

GARRIGARRANG sea country

Primary Education Kit



AUSTRALIAN MUSEUM

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Book an Educator-led Program!

Students can engage with the Museum's collections and a Museum educator at the Museum or by Video Conference.

At the Museum

- ◆ Aboriginal Fibres and Weaving Workshop
- ◆ Indigenous Art Workshop
- ◆ Aboriginal Studies Hands-on Session

Go to <http://australianmuseum.net.au/museum-educator-led-programs>

By Video Conference

- ◆ Indigenous Totems Workshop
- ◆ Indigenous Art Workshop
- ◆ Create your own Australian Flag

Go to: <http://australianmuseum.net.au/video-conferencing>

How to Book

For information about Booking and Risk Assessment information go to:

<http://australianmuseum.net.au/booking-an-education-group>

Teacher Notes

Briefing

On arrival at the Museum the students will be met and briefed about the Museum. Please ensure all students and accompanying adults attend this short briefing.

Bag Storage

Museum staff will securely store the students' bags.

Exhibitions

Outside of any educator-led sessions students and teachers may explore the Museum's exhibitions. Some special exhibitions incur an extra charge. We suggest that you divide the students into small groups to move through the exhibitions to prevent overcrowding of the displays.

Lunch

We recommend that students bring their recess and lunch and eat it in Hyde Park. Re-entry to the Museum is free. Alternative locations will be provided in wet weather.

Photography

Students are welcome to bring mobile devices to record their excursion. There may be some photography restrictions for special exhibitions.

Free Wi-fi at the Museum

The Museum offers free Wi-fi for onsite visitors. It is available in 30 minute sessions. Students and teachers can log on for more than one session.

Photocopying

Please photocopy the following materials for students and accompanying adults:

- Self-guided Inquiry Cards for Primary School Students:
 - Stage 1 pages 12 – 13
 - Stage 2 pages 14 – 15
 - Stage 3 pages 16 - 17
- *Garrigarrang: Sea Country* Exhibition Floorplan on page 18
- Australian Museum Guide Map on page 19

Student Mobile Devices

Students can download the Highlights Tour to their mobile device as a PDF.

Pre-visit student activities

To make the most of your visit to the exhibition we recommend that you prepare your students by completing the suggested pre-visit activities on page 9.

Post-visit student activities

After your visit your students will be full of enthusiasm and ideas. We recommend some post-visit activities to harness their interest on page 10.

Onsite organisation for the Inquiry cards

These inquiry cards have been developed for Stages 1, 2 and 3 and each incorporates four activities. They have been designed for adults to lead students and it is recommended that the class is split into four groups, each group beginning at a different activity so that the areas of the exhibition are not congested and learning is maximised. Instructions can be found on page 11.

Our recommendation

We **highly recommend** that all students and teachers view '**Narrawarn and the coming of the sea**', an oral history told by Auntie Julie Freeman, a *Dharawal* woman (South Coast NSW), at some time during their visit to the exhibition.

NSW Syllabus for the Australian Curriculum

History				
	Early Stage One	Stage One	Stage Two	Stage Three
Outcomes	<p>HTe-1 Communicates stories of their own family and heritage and the heritage of others</p> <p>HTe-2 Demonstrates developing skills of historical inquiry and communication</p>	<p>HT1-1 Communicates an understanding of change and continuity in family life using appropriate historical terms</p> <p>HT1-2 Identifies and describes significant people, events, places and sites in the local community over time</p> <p>HT1-4 Demonstrates skills of historical inquiry and communication</p>	<p>HT2-1 Identifies celebrations and commemorations of significance in Australia and the world</p> <p>HT2-2 Describes and explains how significant individuals, groups and events contributed to changes in the local community over time</p> <p>HT2-4 Describes and explains effects of British colonisation in Australia</p> <p>HT2-5 Applies skills of historical inquiry and communication</p>	<p>HT3-1 Describes and explains the significance of people, groups, places and events to the development of Australia</p> <p>HT3-2 Describes and explains different experiences of people living in Australia over time</p> <p>HT3-3 Identifies change and continuity and describes the causes and effects of change on Australian society</p> <p>HT3-5 Applies a variety of skills of historical inquiry and communication</p>
Content	<p>Personal and Family Histories Engage in and respond to stories about families in other places, including those of Aboriginal and Torres Strait Islander groups</p>	<p>Present and Past Family Life Define and use terms relating to time, sequencing objects or photographs from the past, eg. then and now, past and present, a long time ago</p> <p>The Past in the Present Investigate an aspect of local history</p> <p>Examine local or regional Aboriginal and Torres Strait Islander sites</p>	<p>Community and Remembrance Identify the special relationship that Aboriginal and/or Torres Strait Islander peoples have to Country and Place</p> <p>First Contacts Investigate, drawing on Aboriginal and Torres Strait Islander community representatives (where possible) and other sources, the traditional Aboriginal way of life, focusing on people, their beliefs, food, shelter, tools and weapons, customs and ceremonies, art works, dance, music, and relationship to country</p>	<p>The Australian Colonies Discuss the impact of settlement on local Aboriginal peoples and the environment</p> <p>Discuss the diverse relationships between Aboriginal peoples and the British</p> <p>Identify events that have shaped Australia's identity and discuss why they were significant.</p> <p>Australia as a Nation Using a range of sources, research and describe the contribution of Aboriginal and Torres Strait Islander peoples and other groups to Australian society.</p>

