ABORIGINAL STUDIES

Support Material
Stage 5 Syllabus

Aboriginal technologies
and the environment

Warning: Aboriginal and Torres Strait Islander people are advised that this resource contains images and names of deceased persons.

ABORIGINAL STUDIES

Teacher planning starts here

The 'big idea'

The development and use of unique Aboriginal technologies is integral to Aboriginal identity and autonomy.

Why does the learning matter?

To develop students' understanding of the complexity of Aboriginal technologies, how Aboriginal Peoples have adopted and adapted introduced technologies, and the continued link to Aboriginal identity and autonomy.

Target syllabus outcomes

5.3, 5.6, 5.8, 5.9, 5.11

Major assessment task

Informed by assessment for learning tasks 1, 2 and 3, students give a multimedia presentation focusing on ONE Aboriginal technology, describing its use, social and cultural links and the effect on it of invasion. With special reference to this technology, students explain the relationship between an Aboriginal enterprise and the Australian economy as explored in assessment for learning task 4.

Assessment for learning task 3

Students watch 'Crook Hat and Camphoo' and 'Bush Tucker is Everywhere' clips from Australian Screen Online. Students observe contemporary uses of technology shown in the clips, explain the relationships between them using a note-making scaffold, and write a brief response to the question, 'Explain why Aboriginal people continue to use traditional technologies'.

Assessment for learning task 4

Students research on the internet to identify a variety of Aboriginal enterprises that have contributed to trade, tourism and the Australian economy.

Assessment for learning task 2

Students examine the technologies from task 1 and identify the roles that they played in traditional societies, eg links to social and cultural practices such as totems, trade, food distribution and gender roles.

Assessment for learning task 1

Students identify, define and use images of a range of traditional technologies. Students complete a table in a Word document during the activity.

Student learning starts here

ABORIGINAL STUDIES

Major assessment task
Aboriginal Technology

Date due: **Marks:**   **Weighting:**

Outcomes assessed:

A student:

5.3 describes the dynamic nature of Aboriginal culture

5.6 explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples' participation nationally and internationally

5.11 independently uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

Your task

You are to create a multimedia presentation about one Aboriginal technology.

Your presentation will answer the following questions:

- How was this technology used in traditional society?
- Who was it used by?
- What was the effect of invasion on this technology?
- Identify an Aboriginal enterprise that uses this technology today.
- Explain how the enterprise uses the technology to contribute to trade and/or tourism.
- Explain why this technology is still important to Aboriginal autonomy.

Assessment task checklist

Please refer to the following checklist to achieve the best marks possible ✓

Have I used multimedia software such as PowerPoint?	☐
Have I included images, mind maps, flowcharts?	☐
Have I used appropriate captions and text?	☐
Have I answered all the questions in appropriate ways?	☐
Have I shown that I understand the concepts of 'technology', 'identity' and 'autonomy'?	☐
Is my presentation between 6 and 10 slides?	☐

ABORIGINAL STUDIES

Marking guidelines

Criteria	Marks
The student: • demonstrates extensive knowledge and understanding of the continuities and changes in Aboriginal technology • explains the importance of technology to Aboriginal autonomy • applies highly developed research and communication skills in a multimedia presentation	**21–25**
The student: • demonstrates thorough knowledge and understanding of the continuities and changes in Aboriginal technology • provides some explanation of the importance of technology to Aboriginal autonomy • applies well-developed research and communication skills in a multimedia presentation	**16–20**
The student: • demonstrates sound knowledge and understanding of the continuities and changes in Aboriginal technology • provides some explanation of the importance of technology to Aboriginal autonomy • applies sound research and communication skills in a multimedia presentation	**11–15**
The student: • demonstrates basic knowledge and understanding of the continuities and changes in Aboriginal technology • identifies the importance of technology to Aboriginal autonomy • applies basic research and communication skills in a multimedia presentation	**6–10**
The student: • demonstrates limited knowledge and understanding of the continuities and changes in Aboriginal technology • recognises that technology is important to Aboriginal autonomy • applies limited research and communication skills in a multimedia presentation	**1–5**
Comments:	*Marks Awarded:*

Students learn about *Students learn to*	Teaching and learning activities	Assessment for learning

the range of traditional technologies used by Aboriginal Peoples

identify a range of technologies developed and used by Aboriginal Peoples such as tools, techniques and scientific knowledge; use word processing applications to develop and present research

What is technology?

