

# Education Package – contents

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## Introduction to the education package

This education package has been written for students from Years 4–10. It also provides background information on a range of topics which is aimed principally at teachers but which may also be useful for students.

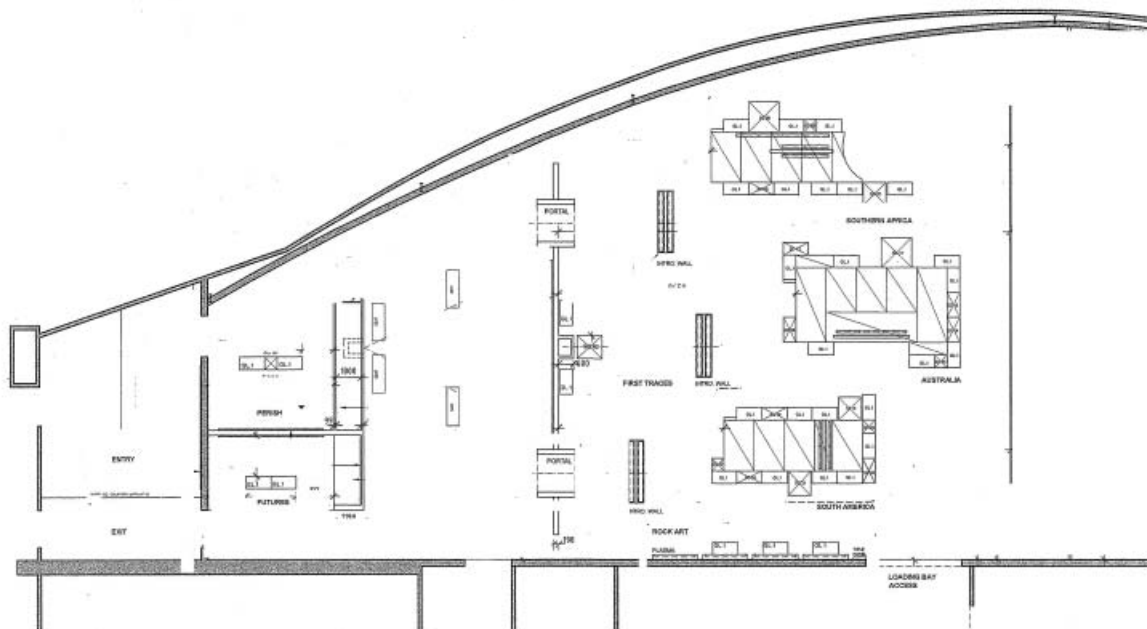
The information and activities in this package complement the *Extremes: Survival in the Great Deserts of the Southern Hemisphere* exhibition at the National Museum of Australia. The exhibition opened on 26 December 2004.

## Essential preparation

Research has shown that setting objectives for a Museum visit is extremely important for students. It makes the purpose of the visit clear and helps students to focus and cooperate during the visit.

It is also important to create interest in the subject prior to the visit. This education package contains suggestions for activities that can be used in the classroom before or after the visit to the *Extremes* exhibition.

## Exhibition map



# Acknowledgements and overview

The exhibition,  
*Extremes: Survival in  
the Great Deserts of the  
Southern Hemisphere*  
has been developed  
by the National  
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This education package  
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## Extremes exhibition overview

*Extremes: Survival in the Great Deserts of the Southern Hemisphere* is an exhibition developed by the National Museum of Australia in conjunction with research centres in three continents.

From the sand seas and Skeleton Coast of Africa's Namib Desert, to the Red Centre of Australia, from the snow-capped volcanoes and moonscapes of Chile's Atacama Desert to the sand-ridges of the Kalahari or the ancient lake systems of Lake Mungo — some of the world's greatest deserts lie in the Southern Hemisphere.

Following the Tropic of Capricorn,<sup>1</sup> this exhibition will take you on a journey through the archaeology and landscapes of the southern deserts to understand the natural and cultural history of these extreme environments, and to find out how people have coped with these remote, hot, dry, hard lands.

This is history on a grand scale, beginning with the first migration of people into the deserts and sweeping forward in time to contemporary life in these regions.

*Extremes* is visually dramatic and reflective, making extensive use of large format photography and SPOT and LANDSAT satellite imagery to explore these beautiful desert landscapes.

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<http://www.nma.gov.au>  
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[www.csiro.au](http://www.csiro.au)

Teachers may copy material in this package for classroom use.

