

# Pacific Cultures Art and Technology

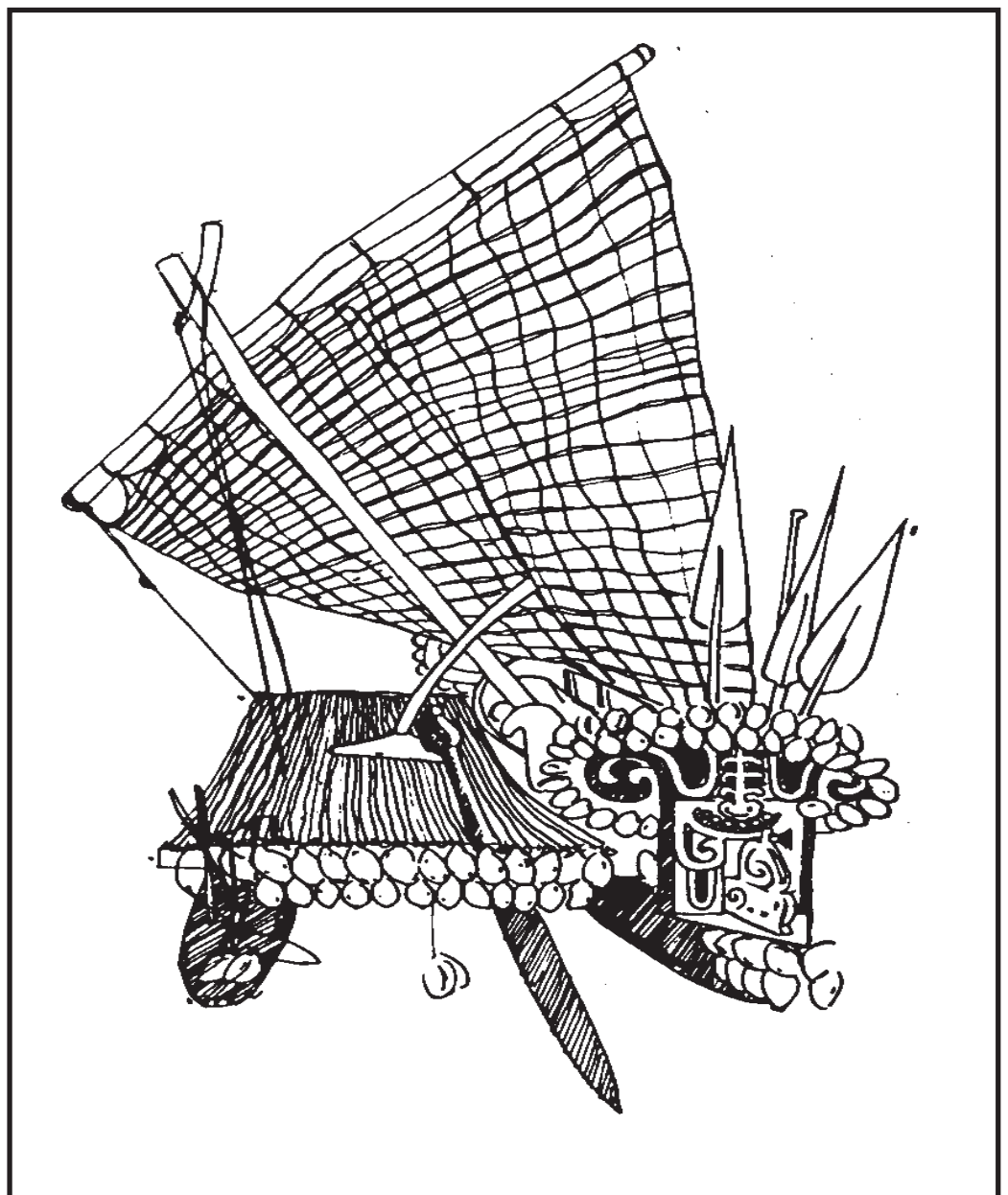


Government of South Australia  
Department of Education and  
Children's Services

This Outreach Education Program for schools is made possible by the partnership between the South Australian Museum and the Department of Education and Children's Services. Outreach Education is a team of seconded teachers who are based in public institutions.

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Authors: Chris Nobbs and Simon Langsford



## South Australian Museum Education Program

Phone: (08) 8207 7429 • Fax (08) 8207 7430 • Email: [SAM.Education@saugov.sa.gov.au](mailto:SAM.Education@saugov.sa.gov.au) • Web: [www.samuseum.sa.gov.au](http://www.samuseum.sa.gov.au)

## Visiting the museum

### Student expectations

We would like you, and all our visitors, to enjoy visiting the museum.