Science

	Stage One	Stage Two	Stage Three
Outcomes	<p>ST1-11LW Identifies ways that different places in the environment provide for the needs of living things</p> <p>ST1-12MW Identifies ways that everyday materials can be physically changed and combined for a particular purpose</p> <p>ST1-15I Describes a range of familiar information sources and technologies and how their purposes influence their design.</p> <p>ST1-16P Describes a range of manufactured products in the local environment and how their different purposes influence their design</p>	<p>ST2-8ES Describes some observable changes over time on the Earth's surface that result from natural processes and human activity</p> <p>ST2-11LW Describes ways that science knowledge helps people understand the effect of their actions on the environment and on the survival of livings</p> <p>ST2-13MW Identifies the physical properties of natural and processed materials, and how these properties influence their use</p> <p>ST2-16P Describes how products are designed and produced, and the ways people use them</p>	<p>ST3-8ES Describes how discoveries by people from different cultures and times have contributed to advancing scientific understanding of the solar system</p> <p>ST3-13MW Describes how the properties of materials determine their use for specific purposes</p>
Content	<p>Earth and Space Explore ways in which people use science knowledge and skills in their daily lives to care for the environment and use resources sustainably.</p> <p>Material World Identify a range of natural materials used by Aboriginal and Torres Strait Islander peoples and share ideas about the ways they are used to suit a particular purpose, eg. the use of wood, stone and fibres in the build environment.</p> <p>Information Explore communication methods used by Aboriginal and Torres Strait Islander peoples to share ideas and information eg. dance, stories, music and art.</p> <p>Products Describe a variety of ways in which Aboriginal and Torres Strait Islander peoples have used or continue to use natural materials to make products that meet their needs.</p>	<p>Earth and Space Investigate how change in the environment is used by Aboriginal and Torres Strait Islander peoples to develop seasonal calendars.</p> <p>Material World Generate ideas about how the physical properties of some natural and processed materials influence their use.</p> <p>Living Things Describe some examples of how science knowledge helps people to understand the effect of their actions on the environment and the survival of living things.</p> <p>Products Explore the ways existing products can be reused and recycled to incorporate environmental considerations.</p>	<p>Earth and Space Describe how Aboriginal and Torres Strait Islander peoples use observations of the night sky to inform decisions about some everyday activities eg. food gathering and ceremonies.</p> <p>Material World Identify the properties of materials used in a familiar product and relate them to its use.</p>

The Exhibition

The story of *Garrigarrang: Sea Country* is told by Aboriginal and Torres Strait Islander peoples and illustrates the deep connections between their peoples and the sea. It reveals the diverse spiritual beliefs, values and complex knowledge systems that have been passed down for thousands of years and are still present throughout Australia today. Students are able to explore the themes of first contacts, spirituality, sustainability, caring for Sea Country and maintaining knowledge and traditions. *Garrigarrang: Sea Country* features treasures from the Australian Museum's Indigenous collection side-by-side with contemporary pieces and multimedia displays.

"Sea Country joins all coastal communities. This is more so with Aboriginal clans and groups as the connection to the ocean is something that happens on a molecular DNA level, is intrinsically entwined, living in, on and with saltwater as a major component of your spiritual, cultural, ecological and intellectual existence. Many coastal people believe the saltwater runs through their veins and they are part of the ocean and it is a part of them."

Chels Marshall, Gumbaynggirr woman, North Coast New South Wales, 2014

Aboriginal and Torres Strait Islander people tell their story through their voices (direct quotes and digital footage), artworks and cultural artefacts crafted by them that demonstrate their knowledge of Sea Country. Indigenous languages from throughout Australia are used in the exhibition.

We highly recommend that all students and teachers view the oral history 'Narrawarn and the coming of the Sea' told by Auntie Julie Freeman, a *Dharawal* woman (South Coast NSW), at some time during their visit to the exhibition.

The exhibition floorplan, which represents an aerial view of Sydney Harbour (attached), has four main sections.

Section 1 – Warra warra warra

Warra warra warra – go away!

"Our peoples lived in our Countries for tens of thousands of years, following Laws, managing Countries, raising families. All along the coast our warriors shouted **warra warra warra** as the invaders sailed ships into our **garrigarrang nura**.

But they just kept coming and coming, without welcome, without respect, without legality. The Old People called the invaders **djaraba** – it means firestick, muskets, white people.

Warra warra warra – all of us who live here now must learn and remember the history of our **garrigarrang**."