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<sup>1</sup> The deserts featured in this exhibition form a global band of deserts across the Southern Hemisphere at 23°S — along the Tropic of Capricorn. There are few direct cultural or biogeographical links between these regions. The Tropic is the major linking theme.

# Curriculum Relevance

## NSW Relevance

### HSIE

#### Culture:

##### *Identities*

CUS 2.3 — Explains how shared customs, practices, symbols, languages and traditions in communities contribute to Australian and community identities.

##### *Cultural Diversity*

CUS 3.4 — Examines how cultures change through interactions with other cultures and the environment.

#### Environments:

##### *Relationships with Places*

ENS 1.6 — Demonstrates an understanding of the relationship between environments and people.

ENS 2.6 — Describes people's interactions with environments and identifies responsible ways of interacting with environments.

ENS 3.6 — Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

### History — Stages 4&5

#### Investigating History

4.5 — Identifies the meaning, purpose and context of historical sources.

4.6 — Draws conclusions about the usefulness of sources as evidence in an inquiry.

#### Aboriginal and Indigenous Peoples, Colonisation and Contact History

4.2 — Describes significant features of Aboriginal and Indigenous cultures, prior to colonisation.

4.3 — Explains the ways Indigenous and non-Indigenous peoples of the world have responded to contact with each other.

#### Changing Rights and Freedoms

5.3 — Explains the changing rights and freedoms of Aboriginal peoples and other groups in Australia.

### Aboriginal Studies

#### Aboriginal Identities

5.3 — Describes the dynamic nature of Aboriginal cultures.

5.4 — Explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location.

5.7 — Assesses the significance of contributions of Aboriginal peoples to Australian society.

## Science

### Knowledge and Understanding

4.11 — Identifies where resources are found, and describes ways in which they are used by humans.

5.10 — Assesses the human impacts on the interaction of biotic and abiotic features of the environment.

### Skills

4.14 — Follows a sequence of instructions to undertake a first hand investigation.

4.19 — Draws conclusions based on information available.

5.19 — Uses critical thinking skills in evaluating information and drawing conclusions.

### Content

LS.10 — Recognises that landforms change.

LS.15 — Recognises that human activity affects natural resources.

## Geography

### 4G2 Global Environments

#### Deserts

- Describes the geographical processes that shape the selected environment.
- Describes the interactions of humans with the environment.
- Describes the interrelationship of the environment and a specific community.
- Describes current use of the environment and suggest strategies for future ecological sustainability.

## Creative Arts

### Visual Arts

- Vas 1.1 Makes artworks in a particular way about experiences of real and imaginary things.
- Vas 2.4 Identifies connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques.

## ACT Relevance

### SOSE

#### Lower Primary:

##### Place and Space

- Distinctive local, Australian and global landscapes.
- Basic concepts of climate, topography and other natural features.
- Human activities and land use.
- Perceptions of and preferences for different landscapes.

##### Natural and Social Systems

- Interactions between living and non-living parts of natural systems.
- Impact of people on natural systems.
- How people value natural systems.
- Ways in which Aboriginal people interact with the land.
- Connections within natural systems.

#### Upper Primary

##### Natural and social systems

- Biological diversity of natural systems and mutual adaptation.
- Impacts of different peoples on natural systems.
- Reasons for Aboriginal customary law.

## High School

### Place and Space

- Australian landforms and factors affecting their characteristics and change.
- Environmental issues in Australia — desertification.
- Issues about the care of places.
- Diversity of present day peoples and cultures.

## Visual Arts

### Lower Primary

- Explore visual arts experiences that draw from other art forms.
- Invent structures, images or forms for a purpose.
- Participate in cultural celebrations such as annual festivals and traditional ceremonies in their own and other cultures.

### Upper Primary

- Make, design and arrange works for specific audiences or purposes.
- Consider the value works have for different people.
- Compare the visual characteristics and functions of past and present works from their own and other cultures, focussing on how, when, where and why.
- Learn that visual arts are part of history and tradition.

## Victorian Relevance

### SOSE

#### Level 3

- 3.3 Compare how people use environments in Australia.

#### Level 4 — History

- 4.1 Demonstrate knowledge about how the organisation and lifestyle of Aboriginal and Torres Strait Islander communities have changed over time.

#### Level 4 — Geography

- 4.1 Locate and explain the distribution of significant built features both in regions of Australia and globally, using maps and other geographical techniques.
- 4.3 Analyse different views about the use and care of Australian places.

