ABORIGINAL STUDIES

Support Material
Stage 5 Syllabus

Aboriginal technologies and the environment
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Phone: (02) 9367 8289
Fax: (02) 9279 1482
Email: mila.buraga@bostes.nsw.edu.au

Published by Board of Studies, Teaching and Educational Standards NSW
GPO Box 5300
Sydney NSW 2001
Australia

www.bostes.nsw.edu.au

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Warning: Aboriginal and Torres Strait Islander people are advised that this resource contains images and names of deceased persons.
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 technologies and the environment
Major assessment task
Aboriginal Technology

Date due: Marks: Weighting:

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?
### Marking guidelines

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

**Comments:** 

**Marks Awarded:**
Students learn about
Students learn to

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

Teaching and learning activities

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 gathering technologies as gender-specific, non-gender-specific or unclear.

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.

Assessment for learning

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.

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.
Students learn about Aboriginal tourism and the interaction between Aboriginal Peoples and non-Aboriginal technologies over time. 

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.

**Teaching and learning activities**

Teacher gives exposition on the adaptation of technologies over time in pre-invasion history.

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.

**Evidence of learning**

Students are able to explain some ways in which technology has been adapted and shared.

**Assessment for learning task 3**


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’.

**Teaching and learning activities**

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.

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.

This is followed by discussion on how successful Aboriginal enterprises contribute to Aboriginal autonomy.

**Evidence of learning**

Students are able to explain some Aboriginal enterprises that have contributed to trade, tourism and the Australian economy.

**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

<table>
<thead>
<tr>
<th>How did the unit ‘rate’ in these areas?</th>
<th>Comments/Variations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time allocated for topic</td>
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<tr>
<td>Student understanding of content</td>
<td></td>
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<tr>
<td>Opportunities for student reflection on learning</td>
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<tr>
<td>Suitability of resources</td>
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<tr>
<td>Variety of teaching strategies</td>
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<tr>
<td>Integration of quality teaching strategies</td>
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<tr>
<td>Integration of ICTs</td>
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</tbody>
</table>

Date commenced: ___________________________  Date completed: ___________________________

Teacher’s signature   Head Teacher’s signature

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**Sandpaper fig (Ficus coronata)**
**Websites**

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


http://birrang.com.au

www.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 & wurlie*, University of Queensland Press, St Lucia


**Videos**

*Balames 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=7uYKglM6PRk>

*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>


**Other**