- Please stay with your group.
- Walk safely around the exhibitions to see all the best parts.
- Share the space with other visitors.
- Talking is an important part of learning. Please remember to use a quiet voice.
- The museum glass cases can get dirty or scratched. Please enjoy looking without touching.
- Please use the stairs and avoid the lifts. (They are slow and are needed by people who can't use the stairs.)
- Help keep the museum clean. Please eat and drink outside on the lawns.



## Visiting the museum

### Teacher expectations

**Bookings are essential for all school visits to the museum.**

Please supervise your groups of learners at all times. If your visit involves visiting more than one gallery, divide your class into small supervised groups. Respect the needs of other classes that have booked particular galleries. **Parents must specifically consent to students under 18 participating in activities involving indirect supervision.**

When you arrive please let the staff at the front desk know. If the weather is fine, your students can enjoy the outside lawn area while they wait.

Do not use clipboards with metal backings and clips. For your convenience and for the safety of our exhibits, cardboard backings are available at the front desk.

The coffee shop and the museum shop do not cater for large groups. Small groups can visit, with adult supervision. Bags must not be taken into either shop.

Only students with special needs should use the lifts. (The number of students in the museum would cause excessive delays for people who really need lifts.)

Note that the Discovery and Indigenous Information Centres are only available to groups by special arrangement.

**Unfortunately the museum has limited capacity to store bags. A large crate or two for lunches is easier to keep secure.**

**Supervisors' bags must be left at the security desk, or be inspected and tagged by the security officers.**

# Pacific Cultures

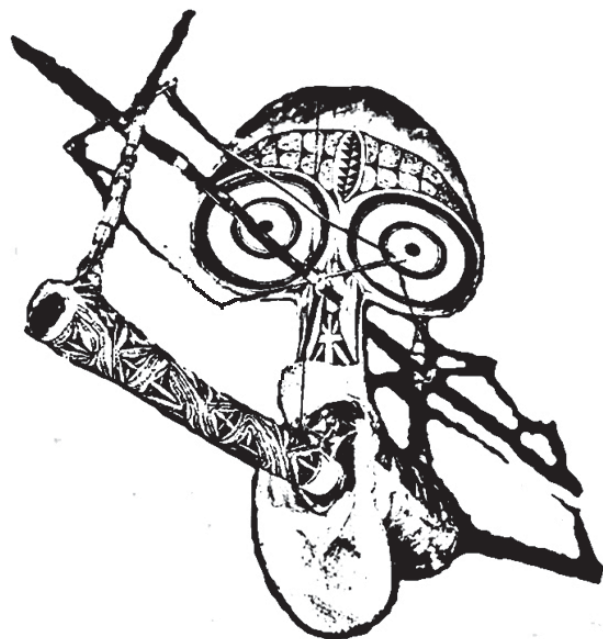
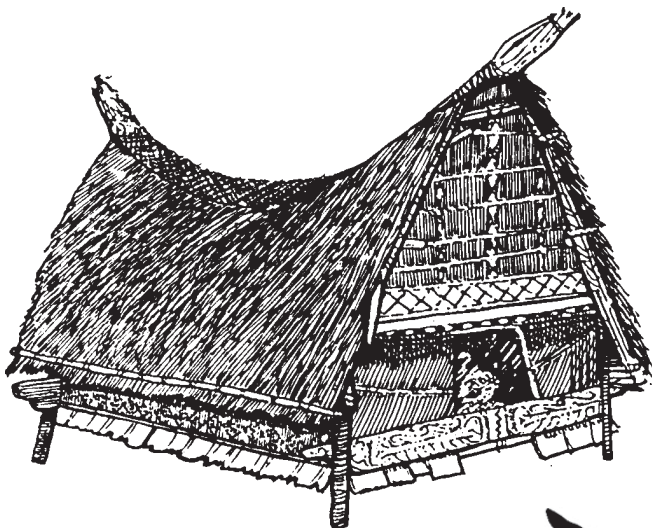
## Student Activities

### Introduction

People have been living in the Pacific islands for thousands of years. They have invented many ways to use the raw materials found on their islands. They have also developed their own laws, customs and art styles.

You can explore the Pacific Cultures Gallery and discover some of the artefacts made by people from different islands. You can find out which island the artefacts came from by looking at the name on top of the display cases.

Today the Pacific Islanders import and export things from all around the world, but the gallery displays things they invented many years ago, before ships and aeroplanes allowed world - wide travel and trade.



# Pacific Cultures

## Student Activities

### Art



Every art work in the gallery is different. If you look at the art works from a particular island, you can often see some things that look similar.

For example there are many bright carvings at the *New Ireland* end of the gallery.

What do most of them have that is the same?

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### Find another style

Now find a display from another part of Melanesia where the art has a different style to *New Ireland*.

What do most of these have that is the same?

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Draw a part of the art-work in this box.

