

ABORIGINAL AND TORRES STRAIT ISLANDER  
HISTORIES AND CULTURES

DEPARTMENT OF  
EDUCATION  
*learners first*

# LIVING CULTURES – STONE TOOLS

YEAR 10

The  
**Orb**

**STONE TOOLS****TASMANIAN ABORIGINAL CENTRES**

Learners conduct an inquiry into the Tasmanian Aboriginal Centre (TAC) and their political achievements since their inception in the early 1970s. They will then further investigate one of these achievements and the methods used in the struggle for change.

**CROSS CURRICULUM PRIORITY****Aboriginal and Torres Strait Islander Histories and Cultures***Organising idea 6*

Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

*Organising idea 9*

The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

**ACHIEVEMENT STANDARDS****History**

Students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and explain their relative importance. Students process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions.

**CONTENT DESCRIPTORS****History**

The significance of the following for the civil rights of Aboriginal and Torres Strait Islander Peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation; Mabo decision; Bringing Them Home Report (the Stolen Generations), the Apology (ACDSEH106).

Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples, and the role of ONE individual or group in the struggle (ACDSEH13).

Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS188).

**GENERAL CAPABILITIES****Intercultural understanding**

*Recognising culture and developing respect*

Develop respect for cultural diversity

Level 6 – understand the importance of mutual respect in promoting cultural exchange and collaboration in an interconnected world

*Reflecting on intercultural experiences and taking responsibility*

Mediate cultural difference

Level 6 – recognise the challenges and benefits of living and working in a culturally diverse society and the role that cultural mediation plays in learning to live together

**Ethical understanding**

*Reasoning in decision making and actions*

Reason and make ethical decisions

Level 6 – investigate reasons for clashes of beliefs in issues of personal, social and global importance

**Learning Goals**

*Learners will:*

- » Develop knowledge of the Tasmanian Aboriginal Centre (TAC) as a political and community development organisation and the campaigns they have undertaken in the past.
- » Understand the values and ethics behind the organisation and the methods they use to campaign for change.
- » Choose one campaign to investigate further and document their findings in a multi-modal format for presentation to the class.

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

*Land Links*

*Story Sharing*

View *A Place of Learning and Practice* from the 'Living

Cultures – Stone Tools' section of The Orb and in particular the clip where Sharnie talks about the old Parks and Wildlife sign.

Generate a class discussion and ask learners:

- » What does Sharnie say was wrong with the old sign?
- » What was it causing to happen at the site?
- » How might Aboriginal people feel when they visited the site during the time the sign was displayed?
- » Why did the community campaign for it to be removed?
- » Why do you think it took so long for it to be removed?
- » What does this tell us about past interpretations of significant Aboriginal sites?
- » Who do you think managed the campaign to have it removed?

### Exploring and Discovering

#### *Community Links*

Advise learners that they are going to undertake an investigation into the Tasmanian Aboriginal Centre (TAC).

Using the TAC website: [Tasmanian Aboriginal Centre](http://www.tasmanian-aboriginal-centre.org.au) ask learners to conduct some research using the following questions as a guide:

- » What is the TAC?
- » What does the TAC do?
- » What services does the TAC offer?
- » What are some of the TAC's past achievements?
- » What kinds of methods has the TAC used in the past to affect change?

#### *Non-linear*

#### *Non-verbal*

Once a general investigation has taken place, learners should choose one campaign to further study. Once learners have decided on their chosen campaign or achievement they should undertake further research to find additional information such as media reports, data collection, information reports etc. They may choose from any of the following or another topic if preferred:

- » Negotiation of Aboriginal land returns in 1995, 1999, 2005
- » Return of ancestral remains from overseas and Australian institutions
- » Legislative recognition of Aboriginal cultural fishing rights
- » Apology to the Tasmanian Stolen Generations
- » Financial compensation to members of the Stolen Generations

- » Negotiation of land purchases for community ownership
- » Establishment of a range of Aboriginal community services
- » Retrieval and revival of Tasmanian Aboriginal language
- » Improved accountability of Aboriginal heritage protection
- » Establishment of the only Aboriginal Registered Training Organisation in Tasmania
- » Establishment of Tasmanian government services to members of the Aboriginal community

#### *Synthesising and Applying*

#### *Deconstruct-Reconstruct*

Have learners collate their findings into a multi-modal format for presentation to the class.

#### *Land Links*

Invite an Aboriginal Sharer of Knowledge into the classroom or to go on Country with the class to share their experiences as an activist. Arrange for students to have prepared questions to ask the guest.

### Success Criteria

Learners:

- » Conduct an investigation into the Tasmanian Aboriginal Centre (TAC).
- » Identify who the TAC are, what they do and what some of their achievements are to date.
- » Undertake an in depth study into one of the TAC's campaigns and present their findings to the class in a multi-modal format.

## 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
- » The TAC website: [Tasmanian Aboriginal Centre](#)

## Glossary

### *Activist*

A person who campaigns to bring about political or social change. D

### *Campaign*

A campaign is a planned set of activities that people carry out over a period of time in order to achieve something such as social or political change. C

C Cambridge Dictionary

D [Dictionary.com](#)



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