

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

DEPARTMENT OF  
EDUCATION  
*learners first*

# FROM GUMNUTS TO BUTTONS

YEAR 1

# The Orb

## FROM GUMNUTS TO BUTTONS

# EXPLORING MAPS

Using the floor map, *From Gumnuts to Buttons*, learners explore the concept of a map and relate it to their understanding of what Tasmania was like before European contact. They explore sense of place and why maps are important while considering why some places are special to some people.

### 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 share stories about the past, and present observations and findings using everyday terms to denote the passing of time and to describe direction and location.

#### Mathematics

Students use the language of direction to move from place to place.

### CONTENT DESCRIPTORS

#### Humanities and Social Sciences (HASS)

The natural, managed and constructed features of places, their location, how they change and how they can be cared for (ACHASSK031).

#### Mathematics

Give and follow directions to familiar locations (ACMMG023).

### GENERAL CAPABILITIES

#### Intercultural Understanding

*Interacting and empathising with others*

Empathise with others

Level 1 – imagine and describe their own feelings if they were put in someone else's place.

#### 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

#### Ethical Understanding

*Exploring values, rights and responsibilities*

Consider points of view

Level 2 – recognise that there may be many points of view when probing ethical dilemmas and identify alternative views

### Learning Goals

*Learners will:*

- » know that places can be represented on a map
- » understand that places change over time
- » explore their understanding of what Tasmania was like pre-European contact.

### Learning Sequence

#### Activating and Engaging

*Learning Maps*

Lay the map *From Gumnuts to Buttons* on the floor and ask students to sit in a circle around map.

Ask questions to encourage learners to think about the concept of a map.

Possible ideas for questions:

- » What is this?
- » Why do we have maps?
- » What is it a map of?
- » Do you know any Tasmanian place names?
- » Whereabouts on the map do you think they might be?
- » Who has lived on this land over time?
- » What do the names on this map mean?
- » What do the lighter lines mean/show?

## Exploring and Discovering

### Land Links

Discuss with learners the nine language regions/nations shown on the *From Gumnuts to Buttons* map:

- » Oyster Bay
- » Ben Lomond
- » North East
- » Northern Midlands
- » Northern
- » North West
- » Big River
- » South West
- » South East

Ask learners:

- » Which of these names are familiar to you?
- » Which ones are unfamiliar?
- » Which area is closest to the one in which you live?

Share with learners a conventional map of Tasmania that shows roads and towns.

Ask learners:

- » Are there any similarities/differences between the language groups of Tasmanian Aborigines and the map that represents the Tasmania of today?
- » What geographical features (rivers, mountains, and plains) may have influenced where Tasmanian Aborigines lived?
- » Why are these places special to Aboriginal people?
- » Why do you think more Aborigines lived around coastlines?

As a class, create an agreed definition of 'What is a map?'

Ask individual learners to create a 'wondering' type question about what Tasmania was like pre-contact to share with rest of class, based on what they have learnt by participation in initial discussion and from creating their maps or models. These questions could be used for subsequent lessons.

### Non-verbal

In pairs, have learners draw a map or make a model of what they think their school ground and/or local community would have looked like before white people arrived. Encourage learners to have conversations around local geographical features.

Ask learners to share their maps using a 'gallery walk'.

## Synthesising and Applying

### Symbols and Images

Using the *Clayworld* technique (See *Spiral Garden Resource Book*), ask students to work in small groups to build a model that describes the nine Tasmanian Aboriginal nations that existed prior to European contact.

Ask learners to include significant geographical features and to use symbolism to show the difference between nations/language groups. A relief map of Tasmania will be useful in assisting student understanding of Tasmania's geography.

NOTE TO TEACHER:

Provide string for cutting and simple tools for carving. As a guideline, set up about a 40 square centimetres area of clay, the height can vary. Use a strong work surface (and a clay board) as the weight of the clay can add up quickly. After the 'world' is squashed flat you may store it wrapped up in wet cloth and plastic to be used another day.

For students' benefit it may be possible to film the process of creating the Tasmanian 'map of nations', using a stop motion technique that starts with a flat surface of clay and concludes with the finished model.

## Success Criteria

Learners:

- » communicate that a map is a representation of land on a flat surface
- » design a map or model to show understanding of change
- » describe how their local communities landscape has changed over time.

## 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.

- » Map of Tasmania
- » Relief map of Tasmania
- » Clay Strong work surface
- » Clay tools
- » String
- » Cloth
- » Plastic
- » Water
- » Bucket
- » A3 blank paper or resources for model making

## Glossary

### Clayworld technique

A technique using clay where a number of learners work collaboratively to create a unified piece of work, where the emphasis is on the process rather than a product. At the end of the lesson the clay is folded up and recycled. **[SW]**

### Geographical feature

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

### Map

A drawing of a particular area such as a city, a country, or a continent, showing its main features as they would appear if you looked at them from above. **[C]**

### Relief map

A 3D physical representation of terrain. **[WP]**

### Wondering questions

'I wonder' questions are individual questions that students ask about their learning. Teachers encourage their students to wonder out loud in the middle of a lesson. **[ET]**

**[C]** [Cambridge Dictionary](#)

**[SW]** ScienceWeb

**[W]** Webster

**[WP]** Wikipedia



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