

QUEENSLAND MUSEUM

C • N N E C T I O N S A C R • S S
T H E C O R A L S E A

A S T O R Y O F M O V E M E N T

TEACHER RESOURCE AND CURRICULUM LINKS
PRIMARY

EXHIBITION PARTNER



CENTRE OF EXCELLENCE FOR
ADVANCED ENGINEERING
AND MATERIALS

TECHNOLOGY PARTNER

PROJECT DIG

BHP



QUEENSLAND
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These teacher notes were developed by Queensland Museum Lifelong Learning and are intended to support teachers when planning a class visit to the *Connections Across the Coral Sea* exhibition. Learning resources produced by Queensland Museum cannot be reproduced or used for commercial purposes in any form. Material remains the property of Queensland Museum or other therein acknowledged sources, and copyright laws apply.

Preface

Queensland Museum Acknowledgment of Country

We acknowledge our First Peoples – the traditional owners of the lands where we live and work, and recognise their continuing connection to land, water and community and pay respect to Elders – past, present and emerging – and acknowledge the important role Aboriginal and Torres Strait Islander people continue to play within the Queensland Museum Community.



What does this resource offer?

- A brief introduction to what makes this exhibition special.
- An exhibition map featuring key themes and experiences.
- Helpful weblinks for further learning for teachers and students.
- Curriculum links (tabulated by year level) to align the *Connections across the Coral Sea* exhibition with your unit of study.

Introduction

Welcome to *Connections across the Coral Sea*. Teachers and students will discover stories, language and artefacts from the seafaring cultures of southern New Guinea, Torres Strait and far North Queensland.



This exhibition offers a unique opportunity to explore the earliest movements and international and cross-cultural trade across the seas and waterways surrounding Australia's northern shores and islands.

This evidence has been captured through collaborating organisations and investigations using modern archaeological research, with ancient and contemporary knowledge shared by First Nations communities.

Themes explored in the exhibition include:

People and place – identities, stories, language, culture, movement, interaction

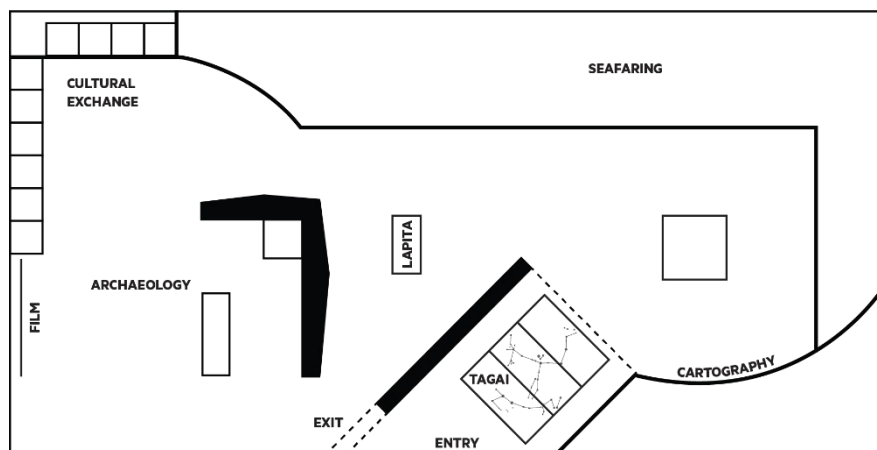
Everyday life – trade and exchange, transportation, personal effects, diet, tools

Art and design – design (decorative/functional elements), materials, changes and influences

Beliefs – symbols, customs, ritual, ceremony, spiritual connection

Connecting with the past – archaeology, science, technology, research

This exhibition is located on Level 2, Queensland Museum, South Brisbane.



Student Resources

Teachers may also download the *Primary Student Explorer workbook*: a printable, four-page booklet.

This workbook features engagement tasks for visiting students to guide exhibition exploration.

Introduction to Exhibition project

Connections across the Coral Sea highlights the rich relationships of First Nations communities through trade, customs and connections.

This project draws together archaeological and anthropological research, authentic evidence drawn from artefacts and excavations, and the knowledge and stories of First Nations people to tell the rich history of this fascinating part of the world.

