

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

DEPARTMENT OF  
EDUCATION  
*learners first*

# FROM GUMNUTS TO BUTTONS

YEAR 9

The  
**Orb**

FROM GUMNUTS TO BUTTONS

# SIGNIFICANT PLACES

Learners explore the impact of significant places on individuals and communities. They explore ethical dilemmas in relation to the commercial development of significant places and reflect upon a place that is significant to them.

## 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.

### Sustainability

*Organising idea 9*

Sustainable futures result from actions designed to preserve and/or restore the quality and uniqueness of environments.

## ACHIEVEMENT STANDARDS

### Geography

Students analyse interconnections between people, places and environments and explain how these interconnections influence people, and change places and environments.

### English

Students create texts that respond to issues, interpreting and integrating ideas from other texts. They make presentations and contribute actively to class and group discussions, comparing and evaluating responses to ideas and issues.

## CONTENT DESCRIPTORS

### Geography

The perceptions people have of place, and how these influence their connections to different places (ACHGK065).

### English

Create imaginative, informative and persuasive texts that present a point of view and advance or illustrate arguments, including texts that integrate visual, print and/or audio features (ACELY1746).

## GENERAL CAPABILITIES

### Critical and Creative Thinking

*Inquiring – identifying, exploring and organising information and ideas*

Pose questions

Level 6 – pose questions to critically analyse complex issues and abstract ideas

### Ethical Understanding

*Exploring values, rights and responsibilities*

Consider points of view

Level 6 – use reasoning skills to prioritise the relative merits of points of view about complex ethical dilemmas

## Learning Goals

*Learners will:*

- » investigate the impact that significant places have on people
- » research contentious place based issues
- » write about a place of personal significance to them.

## Learning Sequence

### Activating and Engaging

*Learning Maps*

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

Discuss with learners the significance of the places that were taken from Tasmania's Aboriginal people.

- » What did these places mean to Tasmanian Aboriginal people:
  - » spiritually
  - » culturally, and
  - » economically?

### Story Sharing

Have learners consider the following quote:

*“For several years I have returned to it (the south-west) to watch the interplay of forests, rivers and sky by day and to listen to the animals stir at night when the stars are ablaze and the scintillating blue specks of glow-worms pierce the forest floors of blackness.*

*I am not a conventionally religious man, but in the wilderness I have come closest to finding myself and knowing the universe and accepting God – by which I mean accepting all that I don't know. The wilderness is my best place on Earth. It is at least as important to me as a place of refreshment, inspiration and fulfilment as is the house of worship to many other Australians.*

*Now I have been made a trespasser in the cathedral of my choice.”*

– Bob Brown, letter from prison, 1983

Ask learners:

- » Why is this place significant to Bob Brown?
- » What effect does this place have on him?
- » What is the political backdrop to Bob Brown writing this letter from prison?

Have learners research the writing of other people when referring to places of personal significance.

### Exploring and Discovering

#### Land Links

Share with learners the story of the Brighton Bypass or *kutalayna*.

NOTE TO TEACHER:

The Brighton bypass was approved in 2011 and subsequently built. A Federal government report estimated that alternative bridging options would increase the overall cost by at least \$127 million.

An archaeological excavation of the site uncovered stone tools dating back more than 30,000 years.

Aboriginal activist Michael Mansell called for the bypass to be scrapped stating that to continue “would be cultural vandalism, on an extreme scale”.

Discuss with learners the quote from Michael Mansell describing the significance of this site to Tasmania's Aboriginal people:

*“The site has artefacts that we think date back 18,000 years and because our history is not written down, once it has gone we can no longer learn from it. This is the equivalent of building a McDonalds on top of the Great Pyramid in Egypt – these people are a disgrace.”*

– Michael Mansell

Discuss with learners:

- » Why were Tasmanian Aboriginal people protesting against the construction of the bypass?
- » Should an alternative bridging option have been considered?
- » Why/why not?

#### Deconstruct–Reconstruct

Have learners research other contentious developments that are proposed for areas of significance for Tasmania's Aboriginal people e.g.

- » a cable car on *kunyani*/Mt. Wellington
- » a cable car for Cradle Mountain
- » mining and logging proposals in the *takayna*/Tarkine area
- » four wheel driving tracks on the West Coast of Tasmania.

Organise a [Structured Academic Controversy](#) for the class based on one or more of these places.

### Synthesising and Applying

#### Story Sharing

Ask learners to think about a place that is special to them and to write about this place.

Have learners describe why this place is important to them emotionally, physically, spiritually, aesthetically, culturally or socially.

Publish learners writing in a limited edition class journal or book.

### Success Criteria

Learners:

- » describe the relationship between significant places and personal wellbeing
- » engage in debate about ethical dilemmas, considering different viewpoints
- » create a persona.

## 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.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » *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.

- » [Structured Academic Controversy](#)

## Glossary

*Contentious*

Causing, involving or likely to cause disagreement and argument. C

*Dilemma*

A difficult situation or problem. D

C [Cambridge Dictionary](#)

D [Dictionary.com](#)



State of Tasmania (Department of Education)  
Published: April 2019