This section of the exhibition focuses on the Aboriginal and Torres Strait Islander peoples' traditional way of life by the sea and the impacts of invasion/colonisation. Traditional fishing and cultural artefacts are displayed. Two Joseph Lycett landscape paintings depict life near the coast for Aboriginal people in the early 1800s. Cora Gooseberry's breastplate, presented to her in the 1830s, is on display.

An archaeological peel (vertical slice of earth) from Balmoral Beach is displayed and shows clear stratigraphy. It dates back to 4 000 years ago and contains a shell midden with shells and bones of fish, reptiles and mammals indicating the diet of Aboriginal people of that area.

Section 2 Buranyi yagu barrabugu

Buranyi yagu barrabugu – yesterday today tomorrow

“‘Look after Country and Country will look after you’. This Ancestral Law handed down through the generations teaches us as Indigenous Australians to harvest resources sustainability, maintain biodiversity, protect the rights of all species, and care for sacred sites.

Colonization, globalization, pollution, greed and climate change all place huge pressures on our Sea Countries. Together we face very big challenges in rebalancing and upholding the Law.

Baranyi yagu barrabugu – wisdom is acting now for the future of our **garrigarrang**.”

This section illustrates the sustainable practices that Aboriginal and Torres Strait Islander peoples have been using for millennia. Traditionally tools were made from natural materials and people ensured there were enough resources for future generations. Today, the ghost net artworks show how Indigenous peoples have been re-using nets washed up onto the beaches and creating culturally significant sculptures. Shell-stringing is a practice that has survived although modern pressures endanger the future of resource availability for this purpose. The ghost net artworks on display here show an environmental response to modern pressures on Sea Countries by Aboriginal and Torres Strait Islander people.

Section 3 Ngara

Ngara – listen hear think

“From the day we are born we are taught **ngara** – we listen to Elders, hear what Country is saying and think how our actions will impact on all living things. **Ngara** is the path to knowledge, wisdom and survival.

Elders carry the teachings of science and technology, medicine and astronomy, history and language, ecology and creative arts.

Ngara – to listen deeply with our mind, our heart and our spirit – is to intimately know our **garrigarrang**.”

This section explores the connections that Aboriginal and Torres Strait Islander peoples have to the land and sea to which they belong. Signs of Country have been listened to, heard, reflected upon and remembered over centuries helping to know the best times for hunting or fishing. When animals were hunted every part of them was used and nothing was wasted. In this section you will see tools and vessels used for fishing, an interpretation of a Seasonal Sea Calendar from North Coast NSW and influences brought by the Macassans who arrived from Indonesia in the 1700s.

Section 4 Gurugal darimi

Gurugal darimi – long ago, long time

“Long ago. Long, long time ago. Creation Ancestors lived and travelled between the sky, the sea and the earth. Their daily lives were filled with joys, challenges and responsibilities; and with love, disputes and adventures.

The Creation Ancestors’ actions and knowledge have become our Laws, our wisdoms, our stories. We will always remember their teachings as they are written in the land, the sea and the sky.

Gurugal darimi – we honour the Ancestors who gave us our **garrigarrang**.”

This section showcases film, cultural artefacts and information about creation stories, ancestral beliefs, traditional bark paintings, totems, ceremonies and songlines. Aboriginal and Torres Strait Islander culture and traditions have been passed down through generations and is learnt and taught through it being lived. Totems show the great respect and connections Aboriginal and Torres Strait Islander peoples have to all other things which might include animals, plants, weather elements or even human traits such as coughing. The *Triple hammerhead shark headdress* is a current example of one man's relationship to his totem in the Torres Strait Islands. An example of a creation story is seen through film which shows the *Gulaga* creation story from the South Coast of NSW. This also shows the renewal and sharing of the ancient teachings passed down to present generations.

Background Information

Languages

The Aboriginal and Torres Strait Islander languages represented throughout the exhibition are from different language groups across Australia. Aboriginal and Torres Strait Islander Australia is a multicultural society with around 250 different language groups in existence today. These groups are the current traditional owners of particular areas of land in Australia. The Australian Museum is built on the land of the Gadigal of the Eora Nation.

In the language spoken by the **Eora** (people) of the Sydney Basin, **garrigarrang** (sea) and **garrigarrang nura** (sea place or Country) mean the ocean, plants and animals; the beach, land and estuaries; and the seasons, weather and sky. People belong to their Sea Countries and their Sea Countries belong to them.

Seasonal calendars

Seasonal calendars vary across Aboriginal and Torres Strait Islander nations and have been in existence for thousands of years.

Centuries of observations and experiences have been passed down orally through generations. The seasonal calendar is the body of knowledge and understanding of ecological factors such as climatic changes and environmental activities which are indicative of past, current and future food sources and weather conditions and aims to protect the environment for sustainable use. Aboriginal and Torres Strait Islander people know what is happening under the sea by what is happening on the land, for example, when the cicadas start calling they know that the garfish are abundant and ready to eat.