The exhibition explores the concept of the Coral Sea Cultural Interaction Sphere (CSCIS) – a framework to investigate relationships across and between different cultures in the region.

We invite you and your students to explore the exhibition, to understand more about cultures, movements, sciences and technologies of First Nations peoples.

Connections across the Coral Sea reveals the latest archaeological research around the earliest movements and trade between the seafaring cultures of Papua New Guinea, Torres Strait and the northeast coast of Queensland.

This project was supported by the ARC Centre of Excellence for Australian Biodiversity and Heritage (CABAH), Project DIG and First Nations Communities.



Teacher information

I want extended learnings around this topic for myself and/or my students.

Where do I start?

Teacher Previews: We recommend a pre-excursion site visit if possible.

Teachers and educators are entitled to free visits to all Queensland Museum exhibitions.

Connections Across the Coral Sea is free to enter, but entry to ticketed spaces can be arranged via our Group Bookings Office (details below).

Online resources: Queensland Museum Network has a large collection of learning resources that you can access free of charge on the [Learning Resources platform](#). Features include collection items available to borrow via QM Loans.

Bite-sized blogs: If you or your students enjoy learning what keeps Museum staff busy, go to <https://blog.qm.qld.gov.au/> or refer to a list of blogs supporting exhibition themes on [insert link to *Visiting with a school or group* page] that have been selected for you.

Supporting information: Browse our curator-recommended external (non Queensland Museum) web sites

- [History of Lizard Island | Great Barrier Reef Resort](#)
- [Nature, culture and history | Lizard Island National Park | Parks and forests | Department of Environment and Science, Queensland \(des.qld.gov.au\)](#)
- [GBRMPA - Traditional Owners of the Great Barrier Reef](#)
- [A shell midden packed with thousands of years of history offers a window to Australia's past | Australian Research Council](#)

How do I book an excursion to *Connections across the Coral Sea*?

Bookings are essential for all group visitors to Queensland Museum.

Book your visit: [Book online](#) or contact our Booking Officers via email at education@qm.qld.gov.au to discuss or request your class visit.

Browse our [Schools and Groups pages](#) to identify other experiences and make the most of your visit.

You can conduct a self-led visit to the exhibition, or request a free, staff-led introduction. This added extra is scheduled for Term 4 2022 and Term 1 2023 (subject to availability).

Australian Curriculum Links

This exhibition links to the Australian Curriculum for Years 4, 5 and 6 in the subject areas of:

- HASS
- Design and Technologies
- Visual Arts
- Science

Specific links are provided below to assist with excursion planning and support self-led exploration of the exhibition. *Connections Across the Coral Sea* also links to the general capabilities in the Australian Curriculum and the Aboriginal and Torres Strait Islander histories and cultures cross-curriculum priority.

HASS – Year 4	
Inquiry and Skills	
Content Description	Elaboration/s
Questioning: Pose questions to investigate people, events, places and issues (ACHASSI073)	<ul style="list-style-type: none"> • discussing how an investigation about the past is guided by questions at different stages, including 'Why is that important now?'
Researching: Locate and collect information and data from different sources, including observations (ACHASSI074)	<ul style="list-style-type: none"> • identifying the types of sources suited to historical, geographical, civic and cultural inquiry and discussing why suitable sources might be different • identifying sources for a historical study, such as sites, paintings (or their representations), maps, written records/accounts, database information, traditional ballads and stories
Analysing: Interpret data and information displayed in different formats, to identify and describe distributions and simple patterns (ACHASSI078)	<ul style="list-style-type: none"> • comparing information in sources to identify evidence of change • interpreting thematic maps and using Google Earth or similar applications to describe the characteristics of a continent or region or to identify the distribution of a particular characteristic
Evaluating and reflecting: Draw simple conclusions based on analysis of information and data (ACHASSI079)	<ul style="list-style-type: none"> • describing risks in past times (for example, for those involved in sea travel, exploration and colonisation) and making inferences about similar risks today (for example, the risks of space and deep-sea exploration, colonising other planets, adapting to life in a new environment) • explaining how seeking resources is connected to trade, world exploration, colonisation and environmental change
Communicating: Present ideas, findings and conclusions in texts and modes that incorporate digital and non-digital representations and discipline-specific terms (ACHASSI082)	<ul style="list-style-type: none"> • using accurate and subject-appropriate terms when speaking, writing and illustrating

