

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – SHELL STRINGING

YEAR 5

The
Orb

SHELL STRINGING

CELEBRATION OF SURVIVAL

Learners identify events that have led to the interruption of Tasmanian Aboriginal Peoples' culture and identity through the impact of contact by Europeans. They learn how Aboriginal people celebrate the survival of their culture today.

CROSS CURRICULUM PRIORITY

Aboriginal and Torres Strait Islander Histories and Cultures

Organising idea 6

Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

ACHIEVEMENT STANDARDS

Humanities and Social Sciences (HASS)

Students describe the significance of people and events/developments in bringing about change. They identify the causes and effects of change on particular communities and describe aspects of the past that have remained the same.

They describe the experiences of different people in the past. They identify and describe the interconnections between people and the human and environmental characteristics of places, and between components of environments.

CONTENT DESCRIPTORS

Humanities and Social Sciences (HASS)

The nature of convict or colonial presence, including the factors that influenced patterns of development, aspects of the daily life of the inhabitants (including Aboriginal Peoples and Torres Strait Islander Peoples) and how the environment changed (ACHASSK107).

The impact of a significant development or event on an Australian colony (ACHASSK108).

GENERAL CAPABILITIES

Intercultural Understanding

Interacting and empathising with others

Empathising with others

Level 4 – imagine and describe the situations of others in local, national and global contexts

Ethical Understanding

Explore values, rights and responsibilities

Examine values

Level 4 – examine values accepted and enacted within various communities

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

Pose questions

Level 4 – pose questions to clarify and interpret information and probe for causes and consequences

Learning Goals

Learners will:

- » Know that contact by Europeans significantly impacted on Aboriginal peoples' way of life.
- » Explore how Tasmanian Aboriginal peoples' culture has been threatened throughout recent history since colonisation.
- » Describe how Tasmanian Aboriginal people celebrate the survival of their culture.
- » Identify and describe the work of Tasmanian Aboriginal people who continue their living culture through shell stringing.

Learning Sequence

Activating and Engaging

Learning Maps

Complete the *From Gumnuts to Buttons* experience, using the resource book to guide the process.

Explore the timeline of Aboriginal and European contact in Tasmania from the Human History in Tasmania resource in the *From Gumnuts to Buttons* kit. Ask learners to list:

- » the key events of dispossession
- » the key events of recognition and return
- » the evidence of recovery, survival and celebration of Tasmanian Aboriginal culture today.

Ask learners:

How does the visual image of change over time make the story more powerful?

Exploring and Discovering

Land and Community Links

View all or parts of the 'Living Cultures – Shell Stringing' section of The Orb.

Ask learners:

- » How do Tasmanian Aboriginal people continue and celebrate their culture and connection to land and country today through the practice of shell stringing?
- » What can we learn from Lola, Melissa and Bronwyn about their connection to identity, people, Country/ place and culture?
- » How do they show custodianship of Country to ensure the practice continues with their children?
- » What are the threats to supply of shells in the future?
- » What can all Australians do to protect the intertidal zones to ensure that shells can be found by future generations of Aboriginal shell stringers?

Discuss with the learners:

- » How might the practice of shell stringing help keep the lives of Tasmanian Aboriginal people strong, rich and resilient?
- » What stories could you share about your own cultural or land based practices that have shaped your lives?

Story Sharing

Refer to the: *Culturally Responsive Practice - We are Connecting with Place* in the 'Illustrations of practice' section of The Orb.

Have learners visit a beach or bush place of natural beauty.

Organise learners into groups to tell the story of their connection with place by first choosing their site and then making a group installation using found natural objects.

Write a group poetry or prose to illustrate their connection to their chosen site.

Have learners share their reading of poetry/prose to the class.

Ask learners:

- » How did building an installation and sharing with the class affect their understanding of connection with place?
- » How might Tasmanian Aboriginal people feel when they can freely connect with their country, family and culture?

- » How do Tasmanian Aboriginal people celebrate, demonstrate and reveal their living culture to all Australians?

Synthesising and Applying

Deconstruct-Reconstruct

Have learners compare the stories of loss and dispossession for Tasmanian Aboriginal people as told in *From Gumnuts to Buttons* with the stories told by Tasmanian Aboriginal people today in the 'Living Cultures' section of The Orb

Have learners:

- » identify and describe the work of Tasmanian Aboriginal people who continue their living culture through shell stringing
- » describe how Tasmanian Aboriginal people celebrate the survival of their culture.

Success Criteria

Learners:

- » Demonstrate their understanding that contact by Europeans significantly impacted on Aboriginal peoples' way of life.
- » Explain how Tasmanian Aboriginal peoples' culture has been threatened throughout recent history since colonisation.
- » Explain how Tasmanian Aboriginal people celebrate the survival of their 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.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » Various, 2016, *kanalaritja: An Unbroken String*, Tasmanian Museum and Art Gallery
- » TMAG online resource: [kanalaritja: An Unbroken String](#)
- » *From Gumnuts to Buttons [kit]: a walk through Tasmanian history from an Aboriginal perspective* 2nd edition, Aboriginal Education Services, Tasmania

NOTE TO TEACHER

The *From Gumnuts to Buttons* resource was distributed to all schools. It is stored in a large 'paint-like' tin and all the items needed for conducting the activity are stored in this container.

Please ask your librarian/library technician if you can't locate this resource.

Inviting parents to participate would add value to experience and provide opportunities for students to de-brief.

Glossary

Shell stringing

Shell-stringing was (and remains) a painstaking process, requiring knowledge of coastal resources as well as great skill and patience. 

 National Museum Australia



State of Tasmania (Department of Education)
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