In the exhibition a representation of a seasonal sea calendar created by Chels Marshal of the **Gumbarynggir** people (North Coast NSW language group) is presented. This calendar is an interpretation of the knowledge and understanding past down orally for thousands of years and is specific to this particular language group.

Ghost nets

Ghost nets are abandoned fishing nets which have been left loose in the ocean. They move with the currents and tides in the ocean killing animals including dolphins, sharks, birds and turtles.

Aboriginal people in far north Queensland have been removing ghost nets washed up onto beaches and transforming them into beautiful sculptures. These sculptures often pay respect to totems and stories relevant to the area and culture. They also show sustainable practices and adaptability of Aboriginal and Torres Strait Islander cultures.

Indigenous Archaeology

The long history of Indigenous cultures of Australia (at least 50,000 years) has been constructed through fossils and artefacts from the past found in many significant archaeological sites. Archaeological sites include camping sites, quarries, ceremonial sites and middens. Archaeologists examine these sites to recover material evidence and to document the relationships of objects to each other. Evidence includes remnants of various craftworks, bones of consumed animals, rock art and ceremonial arrangements and carved trees which are analysed to learn how Indigenous Australians lived. Kakadu is an example of a significant site in Australia containing one of the largest collections of rock art sites in the world.

Archaeological Peels

An archaeological peel is a vertical slice of earth from an archaeological site showing layers of history (stratigraphy). In the 'warra warra warra' section there is a peel from Balmoral Beach, Sydney dating back 4 000 years that contains a shell midden.

Shell middens

Shell middens are places where the debris from eating shellfish and other food has built up over time. As well as shells they can also contain bones of land and sea animals, charcoal and tools.

Much information can be gained about Indigenous Australians' life in the past from the analysis of shell middens. As well as their diet we can find out about hunting and gathering techniques, trade routes, how often an area was used and what Aboriginal and Torres Strait Islander people were doing at different periods in the past.

Preserving heritage

Aboriginal and Torres Strait Islander peoples have preserved their heritage by passing down, through hundreds of generations, their language, knowledge and stories. Traditions, practices and beliefs have been passed down orally through stories and also through body art, sand art, rock art (including painting and engraving), tree carving, bark painting and objects such as shields and dance-boards. Rock paintings and engravings survive throughout Australia and are some of the oldest in the world.

The Australian Museum is aiding the preservation of Aboriginal and Torres Strait Islander heritage by holding, conserving and displaying traditional cultural objects. Objects that are in the collections and not on display are accessible to Aboriginal and Torres Strait Islander peoples.

The Museum is also travelling to Aboriginal and Torres Strait Islander communities and digitally recording oral stories so they are preserved for the future.

The Australian Museum's Collections

The Australian Museum cares for over 25 000 ethnographic objects acquired from many communities across Australia and the Torres Strait Islands and over 1 000 000 archaeological objects.

Information on the Museum's Aboriginal and Torres Strait Island Collections:

<http://australianmuseum.net.au/aboriginal-and-torres-strait-collections>

Movie file about how the Museum stores Indigenous objects:

<http://australianmuseum.net.au/movie/indigenous-australians-stores>

Pre-visit Activities

To make the most of your visit to the exhibition we recommend that you prepare your students before their excursion with some of the following suggested activities.

1. Timeline

Students draw a simple timeline to scale showing Indigenous Australians occupation 50 000 years ago, British colonisation 200 years ago and the present.

2. Life before colonisation

Students imagine what life was like when there were only Aboriginal people living in Australia:

- What do you think Sydney Harbour looked like?
- What types of food do you think Aboriginal people living in the Sydney area would have eaten?
- Brainstorm sea and land animals living in the Sydney region (students can research these if appropriate).
- How would this food have been hunted?

3. Natural resources

Students brainstorm some of the natural resources which would have been used by Indigenous Australians prior to British colonisation. Source some of the following natural resources: shells, plant fibres, bark, wood, leaves, resin, rocks, minerals, sand, animal skin, animal fur, seeds, seed cases, wax, flowers, human hair, fruit, nuts, animal meat, teeth, bone, tendon (sinew), soil, water. Use pictures if you are unable to find the real thing. Sort these into groups – animal, vegetable or mineral – and discuss the potential uses.

4. Nothing was wasted: reuse and recycle

Indigenous Australian people lived off the land and waterways and nothing was wasted. They hunted for and collected food to eat using the rest of the animal for other purposes – to make jewellery, fishing hooks, spears and to communicate through art. Collect items from within the classroom or at home which can be re-used AND/OR collect natural items from the school grounds. Ask students to create a collage or sculpture of an animal of their choice using the materials collected. This animal could have totemic significance to the area.

5. Going fishing

Students imagine they are going on a fishing trip.

- What items would you take?
- List which items are made from natural materials and what is recyclable or re-usable.
- What items would you have taken before colonisation?

