

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

# LIVING CULTURES – SHELTERS

YEAR 1

The  
**Orb**

**SHELTERS****KEEPING CULTURE**

Learners will develop an understanding of the importance of knowledge sharing to the continuation of culture through comparison of a Tasmanian Aboriginal story with one from their own family. They will then write and illustrate their own story.

**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****English**

Students understand how characters in texts are developed and give reasons for personal preferences. They create texts that show understanding of the connection between writing, speech and images.

**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.

**CONTENT DESCRIPTORS****English**

Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others (ACELA1443).

**Humanities and Social Sciences (HASS)**

Present narratives, information and findings in oral, graphic and written forms using simple terms to denote the passing of time and to describe direction and location (ACHASSI027).

**GENERAL CAPABILITIES****Literacy**

*Composing texts through speaking, writing and creating*

Use language to interact with others

Level 2 – use pair, group and class discussion as learning tools to explore learning area topics, to represent ideas and relationships to prepare for creating texts

*Text knowledge*

Use knowledge of text cohesion

Level 2 – use knowledge of how texts are made cohesive through word repetitions and associations, synonyms and antonyms to comprehend and compose texts

**Critical and Creative Thinking**

*Generating ideas, possibilities and actions*

Imagine possibilities and connect ideas

Level 2 – build on what they know to create ideas and possibilities in ways that are new to them

*Reflecting on thinking and processes*

Think about thinking (metacognition)

Level 2 – describe the thinking strategies used in given situations and tasks

**Learning Goals**

*Learners will:*

- » Understand the importance of continuing culture through comparing Tasmanian Aboriginal storytelling to their own background.
- » Explore storytelling in different form.
- » Pass down their own family knowledge by drafting, editing and publishing a story about a family tradition.

**Learning Sequence****Activating and Engaging**

*Story Sharing*

As a class read the story 'Taraba – The Tasmanian Devil' from *Taraba – Tasmanian Aboriginal Stories*. Before reading it ask learners to predict what the text is about and how old they think they story is.

After reading the creation story, explain to learners that this story would be over two hundred years old and Tasmanian Aboriginal people have been telling stories like this for over 40,000 years.

Ask students:

- » There were no printers or computers – how would this story have been told before?
- » What are other ways we can tell a story?

Discuss with students that Tasmanian Aboriginal people use dance, song and painting to tell a story.

Ask students if they know of something that has been in their family and passed down over time, for example a story, a song or a piece of jewellery. Allow learners to share their stories and listen to others.

### Exploring and Discovering

#### Community Links

View *Light and Shade* from the 'Living Cultures – Shelters' section of The Orb.

Pause after every clip and ask learners:

- » What knowledge is being shared here?
- » Why is Danny passing this down?
- » How old do you think the story of *palawa* Man is?

Invite an Aboriginal Sharer of Knowledge from the ASK program into your classroom or out on Country to build bark huts with students.

#### Deconstruct-Reconstruct

Prepare students with questions to ask the community member. For example:

- » How did you learn how to build the huts?
- » Where did you learn about collecting the materials – where and what to collect?

Emphasise the importance of continuing culture for Tasmanian Aboriginal people.

Share family stories in the bark huts, again asking learners what has been passed down in their family.

#### Non-verbal

Invite a Tasmanian Aboriginal dance group into the classroom (via the ASK program) to tell a story through dance. Allow learners to be involved in the dance and learn moves.

- » Where did the moves come from?
- » How did you learn to dance like that?
- » Has Tasmanian Aboriginal dancing always been the same?

#### Non-linear

Once the dance group has finished, reread *Taraba* as a class, asking students to act out or dance the story, using similar moves to the dance group.

### Synthesising and Applying

#### Non-linear

Refresh learners' thinking about what has been passed

down in their family and ask them to write it down.

Have learners draft, edit and publish a short and informative text about what has been passed down in their family.

Once complete, ask learners to illustrate or photograph appropriate images to match the text.

### Success Criteria

Learners:

- » Understand importance of sharing culture and how Tasmanian Aboriginal people pass down knowledge.
- » Understand stories can be shared in a variety of forms.
- » Participate in a bark hut building activity.
- » Write and illustrate an informative text about a family tradition.

### 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 61 65 5480 for more resources, including the ones listed below.
- » The Eight-Way Framework of Aboriginal Pedagogy
- » Ransom, R, 1997, *Taraba: Tasmanian Aboriginal Stories*, Hobart, Dept of Education Community and Cultural Development (Tasmanian)

### Glossary

*Creation story*

A story describing or explaining the creation of the world. 

 Cambridge Dictionary



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