

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – SHELTERS

YEAR 2

The Orb

SHELTERS

CREATION

Learners will listen to a Tasmanian Aboriginal creation story and compare it to a Western folk tale before undertaking a variety of activities in preparation for composing their own creation story.

CROSS CURRICULUM PRIORITY

Aboriginal and Torres Strait Islander Histories and Cultures

Organising idea 2

Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Organising idea 5

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

CONTENT DESCRIPTORS

English

Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background (ACELAI460).

Create events and characters using different media that develop key events and characters from literary texts (ACELTI593).

Humanities and Social Sciences (HASS)

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/Place (ACHASSK049).

Visual Art

Explore ideas, experiences, observations and imagination to create visual artworks, including considering ideas in artworks of Aboriginal and Torres Strait Islander artists (ACAVAMI06).

GENERAL CAPABILITIES

Intercultural understanding

Recognising culture and developing respect

Explore and compare cultural knowledge, beliefs and practices

Level 2 – describe and compare the way they live with people in other places or times

Critical and creative thinking

Generating ideas, possibilities and actions

Imagine possibilities and connect ideas

Level 2 – build on what they know to create ideas and possibilities in ways that are new to them

Literacy

Visual knowledge

Understand how visual elements create meaning

Level 2 – describe how images add to, contradict or multiply the meanings of words in a text and compare images with the accompanying print text

Learning Goals

Learners will:

- » Know creation stories of Tasmania have been passed down for thousands of years.
- » Understand that stories can be told through visual artwork.
- » Write their own creation story about a native Tasmanian animal, plant or place.

Learning Sequence

Activating and Engaging

Story Sharing

Begin a class discussion with learners:

- » What do you think Tasmania might have been like when it was created?

Have learners write their responses down.

Advise them that they may create a brainstorm, a mind-map or a drawing to illustrate their response.

- » What do you think Tasmania may have looked like when it was only Tasmanian Aboriginal people living here?

Share native Tasmanian animals, significant places and native Tasmanian flora with students.

Brainstorm ideas on how they think these came to exist.

Exploring and Discovering

Deconstruct–Reconstruct

View *Light and Shade* from the 'Living Cultures – Shelters' section of The Orb.

Watch the clip with Danny Gardner telling the creation story of *palawa* Man.

Ask students:

How do you think stories were passed down through generations?

- » Why did we have creation stories?
- » What stories do you have in your family?
- » What do stories tell us about where we belong?

Watch a selection of *Dance* clips from the 'Living Cultures – Dance' section of The Orb and notice how stories are told through dance. Ask students other ways they can tell a story.

Read 'Oonah – The Platypus' from the *Taraba* collection and have learners act out the story to their peers.

- » How could we tell who was what animal in that story?
- » What did the story teach us?
- » Who were the main characters in the story?
- » How old do you think this story is?

Read *The Tortoise and The Hare* to students.

- » How is this similar to 'Oonah' or 'palawa Man'?
- » What is this story teaching us?

Story Sharing

Community Links

Land Links

Invite an Aboriginal Sharer of Knowledge via the ASK program to the classroom to speak about creation stories and the origin of *trowunnalutruwita*/Tasmania.

Discuss the meaning behind the name *lutruwita*.

With an Aboriginal community member take learners to a place of cultural significance, for example *putalina* or *tiagarra*, and talk about the significance of that place to the Tasmanian Aboriginal people.

Ask the invited guest to discuss why this place is significant and to share stories about how this place came to be.

Learning Maps

Organise learners into small groups and ask them to create a storyboard depicting the stories they have heard or read about creation.

Synthesising and Applying

Non-linear

Advise learners that they will now write their own creation story.

Share native Tasmanian animals, significant places and native Tasmanian flora with students.

Brainstorm ideas on how they think these came to exist.

Have learners decide on the plant/animal/place they are writing about and begin their writing journey; planning, drafting, editing and publishing.

Non-verbal

Symbols and Images

Give learners a variety of visual art materials to represent the significant stages in their story. Learners may use natural materials where possible in their artworks.

Success Criteria

Learners:

- » Work effectively in small groups to illustrate creation stories.
- » Plan, edit, publishing and illustrate their own creation story.
- » Think reflectively about the importance of creation stories in Tasmanian Aboriginal culture.

Resources

- » [The Orb](#)
- » [Australian Curriculum](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Guidelines](#)
- » [Aboriginal Sharers of Knowledge \(ASK Program\) Application Form](#)
- » The Aboriginal Education Library: email Aboriginal.education.library@education.tas.gov.au or telephone 03 6165 5480 for more resources, including the ones listed below.
- » Ranson, R, 1997, *Taraba: Tasmanian Aboriginal Stories*, Hobart, Dept of Education Community and Cultural Development (Tasmanian)



Glossary

Creation Story

A story describing or explaining the creation of the world. 

Significance

The quality of being worthy of attention; importance. 

-  Cambridge Dictionary
-  [Oxford Online Dictionary](#)



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