6. Relationship to country

Students think about what their country (Australia) means to them. They could explain what it means to them in writing or in pictures.

7. Caring for country

Brainstorm what they do at home and at school that helps to look after their country. Research the meaning of sustainability and then as a class create a list of activities they are already doing to help care for their school. Create an additional list of things they are not currently doing to help care for their school. Begin acting on this list where possible.

Post-visit activities

1. Relationship to Sea Country

Students reflect on their visit to *Garrigarrang:Sea Country* and the relationship between Indigenous Australians and the sea. Students then think of a tradition, activity or place they like that is special to them and their family. Ask them to describe this and create their own news story. Present this to the class using pictures.

2. Local Indigenous Communities

Research Indigenous communities in your area, preferably through correspondence with Indigenous members of the community. Find out if they identify with a totem.

3. Native animals as totems

Students list the native animals that live in their school's area. Go through the list and discuss which they think would make a good totem and why. As a group decide what their class totem should be. Conduct research to find out more about it and then using natural resources collected in the playground (e.g. sand, leaves, bark) ask students (as an individual or in groups) to create a mixed media picture of their totem.

4. A special place

Students will learn about the relationship Indigenous Australians have with the sea in the exhibition. As a class find or create your own special place in your classroom or playground. Students discuss how they are connected to it and what do to make it special and protect it. Examples may include a section of the garden where native plants are grown (perhaps these help the class totem), a mural or mosaic artwork, a time capsule, or an area in the classroom where their work is rotated.

5. The Shark Headdress dance

Read an interview with the artist and watch a Shark Headdress dance on the Australian Museum's website at: <http://australianmuseum.net.au/blogpost/science/triple-beizam-hammerhead-shark-headdress-an-interview-with-ken-thaiday>

6. Video Conference

Your class could do one of the Australian Museum Video Conferences: Indigenous Totems or Indigenous Art Workshop. Find out about them at: <http://australianmuseum.net.au/video-conferencing> .

Garrigarrang: Sea Country Inquiry Card Activity

Sea Country joins all Australian coastal communities together. Aboriginal and Torres Strait Islander peoples believe that “saltwater runs through their veins and they are part of the ocean and it is a part of them.” They believe they must care for the sea and land so that it will look after them.

Photocopying

Please photocopy the following materials for groups:

- Self-guided Inquiry Cards for Primary School Students:
 - **Stage 1** - pages 12 – 13
 - **Stage 2** - pages 14 – 15
 - **Stage 3** - pages 16 – 17
- *Garrigarrang: Sea Country* Exhibition Floorplan on page 18

Instructions

Divide the class into four groups. Each group selects a theme they would like to explore first and is given a copy of that inquiry card. Once the inquiry card is finished, students can move onto the next until all four themes are completed.

It is very helpful if there is an adult for each group to lead the students and to help with reading and finding cultural artefacts. Each adult should be given a copy of the floorplan. The letters on the floorplan relate to the letters on each Inquiry Card. It is recommended that students spend approximately ten minutes generally viewing the exhibition and orientating themselves before they begin the Inquiry Cards.

Themes

The inquiry card themes are as follows:

- **Stage 1:** Ghost Nets; Triple Hammerhead Shark Headdress; Stories and Communication; and Traditional Fishing.
- **Stage 2:** Traditional Life; Relationship to Sea Country; The Seasons; Nothing was ever wasted.
- **Stage 3:** Change after Invasion/Colonisation; Aboriginal and Torres Strait Islander contribution; The Seasonal Calendar; Traditional use of Natural Materials.

Stage 1: Stories and Communication

① Aboriginal and Torres Strait Islander peoples use stories, art and music to communicate ideas, messages and beliefs.

👁️ Have a brief look at the 4 examples of speaking, dance, art and music and answer the questions at each stop.

🔍 Find *Narrawan and the Coming of the Sea* by Auntie Julia Freeman at **A** on floorplan.

🔍 Find *The Spirit of Patyegarang* by Bangarra at **F** on floorplan.

🔍 Find *Galuga Creation story* - whale ceremony at **K** on floorplan.

🔍 Find the shell work – Harbour Bridge and Opera House at **G** on floorplan.



❓ Is it an example of speaking, dance, art or music?

❓ How do you think it teaches about the past and present?

Stage 1: Traditional Fishing

① Aboriginal and Torres Strait Islander peoples use a wide range of natural materials to make things. We can learn about how they lived by looking at cultural artefacts from the past.

👁️ Look for a cultural artefact in the exhibition that was used for fishing.

🔍 Find an artefact at E, D, and H on the floorplan.

❓ What is it?

❓ How do you think it was used?

❓ What natural materials was it made from?

❓ How are the materials different from the materials used for fishing today?



Stage 1: Ghost Nets

❶ Ghost nets are fishing nets which have been left in the ocean. They are a problem because they kill animals including dolphins, sharks, birds and turtles.

👁 Look at the large ghost nets made into a sea animals hanging from the ceiling.