History	
Inquiry Questions	
<ul style="list-style-type: none"> • What was life like for Aboriginal and Torres Strait Islander Peoples before the arrival of the Europeans? • What was the nature and consequence of contact between Aboriginal and Torres Strait Islander Peoples and early traders, explorers and settlers? 	
Knowledge and Understanding	
Content Description	Elaboration/s
The diversity of Australia's first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083)	<ul style="list-style-type: none"> • recognising that Australia has two indigenous cultural groups: Aboriginal Peoples and Torres Strait Islander Peoples • studying early archaeological sites that show the long and continuous connection of Aboriginal Peoples to Country • investigating pre-contact ways of life of the Aboriginal and/or Torres Strait Islander Peoples; their knowledge of their environment including land management practices; and their fundamental beliefs about the interconnectedness of Country/Place, People, Culture and Identity • exploring how Aboriginal Peoples exchanged ideas, technology and goods with each other and with Torres Strait Islander Peoples across vast distances
Geography	
Inquiry Questions	
<ul style="list-style-type: none"> • How does the environment support the lives of people and other living things? 	
Knowledge and Understanding	
Content Description	Elaboration/s
The importance of environments, including natural vegetation, to animals and people (ACHASSK088)	<ul style="list-style-type: none"> • explaining how people's connections with their environment can also be aesthetic, emotional and spiritual
Civics and Citizenship	
Inquiry Questions	
<ul style="list-style-type: none"> • How has my identity been shaped by the groups to which I belong? 	
Knowledge and Understanding	
Content Description	Elaboration/s
The different cultural, religious and/or social groups to which they and others in the community belong (ACHASSK093)	<ul style="list-style-type: none"> • listing and comparing the different beliefs, traditions and symbols used by groups • recognising that the identity of Aboriginal and Torres Strait Islander Peoples in Australia is shaped by Country/Place, language and knowledge traditions

HASS – Year 5

Inquiry and Skills

Content Description	Elaboration/s
<p>Questioning: Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI094)</p>	<ul style="list-style-type: none"> • asking questions before, during and after an investigation to frame and guide the stages of an inquiry • developing questions to guide the identification and location of useful sources for an investigation or project (for example, 'Is this source useful?', 'Who can help us do this project?', 'What rules/protocols must we follow when we do this inquiry/project?', 'What resources do we need to conduct this project?')
<p>Researching: Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI095)</p>	<ul style="list-style-type: none"> • finding information about the past in primary sources • finding geographical information in primary sources and secondary sources • using geographical tools to collect information
<p>Analysing: Examine primary sources and secondary sources to determine their origin and purpose (ACHASSI098)</p> <p>Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099)</p> <p>Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI100)</p>	<ul style="list-style-type: none"> • inferring the nature, purpose and origin of artefacts to determine if they have evidence to offer an investigation of a time, place or process • identifying the purpose and usefulness of information gained from primary and secondary sources • comparing sources of evidence to identify similarities and/or differences in accounts of the past • analysing visual and written sources to infer relationships • making inferences using sources, such as graphs and thematic maps, that show distribution
<p>Communicating: Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions (ACHASSI105)</p>	<ul style="list-style-type: none"> • using accurate and subject-appropriate terms

Economics and Business	
Inquiry Questions	
<ul style="list-style-type: none"> • Why do I have to make choices as a consumer? • What influences the decisions I make? • What can I do to make informed decisions? 	
Knowledge and Understanding	
Content Description	Elaboration/s
The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119)	<ul style="list-style-type: none"> • explaining the concept of scarcity (that is, needs and unlimited wants compared to limited resources) and why individuals cannot have all the items they want and therefore must make a choice • explaining reasons for differences in needs and wants for different groups
Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120)	<ul style="list-style-type: none"> • exploring how Aboriginal and Torres Strait Islander Peoples' traditional and contemporary use of resources reflects their spiritual connections to the land, sea, sky and waterways
Influences on consumer choices and methods that can be used to help make informed personal consumer and financial choices (ACHASSK121)	<ul style="list-style-type: none"> • recognising that financial transactions can include the use of notes, coins, credit and debit cards, and barter items; explaining the advantages and disadvantages of the different transaction types; and considering how these may influence the way people purchase items

