

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

LIVING CULTURES – FOODS

YEAR 2

LIVING SITES

Learners go on Country with an Aboriginal Sharer of Knowledge to investigate and develop their knowledge of living sites. They learn about the Aboriginal Relics Act that protects living sites, before making their own representation as a display, to help teach others about Tasmanian Aboriginal living sites.

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

Science

Students describe examples of where science is used in people's daily lives and compare observations.

Geography

Students explain why places are important to people, recognising that places have meaning. Students pose questions about familiar and unfamiliar places and answer them by locating information from observations and from sources provided. They recognise that places have different meaning for different people and why the significant features of places should be preserved.

CONTENT DESCRIPTORS

Science

People use science in their daily lives, including when caring for their environment and living things (ACSHE035).

Compare observations with those of others (ACSIS041).

Geography

Collect data and information from observations and identify information and data from sources provided (ACHASSI035).

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

GENERAL CAPABILITIES

Intercultural Understanding

Interacting and empathising with others

Empathise with others

Level 2 – imagine and describe the feelings of others in familiar situations

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:

- » Know what an Aboriginal living site is and what it can tell us about people in the past.
- » Understand the importance of living sites and why they are protected.
- » Make a model midden to display in their school, and to educate other classes.

Learning Sequence

Activating and Engaging

Story Sharing

View a selection of *Native Food and Bush Tucker* clips from the 'Living Cultures – Foods' section of The Orb and refer to the 'Investigation' titled *Diet*.

Generate a class discussion:

- » What foods did you hear about and see in the clips?
- » What foods did you see in the 'Investigation'?
- » Where does the food come from?

Write the foods up on the board and then sort them into the different environments where they can be found. For example, inland bush, the sea, coastal etc.

Ask learners:

- » How do we know what foods were eaten in the past?
- » What is an Aboriginal living site?

Exploring and Discovering

Land Links

As a class read the following article from Aboriginal Heritage Tasmania about [Aboriginal Shell Middens](#).

Ask learners:

- » What can you find at a living site?
- » How is a midden formed?
- » Where is a midden likely to be found?
- » How old do you think middens are?
- » What can middens tell us about life in the past?
- » Middens are also called living sites - why do you think this is?
- » Why should middens be protected?

Discuss with learners the [Aboriginal Heritage Act 1975](#) and draw their attention to article '14. Protection of relics'.

(1) Except as otherwise provided in this Act, no person shall, otherwise than in accordance with the terms of a permit granted by the Minister on the recommendation of the Director –

(a) destroy, damage, deface, conceal, or otherwise interfere with a relic;

(b) make a copy or replica of a carving or engraving that is a relic by rubbing, tracing, casting, or other means that involve direct contact with the carving or engraving;

(c) remove a relic from the place where it is found or abandoned;

(d) sell or offer or expose for sale, exchange, or otherwise dispose of a relic or any other object that so nearly resembles a relic as to be likely to deceive or be capable of being mistaken for a relic;

(e) take a relic, or cause or permit a relic to be taken, out of this State; or

(f) cause an excavation to be made or any other work to be carried out on Crown land for the purpose of searching for a relic.

Discuss with learners the meaning of 'relic' and the importance of looking after special sites, such as middens.

Community Links

Invite an Aboriginal Sharer of Knowledge via the ASK program or a local Aboriginal community member to go on Country to a living site.

Deconstruct-Reconstruct

Observe the midden with the guest speaker and revisit the questions above. Allow students to take photos of the midden which they will use later in creating a model of a midden.

Discuss:

- » Why would this place have been used for a living site?
- » What kinds of things do you need to make a good living site?
- » How has the environment changed since European occupation?
- » How would this have changed the traditional Aboriginal diet?

Synthesising and Applying

Non-linear

Symbols and Images

Students will now have an opportunity to create their own representation of a midden. Glass jars work well for the activity.

Allow students to collect natural materials such as sand, shells and bones, from the beach and the bush (not from the midden).

Finally, have learners write a narrative about their day on Country with an Aboriginal Sharer of Knowledge.

Success Criteria

Learners:

- » Identify what a midden is, where they are likely found and how they are formed.
- » Participate in an excursion on Country.
- » Create their own representation of a midden to display in the classroom and to help teach others.
- » Write a narrative about their day on Country.

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
- » Aboriginal Heritage Tasmania website: [Aboriginal Shell Middens](#)
- » [Aboriginal Heritage Act 1975](#)

Glossary

Midden or Living Site

Aboriginal shell middens are distinct concentrations of shell. They contain evidence of past Aboriginal:

- » hunting
- » gathering; and
- » food processing activities. AHT

Aboriginal Heritage Act 1975

The *Aboriginal Heritage Act 1975* commenced on 16 August 2017. The Act amends the previous *Aboriginal Relics Act 1975*.

It establishes a new Aboriginal Heritage Council and introduces new penalties for unlawful interference or damage to an Aboriginal relic.

The Act interprets a relic to be any object, place or site that is of significance to the Aboriginal people of Tasmania. AHT

Relic

An object, tradition, or system from the past that continues to exist. C

Diet

Food or drink considered in terms of its qualities, composition, and its effects on health. The food eaten, as a particular person or group and the food or feed habitually eaten or provided. D

AHT Aboriginal Heritage Tasmania

C Cambridge Dictionary

D Dictionary.com



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