🔍 Find the artefacts at G on the floorplan.

❓ What animals are they?

❓ What are they made from?

❓ Why do you think these ghost net sculptures were made?

❓ How have ghost nets impacted the sea environment and beaches?



Stage 1: Triple Hammerhead Shark Headdress

❶ Aboriginal and Torres Strait Islander peoples are often given a totem. It is usually an animal, rock or plant that is spiritually special to them, reminding them to look after it. A totem can be given to an individual or a group.

👁 Look at the Triple hammerhead shark headdress. The hammerhead shark is special to the man from the Torres Strait Islands who made it.

🔍 Find the artefact at C on the floorplan.

❓ What natural and manmade materials is it made from?

❓ How do you think this headdress is used?

❓ Why do you think a shark might be special to people living on islands such as the Torres Strait Islands?



Stage 2: The Seasons

① Aboriginal and Torres Strait Islander peoples have used seasonal calendars for thousands of years. They show in-depth knowledge of the environment which was not written down.

👁️ Look at the seasonal calendar which is different to the calendars we use today.

🔍 Find the Seasonal Calendar at J on the floorplan.

❓ What do you think the calendar shows us?

❓ When were the oysters fat and good to eat? What signs tell us this?



❓ What animal activity is happening right now?

❓ How could the seasonal sea calendar help you find food to eat in North Coast NSW?

Stage 2: Nothing was ever Wasted

① Aboriginal peoples used a wide range of natural materials to make things. Nothing was ever wasted and every part of an animal hunted was used.

👁️ Go to the showcase titled *"Nothing should be Wasted"* and investigate the following items:

- Fly whisk
- Kangaroo tooth scraper
- Shark teeth knife
- Small goose wing fan



🔍 Find the artefacts near G on the floorplan.

❓ What materials are they made from and why?

❓ How were they used?

❓ How do they demonstrate that nothing was ever wasted?

Stage 2: Traditional Life

i Aboriginal peoples have lived in Australia for at least 50000 years. We can learn about their traditional way of life by looking at cultural artefacts from the past.

👁 Find a traditional cultural artefact that Aboriginal people used to catch fish.

🔍 Find the artefacts at B on the floorplan.

? What is it made from?

? How do you think it was used?



? How is it different from what is more commonly used for fishing today?

? Can you think of any similarities between traditional fishing gear and equipment more commonly used today?

Stage 2: Relationship to Sea Country

i Aboriginal and Torres Strait Islander peoples have a very special relationship with the sea. They have always shared, and continue to share, aspects of their culture through art.

👁 Find a recent artwork which has been created using materials found on the coast as part of the design (materials might have been re-used or used for the first time).

🔍 Find the artefacts at C on the floorplan.

? What is it?

? What materials have been used?

? What does the artwork tell us about Aboriginal and Torres Strait Islander culture and their relationship to the sea?

? How do Aboriginal and Torres Strait Islander artworks contribute to Australian society?



Stage 3: Change after invasion/colonisation

❶ Colonisation led to many changes in Aboriginal and Torres Strait Islander peoples' traditional lifestyle and their environment.

👁 Look at the picture by Joseph Lycett and then Tommy Bundle's tomahawk.

🔍 Find the artefacts at B on the floorplan.

❓ What fishing related activities are taking place in the picture?

❓ What are the differences and similarities between fishing in the past and the present?

❓ What is the tomahawk made from and how do you think it was made?

❓ What is the story behind it?

❓ What were some changes to Aboriginal and Torres Strait Islander peoples' lifestyles following invasion/colonization?

Stage 3: Aboriginal and Torres Strait Islander contribution

❶ Aboriginal and Torres Strait Islander peoples make a contribution to Australian society through art, education, science and sport.

👁 Look at the ghost net sculptures.

🔍 Find the artefacts at G on the floorplan.

❓ How have Aboriginal and Torres Strait Islander peoples been re-using ghost nets?

❓ Why has this been important to their culture?

❓ How does this contribute to Australian society and help make it a better place?

❓ What inspiration do you think the artist has drawn their ideas from?



Stage 3: The Seasonal Calendar

① The seasonal calendar shows the extensive Aboriginal and Torres Strait Islander knowledge and understanding of ecology and astronomy. By reading the seasonal signs of nature they know what food is available in the ocean and on the coast.

👁️ Look at the seasonal calendar which is different to the calendars we use today.

🔍 Find the artefact at J on floorplan.

❓ How did they know when the best time to hunt for whiting was? When was it?

❓ According to the calendar, what foods are best to hunt now and why?



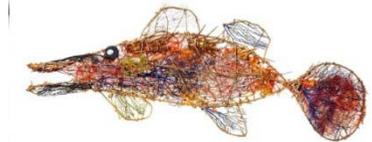
❓ Which foods are best in each season? Investigate the signs which indicate this.

Stage 3: Traditional use of Natural Materials

① Aboriginal and Torres Strait Islander peoples' used natural materials from the environment to create tools and artefacts for varying purposes.