HASS – Year 6	
Inquiry and Skills	
Content Description	Elaboration/s
Questioning: Develop appropriate questions to guide an inquiry about people, events, developments, places, systems and challenges (ACHASSI122)	<ul style="list-style-type: none"> • generating appropriate questions before, during and after an investigation to frame and guide the stages of the inquiry • developing different types of research questions for different purposes • developing questions to guide the identification and location of useful sources for an inquiry or an enterprise project
Researching: Locate and collect relevant information and data from primary sources and secondary sources (ACHASSI123)	<ul style="list-style-type: none"> • determining the most appropriate methods to find information (for example, personal observation, internet searches, primary and secondary sources) including using excursions and field trips
Analysing: Examine primary sources and secondary sources to determine their	<ul style="list-style-type: none"> • identifying and distinguishing fact and opinion in information and identifying stereotypes and over-generalisations • analysing sources to identify persuasive techniques such as modality (for example, 'would', 'could', 'may', 'might') and the

origin and purpose (ACHASSI126)	use of the passive voice (for example, 'it is claimed that ...') rather than the active voice ('The government claims that ...'), and considering reasons for these choices
Interpret data and information displayed in a range of formats to identify, describe and compare distributions, patterns and trends, and to infer relationships (ACHASSI128)	<ul style="list-style-type: none"> interpreting graphic representations and making inferences about patterns and/or distributions comparing spatial and statistical distributions in thematic maps, choropleth maps and tables to identify patterns and relationships
Evaluating and reflecting: Evaluate evidence to draw conclusions (ACHASSI129)	<ul style="list-style-type: none"> evaluating and connecting information from various sources to defend a position drawing conclusions based on identified evidence
Geography	
Inquiry Questions	
<ul style="list-style-type: none"> How do places, people and cultures differ across the world? What are Australia's global connections between people and places? How do people's connections to places affect their perception of them? 	
Knowledge and Understanding	
Content Description	Elaboration/s
The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)	<ul style="list-style-type: none"> identifying examples of indigenous peoples who live in different regions in the world, appreciating their similarities and differences, and exploring the United Nations Declaration on the Rights of Indigenous Peoples
Australia's connections with other countries and how these change people and places (ACHASSK141)	<ul style="list-style-type: none"> researching connections between Australia and countries in the Asia and Pacific regions (for example, in terms of migration, trade, tourism, aid, education, defence or cultural influences) and explaining the effects of at least one of these connections on their own place and another place in Australia

DESIGN AND TECHNOLOGIES		
Knowledge and Understanding		
Content Description		Elaboration/s
Year 4	Investigate how forces and the properties of materials affect the behaviour of a product or system (ACTDEK011)	<ul style="list-style-type: none"> identifying and exploring properties and construction relationships of an engineered product or system, for example a structure that floats; a bridge to carry a load
Year 5 & 6	Investigate characteristics and properties of a range of materials, systems, components, tools and equipment and evaluate the impact of their use (ACTDEK023)	<ul style="list-style-type: none"> comparing tools, equipment and techniques to select those most appropriate for a given purpose

VISUAL ARTS		
	Content Description	Elaboration/s
Year 4	Explore ideas and artworks from different cultures and times, including artwork by Aboriginal and Torres Strait Islander artists, to use as inspiration for their own representations (ACAVAM110)	<ul style="list-style-type: none"> researching artworks of different styles and artists from different times and cultures to inspire their own representations in forms such as printmaking and drawing, and styles such as realistic or expressive identifying and explaining choices in art making, including forms, styles and visual conventions in their artworks, and influences of other artists on their artworks
Year 5 & 6	Explore ideas and practices used by artists, including practices of Aboriginal and Torres Strait Islander artists, to represent different views, beliefs and opinions (ACAVAM114)	<ul style="list-style-type: none"> considering viewpoints – materials and technologies: What is the artwork made of? How does the choice of material enhance the audience’s understanding of the artist’s intention? What made you want to touch this sculpture?