#### Level 5 — Geography

- 5.1 Compare the characteristics of significant regions in Australia and the world.
- 5.2 Explain how natural processes and human activities change environments.
- 5.3 Explain how people's use of natural and human environments changes over time.

#### Level 6 — History

- 6.3 Analyse the movement of Aboriginal and Torres Strait Islander communities for civil and political rights.

#### Level 6 — Geography

- 6.1 Explain the processes and interactions between people and major natural systems.
- 6.3 Predict the effects of resource development and use on a selected natural and human environment.

## Science

### Level 3 — Biological Science

- 3.1 Describe environmental factors that affect the survival of living things.

### **Level 3 – Earth and Space Sciences**

- 3.1 Describe how features of the landscape are altered by the process of weathering and erosion.

### **Level 4 – Biological Science**

- 4.1 Identify relationships between living things which help them survive in their habitat.
- 4.2 Describe how selected systems of plants and animals function.

### **Level 5 – Biological Science**

- 5.2 Describe interactions between living things and between living things and their non-living surroundings.

## **The Arts**

### **Visual Arts**

- Level 2 Make informed decisions about effective ways of using visual arts elements in making and presenting visual arts works.
- Level 3 Identify and describe key features of visual arts works from own and other cultures.

## **Queensland Relevance**

### **SOSE**

#### **Time, Continuity and Change**

##### *Level 2*

- TCC 2.1 Students explain different meanings about an event, artefact, story or symbol from different times.

##### *Level 3*

- TCC 3.2 Students create sequences and timelines about specific Australian changes and continuities.

##### *Level 5*

- TCC D5.7 Students summarise the short and long-term effects of a particular change on a group.

##### *Level 6*

- TCC 6.5 Students develop criteria based judgements about the ethical behaviour of people in the past.

#### **Place and Space**

##### *Level 1*

- PS 1.1 Students match relationships between environmental conditions and people's clothes, food, shelter, work and leisure.

##### *Level 2*

- PS 2.1 Students identify how environments affect lifestyles around Australia.
- Students use and make simple maps to describe local and major global features including oceans, continents, and hot and cold zones.

##### *Level 3*

- PS 3.1 Students compare how diverse groups have used and managed natural resources in different environments.

##### *Level 4*

- PS D4.6 Students use a range of evidence to investigate places where native and introduced elements have adapted or failed to adapt to changing conditions.

#### **Culture and Identity**

##### *Level 2*

- CI 2.5 Students identify how symbols, rituals and places reflect identities of different groups including Aboriginal or Torres Strait Islander groups.

##### *Level 3*

- CI 3.4 Students communicate an awareness of change within Aboriginal cultures.

##### *Level 4*

- CI 4.1 Students investigate how religions and spiritual beliefs contribute to Australia's diverse cultures.
- CI 4.4 Students describe changes resulting from cross-cultural contact on Australian and non-Australian Indigenous cultures.

##### *Level 5*

- CI 5.1 Students investigate aspects of diverse cultural groups, including Aboriginal or Torres Strait Islander groups, and how others perceive these aspects.
- CI 5.4 Students describe how governments have caused changes to particular groups.

#### **Civics**

##### *Level 5*

- 5.3 Students evaluate the impact of European colonisation on Aboriginal and Torres Strait Islander cultures.

#### **Geography**

##### *Level 5*

- 5.2 Students identify different types and patterns of settlement in Australia and other regions of the world and examine the physical and social factors operating within these settlements.
- 5.4 Students investigate the characteristics of and the processes operating in biophysical environments in areas such as wetlands, arid lands and forests.

##### *Level 6*

- 6.3 Students identify the characteristics that make a natural environment unique and compare these with a list developed by someone who has had a long association with that environment.
- 6.4 Students identify Aboriginal approaches to environmental management and investigate ways in which values are incorporated in government policy.

#### **History**

##### *Level 5*

- 5.1 Students identify and describe issues that are important to Aboriginal and Torres Strait Islander societies and groups.
- 5.2 Students analyse the traditional connections that Aboriginal and Torres Strait Islanders have with the land.

## **Tasmanian Relevance**

### **KLA – Thinking – Inquiry**

- S1 – 5 Understands the process of inquiry and uses appropriate techniques for posing questions, defining problems, processing and evaluating data, drawing conclusions and flexibly applying findings to further learning and creating new solutions.

### **KLA – Communicating – Being Literate**

- S1 – 5 Understands, uses and critically evaluates non-verbal, spoken, visual and print communication practices of the world in which they live.

