital concept map for display.

Ask learners to identify how changes in one system impact on others – this could be the basis for conducting further inquiries specific to local context.

### Success Criteria

#### *Learners:*

- » understand Tasmanian Aboriginal people's perspectives on interconnected systems in coastal contexts
- » participate in group work and class discussions
- » conduct an investigation and draw conclusions regarding the interconnections outlined by Aboriginal people
- » 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](mailto: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

#### *Interconnections*

The components of various systems such as social systems, resource systems and natural systems, and the connections within and between them, including how they impact on each other. AC

#### *Concept Map*

A type of graphic organiser used to organise and represent knowledge of a subject; a diagram that depicts suggested relationships between concepts. I

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| <span style="border: 1px solid black; padding: 0 2px;">AC</span> | Australian Curriculum |
| <span style="border: 1px solid black; padding: 0 2px;">I</span>  | Inspiration.com       |



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