Where is this art from? \_\_\_\_\_

### Third style

Now find a third art-style and fill in the information below.

Location	
Characteristics	
Example (Drawing)	

# Pacific Cultures

## Student Activities

### Raw Materials

People living on islands often do not have as many raw materials to use as people living in other places. Look carefully at the raw materials used to make things in this gallery.



Find this Fijian skirt and talk about who you think might have worn it.

Describe how you think it was made.

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Explore the gallery and fill in the table below.

*The first one has been done for you.*

Raw Material	Used for	Useful characteristics
<i>grass</i>	<i>making cloth tying things</i>	<i>thin, bends easily</i>

## Pacific Cultures Student Activities

### Tools for everyday use

Tools have been invented by people from around the world. Often different tools are invented to do the same job. Look around the gallery. How many tools can you find here that do the same job as something you have at home?

You might find spoons, saws or even mouse traps. (Look at the case near the top of the stairs to find the mouse trap.)

Fill in the table below.

Pacific island tool.	What I have at home.	What is the same.	What is different.

Sketch of one of the tools and label the materials used to make it.



# Pacific Cultures Student Activities

## Weapons

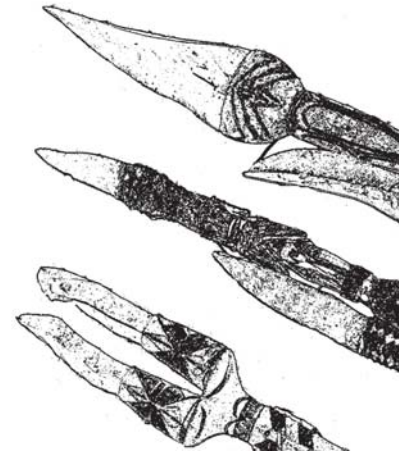
Weapons can be used for hunting and for war.

What are the main types of weapons displayed in the gallery?

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Draw three different kinds of weapons you can find.

<p>Use:</p>	<p>Use:</p>	<p>Use:</p>
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What raw materials would you need to make these weapons?

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What skills would you need to make these weapons?

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What tools would you need to make these weapons?

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# Pacific Cultures

## Student Activities

### Fishing

People living on islands often depend on the sea for food and supplies. Find the fishing equipment in the flat cases by the Fiji displays.



Look closely at this unusual piece of fishing equipment on display. Describe how it was used to help catch fish.

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List the 3 main ways the Pacific Islanders caught their fish.

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Draw two pieces of fishing equipment and label the materials used to make them.

Look around the gallery and tick these boxes when you find each item. (You might not find them all.)

- |                                                                    |                                                           |
|--------------------------------------------------------------------|-----------------------------------------------------------|
| <input type="checkbox"/> Something made from shell.                | <input type="checkbox"/> A big shark hook.                |
| <input type="checkbox"/> A fishing spear with more than one point. | <input type="checkbox"/> A shark rattle                   |
| <input type="checkbox"/> A canoe for fishing.                      | <input type="checkbox"/> Sand paper made from shark skin. |



# Pacific Cultures

## Student Activities

### Dancing

Many people in Melanesia use dance to tell stories and celebrate ceremonies.

Find some dance masks.

List some of the materials they are made from?

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Are they human faces, animal faces or imagined faces?

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### Suka dance masks

Find the two large Sulka dance masks or *hemlouts* made by the people of Wide Bay. Read the big labels and look closely at the photographs.



Why do the Sulka people 'dance' their masks in special ceremonies?

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When was this new *hemlout* made?

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### Optional

Make up a dance step you think would go with the mask.

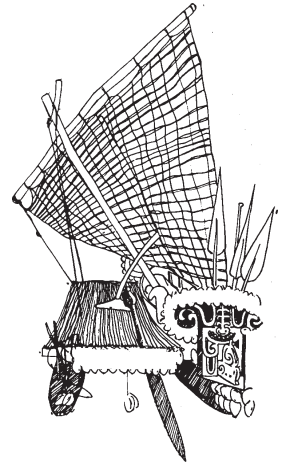
Show your dance to a friend.

# Pacific Cultures

## Student Activities

### Boats

Find the large Trobriand Island canoe called the *Sopikarin*. Important ceremonies were organised when the Kula canoe arrived at an island. Read the big label and then watch the video on the big screen.



What has been tied around the boat as lucky charms?

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Describe the dangers you think the Trobriand Islander men faced sailing around in the Sopikarin.

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Write the names of the two types of Kula shell body ornaments and note the direction they travelled around the islands.

Find some other canoes.



In what ways are they different to the larger boat?

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Draw one here and describe how you think it was made.

What do you think it was used for? \_\_\_\_\_

PS The trade goods were carried in the hull of the boat and the sailors stayed on the platform.