👁️ Choose a cultural artefact that Aboriginal and Torres Strait Islander peoples used for fishing.

🔍 Find the artefact at E, D or H on floorplan.



❓ What is it and how was it used?

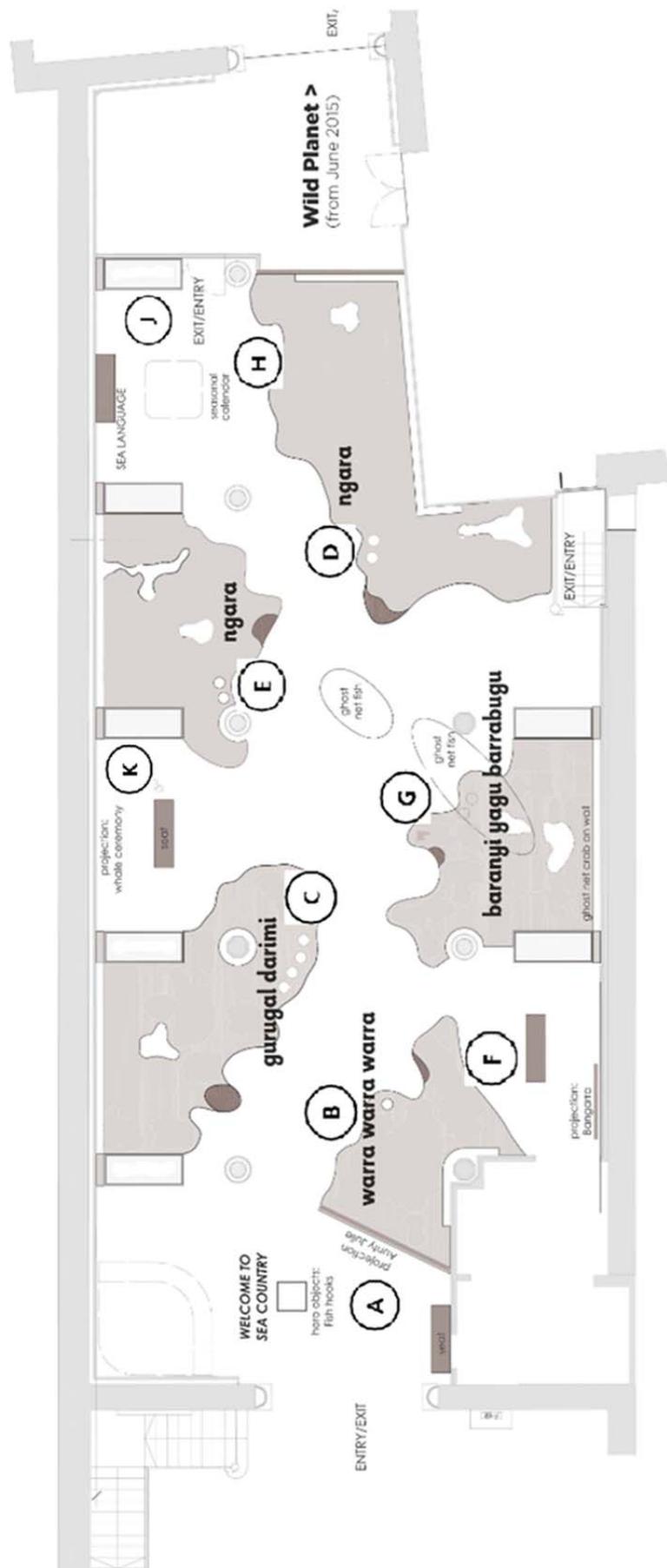
❓ What is it made from?

❓ Why do you think Aboriginal and Torres Strait Islander peoples chose these materials to make the artefact?

❓ How and what can all Australians learn from traditional Aboriginal and Torres Strait Islander peoples' fishing practices?

GARRAGARRANG

sea country



Australian Museum Guide Map

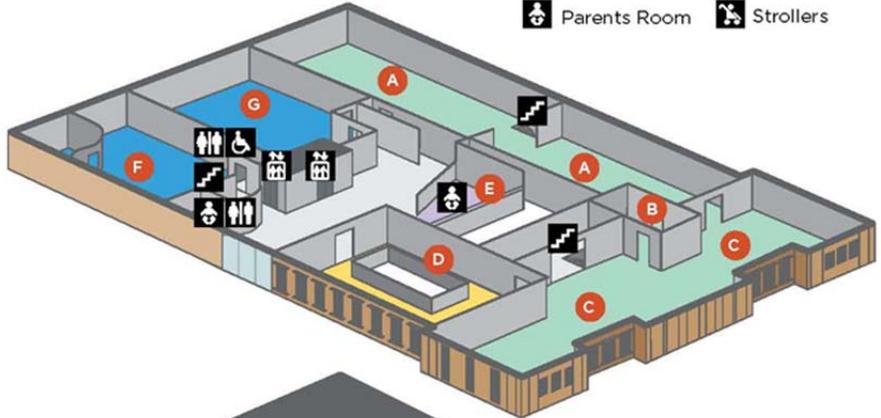
4 Rooftop Cafe

Visit our new Rooftop Cafe
Take the lift or stairs to Level 4
and enjoy food with a view.

