

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

DEPARTMENT OF  
EDUCATION  
*learners first*

# FROM GUMNUTS TO BUTTONS

YEAR 7

The  
**Orb**

FROM GUMNUTS TO BUTTONS

# WATERWAYS

Learners explore Tasmanian Aboriginal cultural practice and its association with water. They explore traditional places for hunting and food gathering and connect these to the waterways of Tasmania. Learners consider the changing uses of Tasmanian waterways over time.

## 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 3*

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

## ACHIEVEMENT STANDARDS

### Geography

Students describe geographical processes that influence the characteristics of places and how the characteristics of places are perceived and valued differently. They explain interconnections between people and places and environments and describe how these interconnections change places and environments.

## CONTENT DESCRIPTORS

### Geography

Economic, cultural, spiritual and aesthetic value of water for people, including Aboriginal and Torres Strait Islander Peoples and peoples of the Asia region (ACHASSK186).

The way that flows of water connects places as it moves through the environment and the way this affects places (ACHGK038).

## GENERAL CAPABILITIES

### Information and Communication Technology (ICT) Capability

*Investigating with ICT*

Locate generate and access data and information

Level 5 – locate, retrieve or generate information using search facilities and organise information in meaningful ways

## Critical and Creative Thinking

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

Identify and clarify information and ideas

Level 5 – clarify information and ideas from texts or images when exploring challenging issues

## Learning Goals

*Learners will:*

- » identify key locations in Tasmania for traditional hunting and food gathering
- » connect hunting/gathering places with key waterways and travel routes
- » map the changing uses of a waterway over time.

## Learning Sequence

### Activating and Engaging

*Learning Maps*

Share with learners the *Important areas to Aboriginal people prior to colonisation* map that is included in the *From Gumnuts to Buttons* kit.

Discuss with learners the important resources that Aboriginal people gathered and traded and the places in which these activities took place. Discuss with learners the animals and plants that formed the [Aboriginal Diet](#).

*Story Sharing*

Ask learners to consider and discuss the importance of water-based resources for Aboriginal people.

- » What resources are water-based?
- » How are these resources distributed among the nine Aboriginal nations?
- » What is the importance of managing waterways and seaways for Tasmania's Aboriginal people?

Compare this map to a map that shows the rivers/ waterways of Tasmania. Ask learners:

- » Where are food gathering resources located in relation to Tasmania's rivers and waterways?

### Land Links

Have learners identify and list key rivers and waterways used by Aboriginal people. For example:

- » North/South Esk Rivers
- » Derwent River
- » Mersey River
- » Meander River
- » Lake Pedder
- » Lake St. Clair
- » Lake King William
- » Lake Burbury

Have learners trace the connected waterways and discuss how these influenced the travel patterns of Aboriginal people.

As a class, discuss ways in which Aboriginal people have interacted with the water/seaways of Tasmania. For example:

- » Muttonbirding
- » Fishing
- » Shell middens
- » Canoes
- » Water carriers
- » Fish traps

### Exploring and Discovering

#### Deconstruct–Reconstruct

View the clips from the 'Living Cultures – Muttonbirding' section of The Orb. Explain that mutton birds (also known as short-tailed shearwaters) were an important food source collected by the Tasmanian Aboriginal people for at least the last 8000 years.

Lead a class discussion regarding muttonbirding. Ask learners:

- » When/how/where are mutton birds caught?
- » What foods could be obtained from birds?
- » What skills would you need to catch birds or get their eggs?
- » What kinds of tools would you need?
- » What other parts of the bird do Aboriginal people use?

Have learners construct a concept map to demonstrate their knowledge of muttonbirding.

#### Story Sharing

As a class, make a class list of local fish and shellfish known to learners and identify if the fish live in fresh water, seawater or on rocks near or in water. Ask learners to draw, paint or collage their favourite fish.