SCIENCE		
Science Understanding		
Biological Sciences		
	Content Description	Elaboration/s
Year 4	Living things depend on each other and the environment to survive (ACSSU073)	<ul style="list-style-type: none"> recognising how Aboriginal and Torres Strait Islander Peoples perceive themselves as being an integral part of the environment (OI.2, OI.3)
Year 6	The growth and survival of living things are affected by physical conditions of their environment (ACSSU094)	<ul style="list-style-type: none"> investigating Aboriginal and Torres Strait Islander Peoples’ knowledge and understanding of the physical conditions necessary for the survival of certain plants and animals in the environment (OI.2, OI.3)
Chemical Sciences		
	Content Description	Elaboration/s
Year 4	Natural and processed materials have a range of physical properties that can influence their use (ACSSU074)	<ul style="list-style-type: none"> considering how Aboriginal and Torres Strait Islander Peoples use natural and processed materials for different purposes, such as tools, clothing and shelter, based on their properties (OI.5)
Earth and Space Sciences		
	Content Description	Elaboration/s
Year 5	The Earth is part of a system of planets orbiting around a star (the sun) (ACSSU078)	<ul style="list-style-type: none"> researching Aboriginal and Torres Strait Islander Peoples’ understanding of the

		night sky and its use for timekeeping purposes as evidenced in oral cultural records, petroglyphs, paintings and stone arrangements (OI.3, OI.5)
Science as Human Endeavour		
	Content Description	Elaboration/s
Year 4	Nature and development of science: Science involves making predictions and describing patterns and relationships (ACSHE061)	<ul style="list-style-type: none"> exploring ways in which scientists gather evidence for their ideas and develop explanations
Year 5	Nature and development of science: Science involves testing predictions by gathering data and using evidence to develop explanations of events and phenomena and reflects historical and cultural contributions (ACSHE081)	<ul style="list-style-type: none"> learning how Aboriginal and Torres Strait Islander Peoples use observation of the night sky to assist with navigation (OI.3, OI.5)
Science Inquiry Skills		
	Content Description	Elaboration/s
Year 4	Processing and analysing data and information: Use a range of methods including tables and simple column graphs to represent data and to identify patterns and trends (ACSIS068)	<ul style="list-style-type: none"> identifying and discussing numerical and visual patterns in data collected from students' investigations and from other sources
Year 5	Planning and conducting: Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS086)	<ul style="list-style-type: none"> discussing the advantages of certain types of investigation for answering certain types of questions considering different ways to approach problem solving, including researching, using trial and error, experimental testing and creating models
	Processing and analysing data and information: Construct and use a range of representations, including tables and graphs, to represent and describe observations, patterns or relationships in data using digital technologies as appropriate (ACSIS090)	<ul style="list-style-type: none"> identifying patterns in data and developing explanations that fit these patterns identifying similarities and differences in qualitative data in order to group items or materials
Year 6	Planning and conducting: Identify, plan and apply the elements of scientific investigations to answer questions and solve problems using equipment and materials safely and identifying potential risks (ACSIS103)	<ul style="list-style-type: none"> considering which investigation methods are most suited to answer a particular question or solve a problem
	Processing and analysing data and information: Construct and use a range of representations, including tables and graphs, to represent and describe	<ul style="list-style-type: none"> exploring how different representations can be used to show different aspects of relationships, processes or trends

<p>observations, patterns or relationships in data using digital technologies as appropriate (AC SIS107)</p> <p>Compare data with predictions and use as evidence in developing explanations (AC SIS22)</p>	<ul style="list-style-type: none"> • using digital technologies to construct representations, including dynamic representations • discussing the difference between data and evidence • referring to evidence when explaining the outcomes of an investigation
<p>Evaluating: Reflect on and suggest improvements to scientific investigations (AC SIS108)</p>	<ul style="list-style-type: none"> • discussing improvements to the methods used, and how these methods would improve the quality of the data obtained
<p>Communicating: Communicate ideas, explanations and processes using scientific representations in a variety of ways, including multi-modal texts (AC SIS110)</p>	<ul style="list-style-type: none"> • discussing the best way to communicate science ideas and what should be considered when planning a text

