

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

DEPARTMENT OF
EDUCATION
learners first

FROM GUMNUTS TO BUTTONS

YEAR 8

The Orb

FROM GUMNUTS TO BUTTONS

WHAT'S IN A NAME?

Learners look at the changing Tasmanian landscape over time. They consider traditional uses of land and explore how the use and administration of land has changed over time. Learners explore the naming of places and the policy to introduce dual names for significant Tasmanian landmarks and landforms.

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.

ACHIEVEMENT STANDARDS

Geography

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

CONTENT DESCRIPTORS

Geography

Different types of landscapes and their distinctive landform features (ACHGK048).

Spiritual, aesthetic and cultural value of landscapes and landforms for people, including Aboriginal and Torres Strait Islander Peoples (ACHGK049).

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 changes for land use in Tasmania over time
- » identify, describe and name key landforms and landmarks in Tasmania
- » debate the merits of Tasmania's dual naming policy.

Learning Sequence

Activating and Engaging

Learning Maps

Lay the map *From Gumnuts to Buttons* on the floor to show learners a map of Tasmanian Aboriginal nations and tribes.

Ask learners to identify areas by their current names and describe key features that they know about e.g.

- » Rivers
- » Beaches
- » Mountains
- » Valleys
- » Plains

Have learners trace the traditional trade routes used by Aboriginal Tasmanians and identify similarities with current travel routes/trade systems.

Share with learners other types of Tasmanian maps e.g.

- » [Holiday Driving Map](#)
- » [Tasmania and Regions](#)
- » [3D Relief Map](#)

Discuss with learners:

- » What travel routes are used by people today?
- » Which ones are not?
- » Why/why not?
- » How do current Tasmanian regions compare with the lands of Aboriginal Tasmanians?
- » How is land use determined by landscapes and landforms (geographical features)?

Share with learners, or ask learners to research, a number of Aboriginal place names in Tasmania, for example:

- » Conara
- » Corinna
- » Kaoota
- » Robigana
- » Rowella
- » Taroonna
- » Tarraleah
- » Legana
- » Relbia
- » Nubeena
- » Nabowla
- » Eriba
- » Yolla
- » Marrawah
- » Milabena

Ask learners to research the meaning of each name and suggest why these places acquired their particular name.

Exploring and Discovering

Deconstruct–Reconstruct

Share with learners the various [Land Administrative Divisions of Tasmania](#) maps over time.

Discuss with learners the changes to land administration in Tasmania e.g.

- » In 1804 Tasmania was divided into two counties – Buckingham (South) and Cornwall (North)
- » From 1852 there were nine divisions
- » From 1872 there were 18 counties.

Ask learners to identify early place names and trace their origins e.g.

- » Glamorgan
- » Kent
- » Lincoln
- » Monmouth
- » Westmoreland
- » Buckingham
- » Devon
- » Dorset
- » Pembroke
- » Somerset

Have learners compare historical divisional maps to current day [Local Government Area Maps](#) and [Legislative Council Electorates](#).

Ask learners:

- » What are the similarities/differences of names/ boundaries between the 1800s and now?
- » How do these maps show evidence of European occupation of land over time?

Place learners into groups and assign time periods from 1803 (British colonisation of Tasmania) onwards.

Have groups use large sheets of paper and have them complete a table describing:

- » Who (lived in that period)
- » What (they did)
- » Where (they were located)
- » When (they were there)

Synthesising and Applying

Non-linear

Show learners the *Land Returned to Tasmanian Aboriginal Community* map included in the From Gumnuts to Buttons resource.

Share with learners the 13 places assigned under the *Aboriginal and Dual Naming Policy 2012*:

- » *kunanyil*/ Mount Wellington
- » *kanamaluka*/River Tamar
- » *truwana*/ Cape Barren Island
- » *takayna*/Tarkine
- » *putalina*/Oyster Cove
- » *larapuna*/ Eddystone Point to Grants Points
- » *wukalina*/Mount William
- » *yingina*/Great Lake
- » *titimal*/Trefoil Island
- » *laraturunawn*/Sundown Point
- » *nungu*/West Point
- » *taypalaka*/Green Point
- » *pinmatik*/Rocky Cape

Discuss with learners the significance for the Tasmanian/Aboriginal community of these places.

Discuss also the importance of using Aboriginal language for place names.

- » Why is recognition of significant Tasmanian landmarks important for the Tasmanian Aboriginal community?
- » How has the Tasmanian Aboriginal community been able to reclaim its land?

Organise a [Structured Academic Controversy](#) with small teams within the class on the merits or otherwise of the Tasmanian Dual Naming Policy.

Success Criteria

Learners:

- » name places of significance for Tasmania's Aboriginal people
- » describe key resources and trading routes for Tasmania's Aboriginal people
- » identify ways in which the Tasmanian Aboriginal community has been able to reclaim its land.

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
- » *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.

- » [Holiday Driving Map](#)
- » [Tasmania and Regions](#)
- » [3D Relief Map](#)
- » [Local Government Area Maps](#)
- » [Legislative Council Electorates](#)
- » [Structured Academic Controversy](#)

Glossary

Landscape

The visible features of an area of land, often considered in terms of their aesthetic appeal. O

Traditional

Following or belonging to the customs or ways of behaving that have continued in a group of people or society for a long time without changing. C

Administration (land)

The way in which the rules of land tenure are applied and made operational. FAO

Policy

A set of ideas or a plan of what to do in particular situations that has been agreed to officially by a group of people, a business organization, a government, or a political party. C

Nation

A large body of people united by common descent, history, culture, or language, inhabiting a particular state or territory. O

Tribe

A social division in a traditional society consisting of families or communities linked by social, economic, religious, or blood ties, with a common culture and dialect, typically having a recognized leader. O

Trade route

A route, often covering a long distance, that people buying and selling goods often used in the past. C

Region

An area, especially part of a country or the world having definable characteristics but not always fixed boundaries. O

Geographical feature

Geographical features are man-made or naturally-created features of the Earth. Natural geographical features consist of landforms and ecosystems. W

Structured Academic Controversy

A highly structured, small group discussion that is designed to help students achieve three goals:

1. to gain a deeper understanding of an issue,
2. to find common ground, and
3. to make a decision based on evidence and logic. P

C [Cambridge Dictionary](#)

FAO Food and Agriculture Organisation

O [Oxford Online Dictionary](#)

P PBS.org

W Webster



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