Discuss with learners:

- » How might Aboriginal people have caught fish and shellfish in shallow sea and river water and deep water?
- » What materials might they have used to make boats, rock-fish traps, spears, clubs
- » Apart from fishing, what else could boats be used for?

Invite a fisherperson (an Aboriginal person if possible) to talk about fishing. Ask learners to think about what they want to find out about fish and fishing before the visit.

#### Non-verbal

Ask learners to research and draw a picture of a rock trap and discuss how this would work and where the best place to build it would be.

- » What tools would they need?
- » What other types of fish trap were used?

Introduce learners to [Aboriginal Shell Middens](#).

Explain to learners that by examining the contents of a midden we can find out what Aboriginal people ate in pre-European contact time and how they cooked their food. We can also tell that Aboriginal people have been in Tasmania for a very long time, certainly over 40,000 years.

Ask learners:

- » Where do you think would be the most common kind of place to find a midden in Tasmania? Why?
- » What objects and materials did the Aboriginal people use again from fish, birds and animals?

Have learners make an illustrated list of the things Aboriginal Tasmanians recycled and what these things could have been used for.

### Synthesising and Applying

#### Learning Maps

Have learners view [LIST Map – Land Information Systems Tasmania](#) to familiarise themselves with the various basemaps and layers available within this resource e.g.

- » Coasts and Oceans and Estuaries
- » Climate and Environment
- » Infrastructure and Utilities
- » Primary Industries
- » Plants and Animals
- » Inland Waters and Elevation

Ask learners to enter their school location and search for local waterways. Have learners select a particular river/waterway and map the different uses over time,

beginning with Tasmania's Aboriginal people through to current day uses. Ask learners to present their research in a suitable format e.g.

- » Poster
- » Multimedia presentation
- » Oral presentation

## Success Criteria

Learners:

- » demonstrate their knowledge of traditional hunting/gathering sites in Tasmania
- » describe the connection between waterways and traditional hunting, food gathering and trade practices
- » describe the changing pattern of use over time for a local waterway.

## 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.

- » [Aboriginal Diet, Aboriginal Heritage Tasmania](#)
- » [Aboriginal Shell Middens, Aboriginal Heritage Tasmania](#)
- » [LIST Map – Land Information Systems Tasmania](#)

## Glossary

*Cultural practice*

Objects, events, activities, social groupings and language that participants use, produce and reproduce in the context of making meaning in everyday life. **[IGI]**

*Waterway*

A river, canal, or other route for travel by water. **[O]**

*Resource*

A useful or valuable possession or quality of a country, organization, or person. **[C]**

*Muttonbirding*

The seasonal harvesting of the chicks of petrels, especially shearwater species, for food, oil and feathers by recreational or commercial hunters. **[WP]**

*Shell middens*

Aboriginal shell middens are distinct concentrations of shell. They contain evidence of past Aboriginal hunting, gathering, and food processing activities. Aboriginal Heritage Tasmania. **[AHT]**

*Fish trap*

A device for catching fish. **[W]**

*Water carriers*

Kelp baskets or carriers were used mainly to carry water and as drinking vessels. **[AEC]**

*Concept map*

A type of graphic organiser used to organise and represent knowledge of a subject; a diagram that depicts suggested relationships between concepts. **[I]**

*Recycle*

To sort and collect rubbish in order to treat it and produce useful materials that can be used again. **[C]**

*Hunter/gatherer*

People who lived by hunting and collecting food rather than by farming. **[C]**

<b>[AEC]</b>	Aboriginal Elders Council of Tasmania
<b>[AHT]</b>	Aboriginal Heritage Tasmania
<b>[C]</b>	<a href="#">Cambridge Dictionary</a>
<b>[I]</b>	Inspiration.com
<b>[IGI]</b>	IGO Global
<b>[O]</b>	<a href="#">Oxford Online Dictionary</a>
<b>[W]</b>	Webster
<b>[WP]</b>	Wikipedia



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