

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

DEPARTMENT OF
EDUCATION
learners first

FROM GUMNUTS TO BUTTONS

YEAR 2

The Orb

FROM GUMNUTS TO BUTTONS

CHANGES OVER TIME

Learners explore changes to their community over time. They reflect on the importance of place and Country to Aboriginal people and to themselves. Learners look at representations of change over time in literature and explore the importance of ‘setting’ in stories.

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

Humanities and Social Sciences (HASS)

Students identify and describe aspects of their community that have changed and remained the same over time. They describe the diverse characteristics of different places at the local scale and identify and describe similarities and differences between the characteristics of these places. They identify connections between people and the characteristics of places.

English

Students understand how similar texts share characteristics by identifying text structures and language features used to describe characters and events, or to communicate factual information.

CONTENT DESCRIPTORS

Geography

The ways in which Aboriginal and Torres Strait Islander Peoples maintain special connections to particular Country/ Place (ACHASSK049).

English

Discuss the characters and settings of different texts and explore how language is used to present these features in different ways (ACELT1591).

GENERAL CAPABILITIES

Literacy

Comprehending texts through listening, reading and viewing

Interpret and analyse learning area texts

Level 2 – interpret and use texts to explore topics, gather information and make some obvious inferences using comprehension strategies

Critical and Creative Thinking

Inquiring – identifying, exploring and organising information and ideas

Identify and clarify information and ideas

Level 2 – identify and explore information and ideas from source materials

Learning Goals

Learners will:

- » Reflect on changes in their community over time
- » Identify how other people have described changes over time
- » Describe and map changes to their community over time.

Learning Sequence

Activating and Engaging

Story Sharing

Introduce learners to the story *Window* by Jeannie Baker. While viewing the book, ask learners:

- » What can you see?
- » Where do you think this is?
- » Do you think they were the first people here?
- » How is this different?
- » What has changed?
- » Is this the same window?
- » How do we know that?
- » When is the story taking place (past, present, future)?
- » What is now in the picture that was not there before?
- » Why do you think it is important to notice the cracking paint?

- » Why do you think this community is growing?
- » What is the need for this?
- » What do you think is going to happen next?
- » Why can you make this assumption?

Land Links

Ask learners to consider their own (school or home) community and changes over time:

- » Who lived here first and how do we know?
- » How has our community changed?
- » What features do you think have been lost and what features have been retained?

Ask learners to describe a place that is special to them in terms of:

- » where it is
- » physical characteristics of the place
- » how it makes them feel, and
- » why it is so important to them.

Exploring and Discovering

Deconstruct–Reconstruct

Explore the importance of the “setting” in stories by drawing on learners’ previous knowledge. Draw on their responses to make a whiteboard statement that ‘The setting is the time and place in which a story occurs’.

As a class, discuss other books or stories in which the setting plays an important part, e.g. *The Story of Rosy Dock* (Jeannie Baker), *My Place* (Nadia Wheatley), *Idjihil* (Helen Bell).

Divide the class into small groups and ask each group to list two or three books in which the setting plays an important role. Give each group a prepared chart so that information about stories can be recorded.

Name of book or story	Place/setting	Importance of place/setting
You and Me, Murrawee	River bank	Continuity
My Place	City	Environment & cultural traditions
Angel’s Gate	Country town	People’s lives
The Fat and Juicy Place	Behind the school	Special things happen there

Conduct a whole class discussion about the importance of place, relating back to the themes of land, country, place & colonisation.

Story Sharing

As a class, read/view *My Place* by Nadia Wheatley and discuss the concept of “setting” and “place” in this story.

Have learners select a decade from the *My Place* story and consider:

- » things that were important to the people then
- » things I’d miss if I lived then
- » things I wouldn’t miss that I have today, if I lived then, and
- » decide which period I would like to live and state why.

Have learners select another time period and write about some of the hardships and difficulties that the children had then and compare them with the problems that children have today.

Synthesising and Applying

Land Links

As a class, look at historical and current maps of the school district/area and discuss what has changed in the decades. Look at the landforms, structures and environment and how they have changed.

As a class create a timeline for land use in the school community. Have learners create maps (as in *My Story*) to reflect the changing land use over time from colonisation to present.

Success Criteria

Learners:

- » describe how their school community has changed over time
- » identify the importance of Place and Country to Aboriginal people
- » reflect on a place that is important to them.

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.

[List Map](#) – LIST Map is on free online resource that shows many layers of land use in Tasmania, including historical maps and aerial photographs. Layers in Imagery and Maps relevant to this inquiry include:

- » Scanned Maps
- » Topographic Maps
- » Historic Maps and Charts
- » Historical Aerial Photos

Baker J, 1995, *The Story of Rosy Dock*, Random House Australia, Milsons Point, NSW

Wheatley N, 1987, *My Place*, Harper Collins, North Blackburn, VIC

Bell H, 1996, *Idjhil*, Crawley WA, Cygnet, TAS

Baker J, 1991, *Window*, Random House, London

Glossary

Community

A social group of any size whose members reside in a specific locality, share government, and often have a common cultural and historical heritage. D

Place

A physical environment. O

Country

In Aboriginal English, a person's land, sea, sky, rivers, sites, seasons, plants and animals; place of heritage, belonging and spirituality; is called 'Country'. AM

Setting

The time and geographic location within a narrative or within a work of fiction. WP

Colonisation

The action or process of settling among and establishing control over the indigenous people of an area. O

Landforms

Any natural feature of the Earth's surface, such as a hill, a lake, or a beach. G

Structure

Something (such as a house, tower, bridge, etc.) that is built by putting parts together and that usually stands on its own. MW

Land use

The process by which lands are evaluated and assessed to become a basis for decisions involving land disposition and utilization. OECD

AM	Australian Museum
D	Dictionary.com
G	General understanding
MW	Merriam Webster
O	Oxford Online Dictionary
OECD	OECD



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