

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# GENERAL

DEPARTMENT OF  
EDUCATION  
*learners first*

YEAR 9

# KUNANYI AND THE CABLE CAR

Learners conduct an inquiry into the cable car debate on *kunanyi*. They consider multiple views before deciding whether they are ‘for’ or ‘against’ the cable car. Two groups will then participate in a debate – for and against.

## 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

### English

Students evaluate and integrate ideas and information from texts to form their own interpretations. They understand how interpretations can vary by comparing their responses to texts to the responses of others. Students make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

## CONTENT DESCRIPTORS

### English

Explore and reflect on personal understanding of the world and significant human experience gained from interpreting various representations of life matters in texts (ACELT1635).

Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts (ACELY1739).

Use interaction skills to present and discuss an idea and to influence and engage an audience by selecting persuasive language, varying voice tone, pitch, and pace, and using elements such as music and sound effects (ACELY1811).

## GENERAL CAPABILITIES

### Intercultural Understanding

*Recognising culture and developing respect*

Develop respect for cultural diversity

Level 6 – understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world

*Interacting and empathising with others*

Consider and develop multiple perspectives

Level 6 – present a balanced view on issues where conflicting views cannot easily be resolved

### Literacy

*Comprehending texts through listening, reading and viewing*

Interpret and analyse learning area texts

Level 6 – interpret and evaluate information within and between texts, comparing and contrasting information using comprehension strategies

*Composing texts through speaking, writing and creating*

Use language to interact with others

Level 6 – use pair, group and class discussions and formal and informal debates as learning tools to explore ideas, compare solutions, evaluate information and ideas, refine opinions and arguments in preparation for creating texts

## Learning Goals

*Learners will:*

- » develop knowledge of the proposed cable car construction on *kunanyi*
- » understand the different perspectives and motivations of stakeholders
- » participate in a debate either as a panel member of a member of the audience.

## Learning Sequence

### Activating and Engaging

*Story Sharing*

Watch the following YouTube news clip about the debate: [Tensions over Cable Car Development](#).

Generate a class discussion about what learners may already know and think about the cable car proposal.

For example:

- » What is the cable car proposal?
- » Where is it?
- » Who is the mountain important to?
- » Why is the mountain important to people?
- » Why is the mountain important to Aboriginal people?

### Exploring and Discovering

#### *Community Links*

Ask learners to form groups of three and advise them that they will undertake an inquiry into the different perspectives of the cable car debate.

Ensure learners take note of whose voice is being heard in each article as they read or listen and are aware of the various persuasive techniques that can be used to persuade the reader into a particular point of view. Have a class discussion about these techniques as a reminder.

Below are a number of links that can be used, although learners should be encouraged to also find their own reliable sources.

- » [Bob Brown at anti cable car protest](#)
- » [Andrew Wilkie speech on the cable car](#)
- » [Hobart Cable Car Supporters](#)
- » [Kunanyi cable car](#)
- » [‘Nothing more than spin’: opponents dismiss Hobart cable car revamp](#)
- » [Mount Wellington cable car proposals](#)
- » [Cascade Brewery refuses to hand over land for cable car terminal](#)
- » [Organ Pipes Cable Car Fly-by Experience](#)
- » [Speeches by Teresa Sainty and Heather Sculthorpe at Mountain Mayday](#)
- » [Mount Wellington cable car road proposal runs through endangered trees: expert](#)
- » [Mt Wellington Cable Car](#)

Ask learners to think about the following questions:

- » Whose views are most prominent in the articles?
- » Whose views are absent?
- » What are the main points to be considered?
- » Who are some of the key interest groups?
- » What might their views and opinions be?
- » Do they share similar views and opinions?
- » Who should ‘own’ the mountain or be responsible for it?

- » How should Tasmanians treat Aboriginal heritage and cultural sites?
- » Where do you stand on the issue?
- » What places would you protest to protect?

#### *Story Sharing*

Invite learners to share one of their answers with the class.

### Synthesising and Applying

#### *Deconstruct–Reconstruct*

Once learners have finished their inquiry ask them to make a decision as to whether they are ‘for’ or ‘against’ the cable car.

Watch the ABC resource via the link below – *What is Debating?*

Invite two groups to volunteer to participate in a debate. One group will be on the ‘for’ the bypass and three students on the ‘against’.

Allow learners time to finalise their argument before conducting the debate.

Give each speaker an allocated amount of time, beginning with the ‘for’ team and their first speaker. Once their time is up, the opposing team’s speaker will respond and so on until each speaker has presented their argument to the group.

Include a question time at the end of the debate, with the rest of the class asking questions of the panel. Encourage other members of the class to jot down points during the debate.

#### *Non-linear*

Visit *kunanyi* with an Aboriginal Sharer of Knowledge, via the ASK program, and ask them to share their story. Invite students to prepare questions in advance.

Discuss with learners that events, situations and people, can be represented from different viewpoints.

### Success Criteria

#### *Learners:*

- » conduct an inquiry into the cable car debate
- » identify the different stakeholders and consider their differing perspectives and motivations
- » participate in a debate as either a debater or audience member.

## 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
- » ABC Education Online: [What is Debating?](#)
- » [Bob Brown at anti cable car protest](#)
- » [Andrew Wilkie speech on the cable car](#)
- » [Hobart Cable Car Supporters](#)
- » [Kunanyi cable car](#)
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- » [Mount Wellington cable car road proposal runs through endangered trees: expert](#)
- » [Mt Wellington Cable Car](#)
- » Access to a smart board and student computers

## Glossary

### *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**

### *Archaeology*

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

### *Culture*

The way of life, especially the general customs and beliefs, of a particular group of people at a particular time. **C**

### *Debate*

A discussion about a subject on which people have different views. **O**

### *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**

### *Perspective*

A particular way to consider something. **G**

The way a reader/viewer is positioned by the author through the text, or how a particular ideology is embedded in a text, for example, a feminist perspective. **AC**

### *Viewpoint*

A person's opinion or point of view. **G**

<b>AC</b>	Australian Curriculum
<b>C</b>	Cambridge Dictionary
<b>G</b>	General understanding
<b>O</b>	<a href="#">Oxford Online Dictionary</a>
<b>U</b>	UNESCO
<b>WP</b>	Wikipedia



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