

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

DEPARTMENT OF  
EDUCATION  
*learners first*

# FROM GUMNUTS TO BUTTONS

YEAR 4

The  
**Orb**

FROM GUMNUTS TO BUTTONS

# BEFORE AND AFTER

Learners respond to different perspectives of the contact between Aboriginal and European people in Tasmania and summarise their thoughts through writing and image making.

## 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

### History

Students recognise the significance of events in bringing about change. They explain how and why life changed in the past and identify aspects of the past that have remained the same. They describe the experiences of an individual or group in the past.

### English

Students use language features to create coherence and add detail to their texts. They understand how to express an opinion based on information in a text. They create texts that show understanding of how images and detail can be used to extend key ideas.

## CONTENT DESCRIPTORS

### History

The nature of contact between Aboriginal and Torres Strait Islander Peoples and others, for example, the Macassans and the Europeans, and the effects of these interactions on, for example, people and environments (ACHASSK086).

### English

Plan, draft and publish imaginative, informative and persuasive texts containing key information and supporting details for a widening range of audiences, demonstrating increasing control over texts, structures and language features (ACELY1694).

## GENERAL CAPABILITIES

### Intercultural Understanding

*Interacting and empathising with others*

Empathise with others

Level 3 – imagine and describe the feelings of others in a range of contexts

### Literacy

*Composing texts through speaking, writing and creating*

Compose spoken written visual and multimodal learning area texts

Level 3 – compose and edit a range of learning area texts

## Learning Goals

*Learners will:*

- » know that contact by Europeans significantly impacted on the Aboriginal way of life
- » understand that there are different perspectives about the contact
- » explore what happened from an Aboriginal perspective.

## Learning Sequence

### Activating and Engaging

*Story Sharing*

Discuss in whole class, groups, or pairs:

- » What is a story?
- » Why do people tell stories?
- » Which is your favourite story and why?

Discuss with learners their challenge: to write a six word story. Read some six word stories to learners and ask them to consider the form of the six word story.

**NOTE TO TEACHER:**

Tell students the idea of six word stories is attributed to Ernest Hemingway. In the 1920s, Ernest Hemingway's colleagues bet him that he couldn't write a complete story in just six words. Hemingway is said to have considered this his best work. This is a quick way of asking students to write what they are currently thinking in a very short format.

Ask learners to compare the examples e.g. some are made of one sentence and some are two. Identify the types of words being used (e.g. nouns, verbs, adjectives), and synonyms for words used.

Ask learners:

- » What is the difference between a traditional story and a six word story?

Introduce a Think, Pair, Share thinking routine using the following quote from *On the Track*.

*'The Europeans believed that the Aboriginal people had no claim to the land because it was not farmed or fenced and the people did not appear to live in one place for most of the time.'* (p.12)

Individually, have learners write a six word story to summarise their thoughts about this quote. All students use one colour of sticky note paper.

**Exploring and Discovering***Learning Maps*

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

As a class, de-brief *From Gumnuts to Buttons* and discuss how learners responded emotionally.

Have learners individually re-write their six word story after participating in *From Gumnuts to Buttons* using the second coloured sticky note. With a partner, ask learners to share their two stories and chat about how their thinking may have changed after participating in *From Gumnuts to Buttons* experience.

*Land Links*

Invite an Aboriginal community member via the Aboriginal Sharers of Knowledge (ASK) program to accompany the class on an off-campus excursion to a bush location.

Ask the community member to describe the landscape from an Aboriginal perspective and discuss the changes that have occurred over time.

Ask learners to describe the landscape using a series of key words to describe their sensory experiences ie light, texture, temperature, smell, colour, contrast sound, brightness etc.

**Synthesising and Applying***Story Sharing*

Ask learners to imagine that they are Tasmanian Aboriginal people that have been frozen in time and returned to their land. They have had no contact with European people and have no prior knowledge of the built environment or words in their language to describe things like roads, buildings, cars, sheep telegraph poles etc.

Have learners respond from an Aboriginal person's perspective.

- » How would you, as a person returning to your land, describe what you see before you?

Ask learners to imagine and write about the emotional response of a person who finds their home lands have changed in such a dramatic way.

Once back in class, select excerpts of learner's writing to be included in a collaborative story.

In class, read extracts from *Two Rivers* and look at the illustrations made by students. Look at ways in which a European view and an Aboriginal view have been represented and which images express a combination of these views.

*Symbols and Images***GOING FURTHER:**

Ask learners to work on black and white images that shows the relationship between two cultures. Students may use their writing as a prompt for ideas. These images can be converted into lino or silk screen prints. Hold a class exhibition of writing and artwork. Compile images and writing into a limited edition book.

**Success Criteria***Learners:*

- » describe the impact of European contact from an Aboriginal perspective
- » communicate their personal response to the *From Gumnuts to Buttons* resource
- » develop writing and/or artwork to describe the impact of change on the Tasmanian landscape since European contact.

## 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 Education Services, 2015, *Two Rivers: a reflective journey*, Tasmania
- » Murdoch K, 2015, *The Power of Inquiry*, Seastar Education, Australia
- » Department of Education Tasmania, 1998, *On the Track: integrating Tasmanian Aboriginal studies in early childhood education*, Equity Standards Branch
- » Visible Thinking: Thinking Routines
- » Two different colours of sticky notes

## Glossary

*Perspective*

A particular way to consider something. AC

*Six word story*

Writing a complete story in just six words. WP

*Traditional story*

A well-known story that has been passed down through generations. G

*Viewpoint*

A person's opinion or point of view. G

*Collaborative story*

A form of writing by a group of three or more authors who share creative control of a story. WP

AC	Australian Curriculum
G	General understanding
WP	Wikipedia



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