

Geography Alive: Stage 3 Geography (Topic 1; Unit 4)

Lesson 3: Uluru		
<p>Content focus:</p> <p>In this lesson students will be introduced to Uluru – an example of a great Australian landmark. Students will explore why Uluru is a national landmark and the impacts humans have on the environment. They also examine the conservation strategies put in place and the debate surrounding the practice of climbing the rock.</p>		<p>Resources:</p> <ul style="list-style-type: none"> • YouTube clip: Uluru aerial drone footage – [https://www.youtube.com/watch?v=PF_FfZqFqDE] • Teaching resource: Kata Tjuta National Park website (conservation page) – [https://parksaustralia.gov.au/uluru/discover/nature/conservation/] • Teaching resource: ABC's Behind The News presentation – Uluru Uproar – http://www.abc.net.au/btn/story/s2627617.htm • Teaching resource: Uluru Visitor's Guide – https://parksaustralia.gov.au/uluru/pub/visitoressentials.pdf • Map of Australia (Worksheet 1: Lesson 1)
<p>Key inquiry questions:</p> <ul style="list-style-type: none"> • Where Uluru located? • How is Uluru protected? • Should people be allowed to climb Uluru? 	<p>Outcomes:</p> <p><i>A student:</i></p> <ul style="list-style-type: none"> • describes the characteristics of Uluru and its environment • explains the interactions and connections between people and the area's natural and cultural environment • describes the management of Uluru and its environment • evaluates the practice of climbing Uluru • acquires, processes and communicates geographical information using geographical tools for inquiry. 	<p>Lesson sequence:</p> <ul style="list-style-type: none"> • Step 1: Direct students to Youtube clip – <i>Uluru aerial drone footage</i> and take the children on journey through the Uluru-Kata Tjuta National Park. Students mark the position of Uluru on their Map of Australia (Worksheet 1: Lesson 1) • Step 2: Explain to students that rangers work hard to conserve the plants, animals, cultural artefacts and landscapes of Uluru-Kata Tjuta National Park. They use a combination of traditional knowledge and western science to achieve the best results for country and culture. Why? • Step 3: Access the Kata Tjuta National Park website conservation page. It provides Information about how rangers are conserving the animals and land. • Step 4: Discuss with students how human activity has effected the conservation of Uluru. Explain to students that people were, until October 2019, free to climb Uluru. • Step 5: Climbing Uluru- Should we close the climb? The climb is damaging Uluru. You can see how the climb has been worn smooth, eroded by the millions of footsteps climbers have taken since the 1950s. Explain to students that each step a climber takes changes the face of Uluru. There are no toilets on top of Uluru and no soil to dig a hole. You can imagine what happens many times a day when the climb is open. When it rains, everything gets washed off the rock and into waterholes, polluting the water for the many plants and animals found in the park. Most of the people who visit Uluru today choose not to climb. They choose not to climb for many reasons, including their own fitness, but most people tell us it is out of respect for Anangu. Do you think people should be able to climb Uluru? • Step 6: Access the ABC's Behind The News presentation – <i>Uluru Uproar</i> – The presentation looks at those on each side of this debate. Students are asked to produce a piece of persuasive writing outlining their point of view. • Step 7: Distribute a copy of the <i>Uluru Visitor's Guide</i> outlining the rules the National Park has for safety and conservation. Why are these rules so important?

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