#### *Communication – Being Information Literate*

- S1 – 5 Appreciates that information is valuable and is expressed in a range of symbolic codes.
- S1 – 5 Applies evaluative criteria to the selection, interpretation, analysis, reorganisation and synthesis of information from a variety of sources and formats.

### Communication — Being Arts Literate

- S2 Understands how the basic elements of arts forms are used to communicate meanings in everyday life.
- S3 Understands the ways in which arts forms communicate for different purposes, audiences and contexts.

### KLA — Personal Futures — Building and Maintaining Identity and Relationships

- S4 Understands that identity is constructed, and evaluates key ways in which experiences, groups, and cultures contribute to identity.

### KLA — Social Responsibility — Valuing Diversity

- S4 Understands the value of diversity, recognises interdependence and sources of inequity and takes informed action.

### Social Responsibility — Understanding the Past and Creating Preferred Futures

- S2 Understands how you use evidence to reflect on the past, to sequence events and to make decisions.
- S3 Understands the value of evidence and uses a range of perspectives to gain insights into the past and present and to make predictions for the future.

### KLA — World Futures — Investigating the Natural and Constructed World

- S1 — 5 Understands how to Scientifically investigate the natural and constructed world, appreciating the tentative nature of knowledge and the value of creative, imaginative and speculative thinking.

## Northern Territory Relevance

### SOSE — Social Systems and Structures

- Soc 2.1 Research past events to evaluate why change occurs and their impact on the community.
- Soc 2.2 Describe the diversity among Indigenous people and their traditional and contemporary cultures.
- Soc 2.4 Identify the diverse processes used to pass on cultural customs and other value based information within familiar social groups.
- Soc 3.1 Investigate the past and how events have impacted on individuals and groups.
- Soc 3.4 Describe key elements of culture in groups and communities, how individuals learn and share their culture and the impact of differing values upon individuals and societies.
- Env 3.1 Investigate patterns of use of natural resources and how they have changed over time.
- Env 4.1 Examine and discuss cause/effect relationship of physical forces in the formation of land features.
- Soc 5.1 Analyse how past forces and events have shaped contemporary communities.
- Soc 5.2 Analyse and evaluate complex culturally based social, environmental and political issues that are presently significant to Indigenous peoples.
- Env 5.3 Investigate and represent how natural systems interact on a global scale.

## Western Australia Relevance

### SOSE

*Place and Space — Students understand that the interaction people have with places in which they live is shaped by location, patterns and processes associated with natural and built features*

- In middle childhood students investigate the distribution of resources and their sustainability in particular landscapes.
- In early adolescence students offer explanations as to why individuals and groups may hold different views on issues that include the care of places.

*Time, Continuity and Change — Students understand that people's actions and values are shaped by their understanding and interpretation of the past*

- In middle school students investigate the causes of major changes and continuities in their local area ... and understand that changes in the past have affected peoples' beliefs and ways of life.
- Students understand significant elements of heritage ... and natural places of significance to Aboriginal people.
- In early adolescence students should be able to comprehend that the past has impacted on today's society and environment.

## South Australia Relevance

### Society and Environment

*Time, Continuity and Change*

- 3.2 Researches and discusses the importance of understanding events and ways of life of some past periods, using primary and secondary sources.
- 3.3 Explains why local and international communities have changed and are likely to change in the future.
- 4.1 Suggests and justifies reasons why groups of people in societies, countries or civilisations have undergone changes in wealth and/or their ability to sustain natural resources.
- 5.1 Critically analyses different interpretations of events, ideas and issues, including an understanding of the relationship between power and historical representation.

*Place, Space and Environment*

- 1.4 Explains and communicates how people interact and identify with environments.
- 2.4 Shows and reports on understanding of the interrelationships between natural and built environments, resources and systems.
- 2.6 Understands that people cause changes in natural, built and social environments, and they act together in solving problems to ensure ecological sustainability.

*Societies and Cultures*

- 2.7 Describes the diversity of practices, customs and traditions of groups and communities.
- 2.8 Describes the diversity amongst Aboriginal and Torres Strait Islander peoples and their cultures, past and present, and moves for reconciliation.
- 4.8 Demonstrates critical understanding of their own cultural practices in comparison to the histories, cultures and present day experiences of rural and urban Aboriginal groups, and acts for reconciliation.
- 5.9 Analyses and demonstrates critical understanding of prejudice as a social construction, and acts to counter discrimination through individual knowledge, attitudes and actions.

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