



Complete these research tasks as you explore the exhibition.

1) Before your Museum visit, **populate** your KWL Chart below.

- a) **Choose a topic** to investigate, based on the exhibition themes:
- **People and place** – identities, stories, language, culture, movement, interaction
 - **Everyday life** – trade and exchange, transportation, personal effects, diet, tools
 - **Art and design** – design, materials, changes and influences
 - **Beliefs** – symbols, customs, ritual, ceremony, spiritual connection
 - **Connecting with the past** – archaeology, science, technology, research

- a) In the K section, **list what you already know** about the topic.
 b) In the W section, **list what you would like to learn** about the topic.
 c) As you explore the exhibition, **add what you learn** to the L section of your chart.

Topic:		
<i>Before visiting Connections across the Coral Sea</i>		
K (What I already know)	W (What I want to learn)	L (What I have learned)
<i>After visiting Connections across the Coral Sea</i>		



Look up at the star constellation on the roof. Stars have been used to tell stories and navigate for thousands of years.

2) In the Torres Strait creation story of Tagai:

a) Who is Tagai?

b) What does the story teach people about the environment and natural resources?

c) What moral lessons do you recognise within the story and why are these important?

Look at the places marked on the wall map at the start of the exhibition.

The objects in the exhibition represent groups with different beliefs, cultures and languages who traded across the Coral Sea.

3) **Write** the four words for 'water' shown on the map in the table below.

Language	Word for 'water'
Kala Lagaw Ya	
Torres Strait Creole	
Meriam Mir	
Guugu Yimithirr	

4) People travelled to the places marked on the map to trade with each other.

a) What dangers or risks would they have faced trying to reach their destination?

b) What benefits are there to taking such risks?

Explore the objects on the *trade and cultural exchange* wall display.

5) Objects can have different meanings to different people because of their culture, religion, beliefs, or traditions. This can impact their value as a trade item.

a) **List** three other reasons that an object might be considered valuable.

(1)

(2)

(3)

b) How might a decrease in the availability of pandanus leaves have influence upon the production and trade of outrigger canoes?

6) **Choose an object** to observe and describe it in detail.

a) What materials is it made from?

b) What properties do you think made these materials desirable for use in this object?

c) **Describe** how you think it was made. What tools were used? Is there decoration?

“Visit” Jiigurru (Lizard Island) and participate in an archaeological dig.

In collaboration with the Dinggaal People, the custodians and traditional owners of Jiigurru, Archaeologists were able to “time travel” through a midden, used by generations for thousands of years.

7) **Examine** the shells excavated from the midden and the interactive display.

a) What can these shells tell us about local ecosystem dynamics, and biodiversity?

b) What features of the shells could you examine to investigate changes over time?

c) What natural processes might influence the preservation and interpretation of a midden site?

8) **Think about** the people who made the midden. **What questions** about those people may be answered using archaeological evidence.

(1)

(2)

(3)

9) **Compare** the representation of archaeology in this exhibition with representations of archaeology you've seen in popular culture.

Describe the similarities and differences between them.

10) Why is it important to use a variety of different sources when studying the past?

Examine the design of the exhibition.

a) What visual elements have been used to communicate information?

b) Give examples of how have the stories, beliefs, language and cultural identities have been represented in the exhibition?

c) If you couldn't read the interpretive labels, what would the objects communicate on their own?

d) Choose a target audience (e.g. young children, international visitors, seniors) and reimagine this exhibition, designed specifically for them. What key elements would you change or add?

Return to your KWL Chart.

11) In the W section, **write two additional questions** you would like to investigate, based on what you have learned today