Teacher asks students to narrate a story about using a technology for the first time. For example, 'Who instructed you? Were there any rules or guidelines that you needed to follow?'

Teacher develops a definition of technology; for example, 'The knowledge, social organisation, systems, techniques, processes and products that assist people to interact with their environment'.

Teacher leads analysis* of the application of the definition of technology in a contemporary setting to build deep student understanding.

*Analyse = Identify components and the relationship between them; draw out and relate implications (from the Board of Studies *Glossary of Key Words*).

Think, Pair, Share Activity – Students discuss what 'technology' is in contemporary society? They think individually, share with someone else and then share with the whole group.

With the teacher leading, the class discusses whether any of the technologies identified during the brainstorm are associated with a particular gender role. Students classify the gathered technologies as gender-specific, non-gender-specific or unclear.

Students identify various types of technology within a contemporary setting and ascertain whether they are associated specifically with a particular gender role.

Assessment for learning task 1

(i) Students brainstorm their knowledge of traditional technologies.

(ii) Students create a table in a Word document and list the technologies from the brainstorm. Students do internet research to extend their table. Two suggested websites are: <http://australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology>; and <www.culturequest.us/aboriginal_tools/baskets_bowls.htm>.

the relationship between Aboriginal technologies and aspects of Aboriginal spirituality and social organisation

explain the ways in which Aboriginal technologies are an integral part of Aboriginal social and cultural practices such as totems, trade, food distribution and gender roles

Excursion

The class visits local sites of significance – eg tour with National Parks Aboriginal Liaison Officer to Terramungamine (grinding grooves), scarred trees, local sources of ochre, quondong trees, emu bushes to identify evidence of traditional technologies used in the local area.

Students are able to identify some of the various social and cultural links of the technologies identified in Assessment for learning task 1.

Assessment for learning task 2

Class: (i) Students revisit the table of technologies (from task 1) and if applicable add information gained from the excursions.

(ii) Students explain how the technologies were used in traditional societies, eg links to social and cultural practices such as totems, trade, food distribution and gender roles, and variations for different purposes or in different locations.

ABORIGINAL STUDIES

Students learn about *Students learn to*	Teaching and learning activities	Evidence of learning
the interaction between Aboriginal Peoples and non-Aboriginal technologies over time	Teacher gives exposition on the adaptation of technologies over time in pre-invasion history.	Students are able to explain some ways in which technology has been adapted and shared.
examine ways in which Aboriginal and non-Aboriginal people have shared and adapted each other's technologies over time, such as adaptations in Aboriginal technologies of materials introduced by non-Aboriginal people	Teacher leads discussion on 'What technological changes were introduced to Australia through invasion?' (i) Students research the effects of new technologies and how they have been adapted and synthesised with traditional technologies. This research should include technologies used in a contemporary setting such as new tools used to manufacture boomerangs and other tools. (ii) Students investigate the skilful adoption of introduced technologies, eg shearing or horseriding equipment. Teacher leads discussion of new expressions of Aboriginal identity (positive and negative) through the introduction of new technologies. This discussion should include things that have become identified with Aboriginal Australia such as didgeridoos, visual arts and music. Class develops a collage or gallery of visual and written examples.	**Assessment for learning task 3** Students watch 'Crook Hat and Camphoo' <http://aso.gov.au/titles/documentaries/crook-hat-and-camphoo/> and 'Bush Tucker is Everywhere' <http://www.youtube.com/watch?v=Zm7eNiE616w> clips from Australian Screen Online <www.screenaustralia.gov.au>. Students observe contemporary uses of technology shown in the clips, explain the relationships between them using a note-making scaffold, and write a brief response to the statement, 'Explain why Aboriginal people continue to use traditional technologies'.
the contribution of Aboriginal technologies to tourism, trade and the Australian economy	Teacher gives exposition on one or more examples of Aboriginal enterprises that have contributed to tourism, trade and the Australian economy through the implementation of Aboriginal technologies, eg cultural tourism, media companies and art galleries.	Students are able to explain some Aboriginal enterprises that have contributed to trade, tourism and the Australian economy.
analyse the contribution of Aboriginal technologies to tourism, trade and the Australian economy through avenues such as ecotourism and environmentally sustainable industry *use electronic communication including the internet to find information*	Teacher gives students a research scaffold for their initial investigations. Students scaffold their research on an Aboriginal enterprise, if possible using a local example as a case study. The Birrang Enterprise Development Company Ltd website <www.birrang.com.au/> is one example. The class makes a summary of: • the primary activities • employment • Aboriginal focus • structure • links to Aboriginal people broadening their access to technology. Teacher leads discussion on how successful Aboriginal enterprises contribute to Aboriginal autonomy.	**Assessment for learning task 4** Students research on the internet to identify a variety of Aboriginal enterprises that have contributed to trade, tourism and the Australian economy.