-  Admissions
-  Information
-  Toilets
-  Accessible
-  Parents Room
-  Theatre
-  Stairs
-  Lifts
-  Lockers
-  Strollers

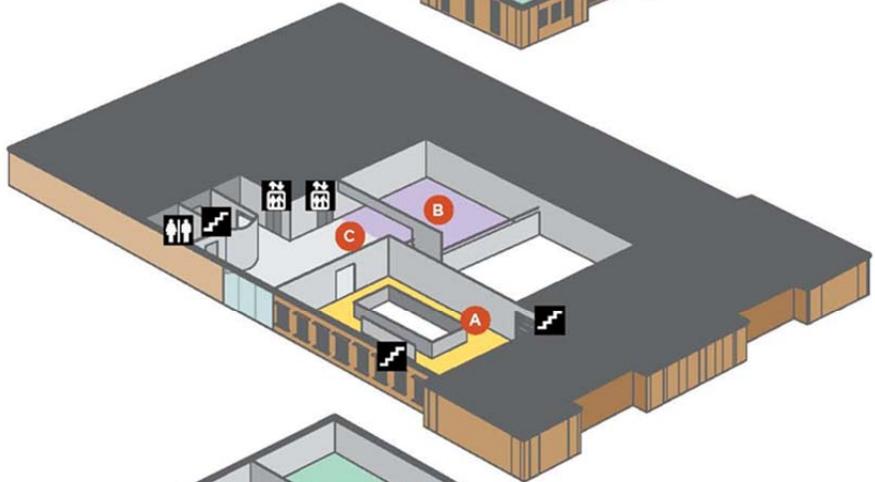
2

-  Surviving Australia
-  Pacific Spirit
-  Dinosaurs
-  Birds & Insects
-  Kidspace
-  Search & Discover
-  Education Rooms



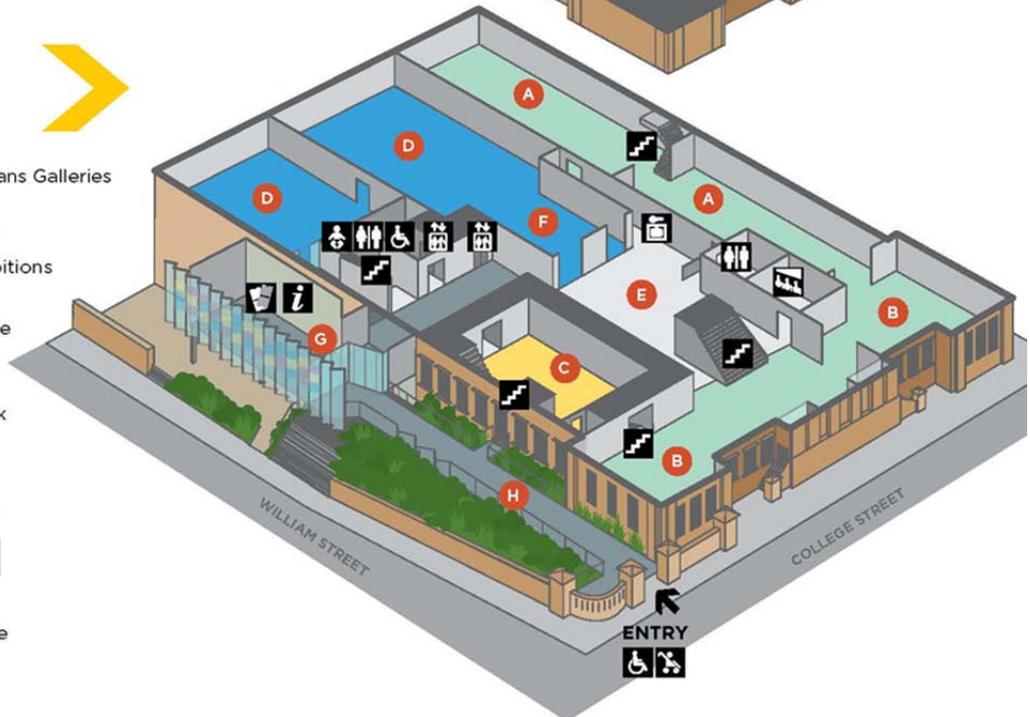
1

-  Planet of Minerals
-  Chapman Mineral Collection
-  Meteorites & Gemstones



G

-  First Australians Galleries
-  Wild Planet
-  Long Gallery
-  Special Exhibitions
-  Atrium
-  Museum Store
-  Crystal Hall Entrance
-  Museum Walk



LG

Members Lounge