# Workshop 4 – Knowing and Arguing

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| Learning Outcomes In this workshop, you will practice and get feedback on:   * Understand Kaartdijin (knowledge) Kura (Past) and Yeye (Present) – and Aboriginal peoples connection to country * Ways of knowing – how knowledge is entwined in stories * Scientific Argumentation – how to construct strong arguments that are supported by facts and reasoning * Understand main claims and sub-claims and how they are presented in scientific articles |

**Introduction**

In the previous workshops, a learning foundation was laid to cover one of the oldest cultures in the world – Australian Aboriginal culture. The concept of Dreaming and the creator of creation for Aboriginal people the Waarkal (also known as the rainbow serpent and spirit snake) were covered in detail. This provided a strong foundation to build upon learning so far, for future workshops on Aboriginal cultural ways kura (past) and yeye (Present). In today’s workshop, we will gain knowledge about the Noongar six seasons and bush tucker and medicine. We will also examine Aboriginal peoples’ connection to land and how knowledge is embedded in images buy looking at Martumili Ngarra.

We will also use examples of articles on Cultural burning to examine argumentation. Scientific arguments are made up of claim, evidence and reasoning. A scientific argument uses evidence and reasoning to make a case for whether a scientific idea is credible.

**References**

Bardsley, D. K., Prowse, T. A., & Siegfriedt, C. (2019). Seeking knowledge of traditional Indigenous burning practices to inform regional bushfire management. *Local Environment, 24*(8), 727-745. <https://10.1080/13549839.2019.1640667>

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McKemey, M., Ens, E., Rangers, Y. M., Costello, O., & Reid, N. (2020). Indigenous knowledge and seasonal calendar inform adaptive savanna burning in northern Australia. *Sustainability, 12*(3), 995. <https://doi.org/10.3390/su12030995>

McKemey, M. B., Patterson, M. L., Rangers, B., Ens, E. J., Reid, N. C., Hunter, J. T., ... & Miller, C. (2019). Cross-cultural monitoring of a cultural keystone species informs revival of Indigenous burning of Country in south-eastern Australia. Human Ecology, 47(6), 893-904. <https://doi-org.dbgw.lis.curtin.edu.au/10.1007/s10745-019-00120-9>

**Activity 1. Seasons**

Describe your season

Research a bush tucker or bush medicine that is available during your allocated season.

Research the purpose / use of the food.

How is it prepared? What is it used to treat? Are there protocols around its use?

**Activity 2. Martumili Ngurra**

Martumili Ngurra (This is all Martu’s home) 2009 by Kumpaya Girgaba, Jakayu Biljabu, Ngamaru Bidu, Thelma Judson, Ngalangka Nola Taylor and Jane Girgaba, Martumili Artists, Parnngurr, Western Australia

List important points from the Video

**PART 2. Arguments around cultural burning**

**Activity 3.**

Read and discuss the paper that has been assigned to your group.

Note: You will not have time to read word for word. Use the following steps to read the text quickly:

* Read the title to do a quick screening.
* Skim the Abstract to identify the reason/purpose of the paper and summary of reasons
* Read the first couple of paragraphs and the last couple of paragraphs in the Introduction to confirm the research question or purpose
* Read the Conclusion and skim the Discussion section for more information.

**Then discuss your understandings to identify:**

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| The main claim of the paper: |
| The sub-claims used to support the main claim |
| Identify the evidence used to support claims; |
| Explain the reasoning as much as you can: |
| Identify any counter-claim raised: |
| Be prepared to report back to the class: |

**Activity 4. Argument Planner**

**Main Claim:** What is your answer to the question? It should take a position and provide reasons why you think your claim is valid

[text]

**Thesis Statement:**

**Research Question:** Based on the global challenge topic.

[text]

**Sub-Claim &**

**Reasoning:** How does evidence support your claim? What is the reason/ science principle that explains why evidence is linked to the claim?

[Text]

**Sub-Claim &**

**Reasoning:** How does evidence support your claim? What is the reason/ science principle that explains why evidence is linked to the claim?

[Text]

**Counter-Claim:**

**Evidence:** What is a specific information or data from the literature that supports your claim?

[Text]

**Evidence:** What is a specific information or data from the literature that supports your claim?

[Text]

**Evidence:** What is a specific information or data from the literature that supports your claim?

[Text]

**Sub-Claim &**

**Reasoning:** How does evidence support your claim? What is the reason/ science principle that explains why evidence is linked to the claim?

[Text]