

ABORIGINAL AND TORRES STRAIT ISLANDER
HISTORIES AND CULTURES

DEPARTMENT OF
EDUCATION
learners first

LIVING CULTURES – STONE TOOLS

YEAR 5

The
Orb

STONE TOOLS**TRADING PLACES**

Learners consider things that are valuable to them and the concept of trading or bartering. They research the trading practices of Tasmania's Aboriginal peoples as evidenced by the distribution of stone tools throughout the state.

CROSS CURRICULUM PRIORITY**Aboriginal and Torres Strait Islander Histories and Cultures**

Organising idea 5

Aboriginal and Torres Strait Islander Peoples' ways of life are uniquely expressed through ways of being, knowing, thinking and doing.

Sustainability

Organising idea 3

Sustainable patterns of living rely on the interdependence of healthy social, economic and ecological systems.

ACHIEVEMENT STANDARDS**Economics and Business**

Students distinguish between needs and wants and recognise that choices need to be made when allocating resources. They describe factors that influence their choices as consumers.

Design and Technologies

Students describe how design and technologies contribute to meeting present and future needs. Students explain how the features of technologies impact on designed solutions for each of the prescribed technologies contexts.

CONTENT DESCRIPTORS**Economics and Business**

The difference between needs and wants and why choices need to be made about how limited resources are used (ACHASSK119).

Types of resources (natural, human, capital) and the ways societies use them to satisfy the needs and wants of present and future generations (ACHASSK120).

Design and Technologies

Investigate characteristics and properties of a range of materials, systems, components, tools

and equipment and evaluate the impact of their use (ACTDEK023).

GENERAL CAPABILITIES**Numeracy**

Estimating and calculating with whole numbers

Estimate and calculate

Level 4 – solve problems and check calculations using efficient mental and written strategies

Intercultural Understanding

Recognising culture and developing respect

Explore and compare cultural knowledge beliefs and practices

Level 4 – describe and compare the knowledge, beliefs and practices of various cultural groups in relation to a specific time, event or custom

Learning Goals

Learners will:

- » Understand concepts of trading and bartering.
- » Research trading patterns of Tasmania's Aboriginal people.
- » Establish a collection of tradeable artefacts.

Learning Sequence**Activating and Engaging**

Story Sharing

Ask learners to name some of the things they collect and/or trade, for example:

- » football cards
- » Pokémon cards
- » Lego
- » stamps
- » fast food toys

Have learners bring in some items from their own collection and present these to the class.

Ask learners to discuss why these things are important to them, how they keep/display their collection and where they think their collection will lead them to.

Ask learners to describe:

- » What things are valuable to me?
- » Why?

Have learners share their reflections with a partner and use some of these to start a class discussion.

- » What makes a collection?
- » Why do people collect things?
- » Why do people value their collections so much?
- » Do you ever trade with other collectors?

Community Links

Invite a person who is a collector in to talk to learners, showing them aspects of their collection. Have learners devise a list of questions to ask the collector e.g.

- » How do you find things?
- » How do you display your collection?
- » How do you know something is authentic?
- » How do you know how much something is worth?
- » Do you ever trade with other collectors?

Exploring and Discovering

Non-verbal

View *Direct Links to the Past* from the 'Living Cultures – Stone Tools' section of The Orb.

Discuss the quote 'Trading is part of the human condition'.

Ask learners to discuss:

- » How did Aboriginal Tasmanians communicate with people from other groups/areas?
- » How did different groups exchange tools and resources?

Learning Maps

Introduce learners to the *Important Areas to Aboriginal People Prior to Colonisation* map in the From Gumnuts to Buttons kit.

Ask learners to research and present their findings about:

- » places of trade for Aboriginal Tasmanians
- » trade routes
- » gathering places
- » how and why societies interacted and communicated with each other e.g. food, socialising, celebrating

Ask learners to compare these activities with contemporary life in Tasmania e.g.

- » roads and highways
- » cities and towns
- » celebrations and events

Discuss the value of stone tools for Aboriginal people and the fact that tools were distributed throughout the state from particular sources.

- » How do we know these were a valuable commodity for Aboriginal people?
- » What would a modern equivalent be for the stone tools you have researched?

Synthesising and Applying

Community Links

Approach a local museum and ask for learners to view objects from their archives, including Tasmanian Aboriginal artefacts. Have learners take digital photos (or ask the museum for digital photos) of the stored artefacts.

Ask learners to design a collection based upon the images they have viewed and complete captions for each object. Request that the museum select from the range of student ideas and display student ideas within their exhibition space.

Alternatively, organise a [Trading Game](#) with learners, where they trade or barter an item or artefact (or a photo or drawing of an item/artefact) with a classmate for goods and/or services.

Success Criteria

Learners:

- » Define key terms such as trading and bartering, goods and services.
- » Describe trading routes for Tasmania's Aboriginal people.
- » Develop a collection of artefacts and/or simulate a trading exchange.

GOING FURTHER:

Introduce learners to an episode of [The Collectors](#).

Ask learners to make notes and review the episode using a 3:2:1 process:

- » 3 Recalls – 3 facts they can recall from viewing the episode
- » 2 insights – 2 patterns, themes, concepts, links, similarities, differences, observations...
- » 1 question – 1 question about the show e.g. 'How do they...?', 'Why do they...?','How much is...'

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
- » Lesson Plan: [Goods and Services: Let's Make a Deal!](#)

Glossary

Trade

Trade involves the transfer of goods or services from one person or entity to another, often in exchange for money. An early form of trade saw the direct exchange of good and services for other goods and services. W

Collector

Someone who collects objects because they are beautiful, valuable or interesting. C

Collection

A group of objects of one type that have been collected by one person or in one place. C

Colonisation

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

Stone tools

A stone tool is, in the most general sense, any tool made either partially or entirely out of stone. WP

Archives

A place where historical records are kept. C

Artefact

An object made by a human being, typically one of cultural or historical interest. O

C	Cambridge Dictionary
O	Oxford Online Dictionary
W	Webster
WP	Wikipedia



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