Evaluation of unit

How did the unit 'rate' in these areas?	🙂	😠	😟	Comments/Variations
Time allocated for topic	☐	☐	☐	
Student understanding of content	☐	☐	☐	
Opportunities for student reflection on learning	☐	☐	☐	
Suitability of resources	☐	☐	☐	
Variety of teaching strategies	☐	☐	☐	
Integration of quality teaching strategies	☐	☐	☐	
Integration of ICTs	☐	☐	☐	

Date commenced:_____   Date completed: _____

Teacher's signature   Head Teacher's signature

_____   _____

Sandpaper fig (Ficus coronata)

Websites

http://australianmuseum.net.au/Museum-in-a-Box-Aboriginal-Land

http://aso.gov.au/titles/documentaries/crook-hat-and-camphoo/clip1/ and clips 2 and 3

www.abs.gov.au/ausstats/abs@.nsf/Previousproducts/1301.0Feature%20Article232004?opendocument&tabname=Summary&prodno=1301.0&issue=2004&num=&view=

http://australia.gov.au/about-australia/australian-story/austn-indigenous-tools-and-technology

http://birrang.com.au

www.culturequest.us/aboriginal_tools/baskets_bowls.htm

www.kidcyber.com.au/topics/austaborigines.htm

http://earthsci.org/aboriginal/Ngadjonji%20History/food/weapons/Ngadjonji%20Technology.htm

www.bushmechanics.com/

www.coorongwildernesslodge.blogspot.com.au

Books

McConchie, P 2013, *Fire and the story of burning country*, Cyclops Press, Avalon, NSW

Memmott, P 2007, *Gunyah, goodie & wurley*, University of Queensland Press, St Lucia

Miller, S, Blacklock, F & Wilson-Miller, J 2002, *Bayagul: contemporary Indigenous communication*, Powerhouse Publishing, Sydney

Ogden, J 2011, *Salt water people of the broken bays*, Cyclops Press, Avalon, NSW, pp 24–33

Paton, S 2012, *Boorun's canoe: a journey of connection*, Museum Victoria, Melbourne

Videos

Baiames Ngunnhu – the story of Brewarrina Fish Traps 2009, video, Department of the Environment, Canberra, 21 September, viewed 22 January 2014, <www.youtube.com/watch?v=7uYKg1M6PRk>

Cant chant (wegrewhere), 'Once removed' – Australian group show, Australia at the Venice Biennale, an interview with Vernon Ah Kee, artist 2009, video, Australia Council for the Arts, 16 July, viewed 22 January 2014, <www.youtube.com/watch?v=ZDVU5eZ3kFU>

STDVIO ArtStart: Lucy Simpson [designer] 2011, video, STVDIO, 22 November, viewed 22 January 2014, <www.youtube.com/watch?v=cCqIePvhCPw>

Speaking about Boorun's Canoe 2004, video, Museum Victoria, Melbourne, viewed 22 January 2014, <http://museumvictoria.com.au/bunjilaka/videos/speaking-about-booruns-canoe/>

Other

tayenebe: Tasmanian Aboriginal women's fibre work 2009, online catalogue, Tasmanian Museum & Art Gallery, Hobart, viewed 22 January 2014, <http://static.tmag.tas.gov.au/tayenebe/>