

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – SHELL STRINGING

YEAR 8

The  
**Orb**

**SHELL STRINGING**

# SHELL NECKLACE ECONOMY

Learners will understand that there has been a dynamic economic system based on shell necklaces over a long period of time. They will analyse, interpret and communicate continuity and change in relation to the shell necklace economy.

## CROSS CURRICULUM PRIORITY

### Aboriginal and Torres Strait Islander Histories and Cultures

#### *Organising idea 5*

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

#### *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

### History

Students recognise and explain patterns of change and continuity over time.

Students sequence events and developments within a chronological framework with reference to periods of time.

### Economics and Business

Students explain why different types of businesses exist and describe the different ways businesses can respond to opportunities in the market.

## CONTENT DESCRIPTORS

### History

Sequence historical events, developments and periods (ACHHS148).

Locate, compare, select and use information from a range of sources as evidence (ACHHS153).

Use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS157).

### Economics and Business

The traditional markets of Aboriginal and Torres Strait Islander communities and their participation in contemporary markets (ACHEK028).

## GENERAL CAPABILITIES

### Intercultural Understanding

*Recognising culture and developing respect*

Develop respect for cultural diversity

Level 5 – analyse the dynamic nature of cultural knowledge, beliefs and practices in a range of personal, social and historical contexts

### Ethical Understanding

*Exploring values, rights and responsibilities*

Examine values

Level 5 – assess the relevance of beliefs and the role and application of values in social practices

## Learning Goals

*Learners will:*

- » develop an understanding of continuity and change over time in relation to the economies of shell necklaces
- » sequence events and identify reasons for change
- » understand that shell necklaces are symbolic of Tasmanian Aboriginal people's resilience.

## Learning Sequence

### Activating and Engaging

*Story Sharing*

*Learning Maps*

Explain to learners that they will be viewing clips from The Orb and working through an investigation identifying specific information relating to the shell necklace economy.

View *Cultural Evolution* from the 'Living Cultures – Shell Stringing' section of The Orb.

Direct student's attention to the economic aspect of shell necklace making as described by Lola Greeno.

## Exploring and Discovering

### *Deconstruct–Reconstruct*

Work through the *Economies* Investigation from the *Cultural Evolution* segment in the ‘Living Cultures – Shell Stringing’ section of The Orb.

After learners have worked through the *Economies* Investigation lead a discussion on economic concepts to identify some of the features of the shell necklace economy that may have changed or stayed the same.

Prompt learners for:

- » cultural economies of exchange or trade
- » early market economies
- » global economies
- » modes of production
- » supply and demand
- » values
- » opportunities
- » access to resources.

Record responses either as a whole class or small groups.

## Synthesising and Applying

### *Non-linear*

### *Symbols and Images*

Lead a class discussion on continuity and change in relation to the production and exchange/sale of shell necklaces.

Record responses in a Venn diagram or other appropriate graphic organiser.

Have learners:

- » categorise information according to time periods
- » identify significant changes and the causes
- » identify aspects that have remained the same
- » record results in a table, on a timeline or other appropriate graphic organiser.

## Success Criteria

### *Learners:*

- » analyse, interpret and communicate continuity and change in relation to the economy of shell necklaces
- » understand that Tasmanian Aboriginal people demonstrate resilience in responding to historic and contemporary impacts of colonisation.
- » participate in group work and class discussions
- » create a text communication continuity and change for assessment.

## 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](mailto:aboriginal.education.library@education.tas.gov.au) or telephone 03 6165 5480 for more resources, including the ones listed below.
- » *Economies* Investigation, ‘Living Cultures – Shell Stringing’, The Orb
- » The Eight-Way Framework of Aboriginal Pedagogy

## Glossary

### *Economy*

An economy is a system of organisations and institutions that either facilitate or play a role in the production and distribution of goods and services in a society. Economies determine how resources are distributed among members of a society; they determine the value of goods or services; and they even determine what sorts of things can be traded or bartered for those services and goods. S

### *Trade*

Trade involves the transfer of goods or services from one person or entity to another, often in exchange for money. An early form of trade saw the direct exchange of good and services for other goods and services. W

S Study.com

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