

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

DEPARTMENT OF
EDUCATION
learners first

LIVING CULTURES – STONE TOOLS

YEAR 4

The
Orb

STONE TOOLS**STONE TOOLS**

Learners will participate in a discussion ‘What is Technology and how does it change how we live?’ They will go ‘on Country’ and visit a stone tool site with an Aboriginal community member (via the ASK program) and write an information report on what they have learnt.

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’ way of life are uniquely expressed through ways of being, knowing, thinking and doing.

ACHIEVEMENT STANDARDS**Humanities and Social Sciences (HASS)**

Students explain how and why life changed in the past, and identify aspects of the past that remained the same. They describe the experiences of an individual or group in the past. Students sort, record and represent data in different formats, including large-scale maps using basic cartographic conventions.

English

Students listen for and share key points in a discussion. They create structured texts to explain ideas for different audiences. They make presentations and contribute actively to class and group discussions, varying language according to context.

CONTENT DESCRIPTORS**History**

The diversity of Australia’s first peoples and the long and continuous connection of Aboriginal and Torres Strait Islander Peoples to Country/Place (land, sea, waterways and skies) (ACHASSK083).

Record, sort and represent data and the location of places and their characteristics in different formats, including simple graphs, tables and maps, using discipline-appropriate conventions (ACHASSI075).

English

Understand differences between the language of opinion and feeling and the language of factual reporting or recording (ACELA1489).

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over text structures and language features (ACELY1694).

GENERAL CAPABILITIES**Intercultural understanding**

Recognising culture and developing respect

Explore and compare cultural knowledge, beliefs and practices

Level 3 – describe and compare a range of cultural stories, events and artefacts

Creative and critical thinking

Inquiring – identifying, exploring and organising information

Organise and process information

Level 4 – collect, compare and categorise facts and opinions found in a widening range of sources

Learning Goals

Learners will:

- » Develop an understanding about what is technology and reflect on how our lives might be different without it.
- » Gain knowledge about what Aboriginal technology pre-contact looked like and what it was used for.
- » Describe their experience at the stone tool site and share their findings with the class.

Learning Sequence**Activating and Engaging**

Story Sharing

Begin by asking students how they would define ‘technology’ in the most simple and general terms possible.

Next, ask students how they would define a ‘tool’ in the most simple and general terms possible.

Accept all answers, but explain that a simple working definition of a tool is that it is some sort of instrument used to perform or facilitate work.

Read the resource 'Artefact Scatters'.

Generate a class discussion:

- » What is technology and how would our life be different without it?
- » What did Aboriginal technology look like before pre-contact (fire, stone tools, wooden tools, weapons and bone tools)?

Advise the class they will be undertaking an inquiry on country before recording their findings and experiences in an information report.

Handout the following inquiry questions for students or ask them to write them in their journal.

- » What did Aboriginal technology look like pre-contact?
- » What did I find at the stone quarry site?
- » What is 'technology' and how would our life be different without it?
- » What do you think this stone tool was used for?
- » How can I share the information I have learned?

Exploring and Discovering

Story Sharing

View all or parts of the 'Living Cultures – Stone Tools' section of The Orb.

Read the extracts provided with this learning task:

- » Aboriginal Technology The Spear, by Alex Barlow
- » The Aboriginal People of Tasmania, by Julia Clarke (be aware that her statements about Tasmanian Aboriginal people not eating fish are unsubstantiated)
- » Aboriginal History, Volume 32 – 2008
- » Collection, TMAG Darwin Glass as a guided reading texts to 'think around the text'.

Community Links

Land links

Arrange for an Aboriginal Sharer of Knowledge via the ASK program, to take your class on Country to your local stone tools site via the application link below.

While on Country, ask students to record their findings on the 'What did I find?' worksheet.

Synthesising and Applying

Deconstruct-Reconstruct

Once back in the classroom ask students to complete the Information Report using the graphic organiser enclosed in the resource folder.

GOING FURTHER:

Research other technologies, from Aboriginal and Torres Strait Islander cultures and other cultures around the world.

Success Criteria

Learners:


- » Review the provided extracts and participate in class discussions.
- » Participate in an excursion to a stone tool site with an Aboriginal community member and complete the 'What did I find?' template.
- » Write an Information Report using the graphic organiser detailing their experience.

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.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » Artefact scatters text
- » Guided reading texts x 4
- » Information report
- » Stone Tools Site Visit record
- » TMAG Online Resource: [Voices of Aboriginal Tasmania ningenneh tunapry education guide, page 9/10](#)
- » Shaping Tasmania: a Journey in 100 objects, TMAG: [Spongelite tool: An Ancient Trade](#)
- » Shaping Tasmania: a Journey in 100 objects, TMAG: Darwin glass: [A Meteorite Strike and a Tradable Tool](#)
- » Arrangements made for excursion if going out on Country

Glossary


Tool

A tool is any instrument or simple piece of equipment that you hold in your hands and use to do a particular kind of work. 


Technology

The application of scientific knowledge for practical purposes, especially in industry. 


Stone Tool

A stone tool is, in the most general sense, any tool made either partially or entirely out of stone. 


Hammer





A hammer stone is one of the oldest and most universal of the stone tools. It is often oval in shape and used to make other stone tools by hitting a stone core to fracture smaller pieces away. It is also useful for grinding. 

Flake

A flake tool is a type of stone tool that is created by striking a flake from a stone core. It is extremely sharp and therefore a very useful tool for a variety of purposes. 

Scraper

A scraper is a type of stone tool, typically used for removing the flesh from animal hide. 

	Collins Dictionary
	General understanding
	Oxford Online Dictionary
	Wikipedia



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STONE TOOLS – INFORMATION REPORT

Where do you find stone tools?

What are the different types of stone used and why?

How were stone tools made?

Describe different types of stone tools.

What were stone tools used for?

How would life have been different without stone tools?

STONE TOOLS SITE VISIT

What do I see?

What living things can I see?

What non-living things can I see?

Why would this be a good place for people to gather?