

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – SHELTERS

YEAR 5

The
Orb

SHELTERS**MIGRATION**

Learners explore the natural living sites of Tasmanian Aboriginal people and the Nine Nations of Tasmania before investigating trade and migration routes and the reasons behind these choices.

CROSS CURRICULUM PRIORITY**Aboriginal and Torres Strait Islander Histories and Cultures***Organising idea 3*

Aboriginal and Torres Strait Islander Peoples have holistic belief systems and are spiritually and intellectually connected to the land, sea, sky and waterways.

Organising idea 8

Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.

ACHIEVEMENT STANDARDS**Design and Technologies**

Students describe competing considerations in the design of products, services and environments, taking into account sustainability. They describe how design and technologies contribute to meeting present and future needs.

Humanities and Social Sciences (HASS)

Students describe the experiences of different people in the past. They explain the characteristics of places in different locations at local to national scales. Students identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments.

CONTENT DESCRIPTORS**Design and Technologies**

Examine how people in design and technologies occupations address competing considerations, including sustainability in the design of products, services, and environments for current and future use (ACTDEK019).

Humanities and Social Sciences (HASS)

Examine different viewpoints on actions, events, issues and phenomena in the past and present (ACHASSI099).

GENERAL CAPABILITIES**Intercultural Understanding***Recognising culture and developing respect*

Explore and compare cultural knowledge, beliefs and practices

Level 4 – describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom

Critical & Creative Thinking*Inquiring – identifying, exploring and organising information and ideas*

Organise and process information

Level 4 – analyse, condense and combine relevant information from multiple sources

Generating ideas, possibilities and actions

Imagine possibilities and connect ideas

Level 4 – combine ideas in a variety of ways and from a range of sources to create new possibilities

Learning Goals

Learners will:

- » Explore the nine Tasmanian Aboriginal nations prior to colonisation.
- » Understand the reasoning behind migration and why Tasmanian Aboriginal people moved throughout the state.
- » Create dioramas of a nation and of Tasmania out of natural resources unique to locations.

Learning Sequence**Activating and Engaging***Land Links**Symbols and Images*

Allocate learners into four groups, giving each group one of the four seasons that Tasmania experiences. Instruct learners that they will be living in Tasmania pre-colonisation during their allocated season. They

will need to write down or draw the materials and resources that they will need to be comfortable during the season. They also need to note where they have chosen to live and where they will access the necessary resources. Give learners five minutes to brainstorm their thinking.

Share ideas with the class, promoting student discussion and sharing the reasoning behind their thinking.

Introduce, or refresh, the nine nations map of Tasmanian Aboriginal people prior to colonisation. Explain the nations and reasoning behind their locations.

Ask learners:

- » Would Tasmanian Aboriginal people have moved throughout the island?
- » Why or why not?
- » What is migration?

View the YouTube clip about animal migration: [Migrations: Big Animal Trips](#).

Discuss with learners the similar reasons that people move.

Exploring and Discovering

Story Sharing

View *Living Sites* from the 'Living Cultures – Shelters' section of The Orb. Pause on the quotes and discussion prompts and work through their meaning and significance as a class.

- » What are temporary shelters?
- » Why were they used?
- » How did they differ to long term shelters?
- » Would scents and sounds have been different before colonisation?

As specific locations are mentioned in the clips make a note of them and allocate learners to investigate the average temperature in those locations in each season.

Question/discuss with the class the reasoning behind migration to those places and the positives and negatives of their suitability as living sites.

Review 'paywoota – long time ago' from the TMAG online resource *Voices of Aboriginal Tasmania* and discuss with the class.

Community links

Invite an Aboriginal Sharer of Knowledge via the ASK program to your school or out on Country to build bark huts with the learners.

Discuss why certain materials are used, how they were collected and when to collect them.

Organise an excursion to local caves or other living site with a local Aboriginal community member.

Prepare learners with questions to ask their guide and have them record their findings:

- » Why was this site used?
- » Who used this site?
- » What is the cultural significance?
- » What are the important natural resources in the area?
- » Was this a temporary or permanent shelter or living site?
- » Why/why not?

Prior to going on Country have learners:

- » Investigate the average temperature during seasons in this location.
- » The Tasmanian Aboriginal nation who lived in this area pre-colonisation.
- » The important cultural activities of this area (e.g. ochre was collected here).

Synthesising and Applying

Non-verbal

Symbols and Images

Arrange learners into groups and have them investigate one of the nine nations. Identify the tribe, where they were located and what important natural resources were in that area.

In their groups, allow learners to collect materials that would be found in their location and build a diorama of a living site.

As a class, build a 3D map of the nine nations, dividing the state with materials unique to that location.

Success Criteria

Learners:

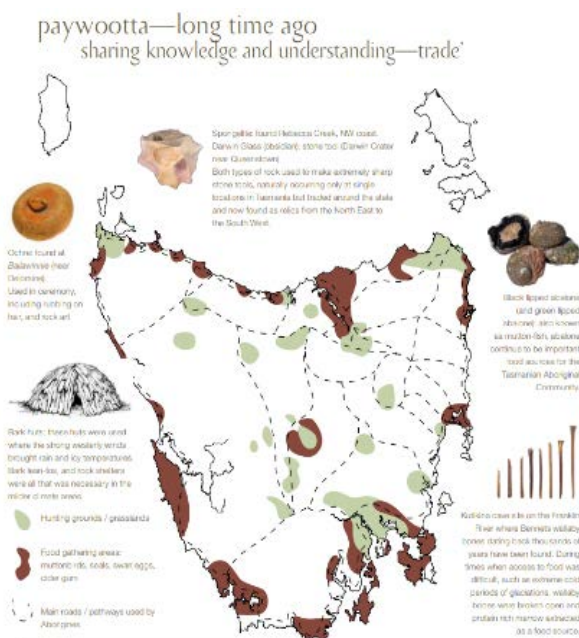
- » Identify weather changes in different locations.
- » Name the Tasmanian nations and their locations, identifying natural resources unique to these areas.
- » Understand migration and the meaning behind significant Tasmanian locations.
- » Build a diorama of a living site with natural materials specific to that area.

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
- » YouTube clip: [Migrations: Big Animal Trips](#)
- » TMAG Online Resource: [Voices of Aboriginal Tasmania: ningenneh tunapry education guide](#)


 [Dictionary.com](https://www.dictionary.com)

 [Oxford Online Dictionary](https://www.oxfordonline.com)




Glossary


Migrate

(of an animal, typically a bird or fish) move from one region or habitat to another according to the seasons. 

Seasons

Each of the four divisions of the year (spring, summer, autumn, and winter) marked by particular weather patterns and daylight hours, resulting from the earth's changing position with regard to the sun. 

Colonisation

The action or process of settling among and establishing control over the Indigenous people of an area. 



State of Tasmania (Department of Education)
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