

LIFE ON THE MURRAY RIVER

Level: 7 & 8

Activity: 1

Overview

The Murray River is a rich part of the Australian landscape. It flows for more than 2,500km, through three Australian states. Throughout history, the Murray River has been a source of food, trade and life sustaining biodiversity. During this activity, students will investigate how life on the Murray has changed throughout history and make some predictions about what it might look like in the future.

Resources

- Smartboard
- Computer access for students
- Appendix A: *Murray River Today*
- Appendix B: *Looking Forward*

Activity

ENGAGE

Show students Appendix A: *Murray River Today* on the smartboard. Discuss as a group:

- Who uses the Murray River today?
- In what ways is the river used?
- How would you describe our relationship with the river?
- What hazards do we need to consider when we are working/playing/living near the river?

Instruct students to draw a Venn diagram in their workbooks titled THEN & NOW. Give them some time to make notes in the NOW section about our relationship with the river and how we use it today.

EXPLORE

Students can now explore [Murray River Aboriginals](#) and add to their THEN & NOW any information they find about the role the river played in the lives of the Aboriginal Australians pre-colonisation. Encourage them to think about whether there are any aspects of the relationship that remain relevant today (eg. Fishing, swimming etc).

EXPLAIN

Discuss as a group:

- Are there any similarities between the relationship we have with the river today and that of people in the past?
- In what ways has it changed?
- What might this relationship look like in another 200 years?

ELABORATE

Give each student a copy of Appendix C: *Looking forward*. Students need to add to the image according to what they predict the Murray River will look like in the future. They should think about the way it might be used and cared for and incorporate this into their image.

EVALUATE

In pairs, students share their images, explaining their predictions and the reasons for their choice. Each student should respond to their partner with a compliment (about something they thought was interesting) and a suggestion (about something that could be improved).

Curriculum Links



Victorian Curriculum

Foundation–10

Level 7		
HISTORY	<u>Historical Concepts and Skills:</u> Chronology	Sequence significant events in chronological order to analyse the causes and effects and identify continuities and changes (VCHHC097)
	<u>Historical Concepts and Skills:</u> Chronology	Describe and explain the broad patterns of change over the period from the Ancient to the Modern World(VCHHC098)
	<u>Historical Knowledge:</u> Aboriginal and Torres Strait Islander peoples and cultures	How physical or geographical features influenced the development of Aboriginal and Torres Strait Islander peoples' communities, foundational stories and land management practices (VCHHK105)
GEOGRAPHY	<u>Geographical Knowledge:</u> Water in the world	The spiritual, economic, cultural and aesthetic value of water for people, including Aboriginal and Torres Strait Islander peoples and peoples of the Asia region, that influence the significance of places (VCGGK109)
Level 8		
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Sample Report Comments

{Name} can explain some of the ways in which people's relationship with the Murray River has changed over time. {He/She} used this information to make some predictions about what the river might look like and how it might be used in the future.

References

Discover Murray River, 1998-2018. *Murray River Aboriginals*, <http://www.murrayriver.com.au/about-the-murray/murray-river-aboriginals/> [viewed 06 July 2018].

Appendix A

Murray River Today



Appendix B

Looking Forward

