



Complete these research tasks as you explore the exhibition.

On ocean “highways” there are no streetlights. Look up at the star constellation on the roof. Stars have been used to tell stories and navigate for thousands of years.

1) In the Torres Strait creation story of Tagai and the Zugubal:

a) Who is Tagai (*pronounced “Thug-Eye”*)?

b) List ways Tagai’s position in the sky informed Torres Strait Islanders:

Look at the places marked on the wall map at the start of the exhibition. The objects in the exhibition represent groups with different beliefs, cultures and languages who traded across the Coral Sea.

2) Write the four words for ‘water’ shown on the map in the table below.

Language	Word for ‘water’
Kala Lagaw Ya	
Torres Strait Creole	
Meriam Mir	
Guugu Yimithirr	

3) People travelled to the places marked on the map to trade with each other. What type of transport would they have used to cross the Coral Sea?

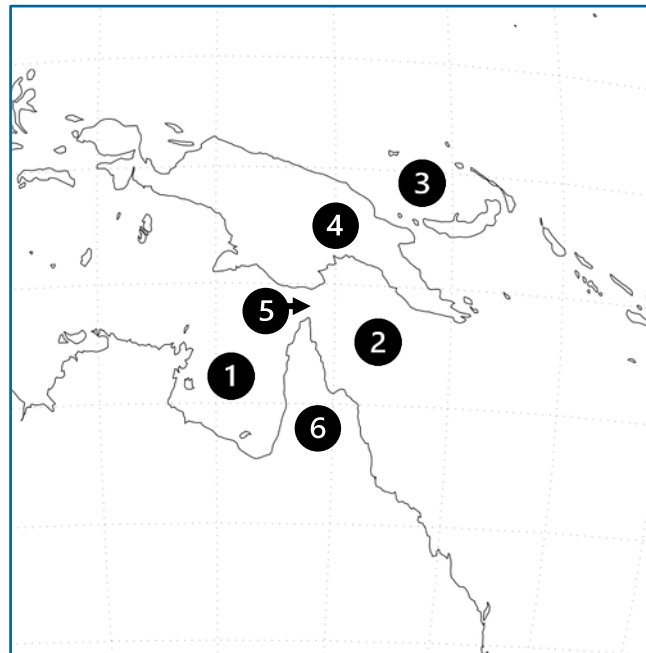
a) What dangers or risks would they have faced trying to reach their destination?

b) What type of transport might you use to visit or travel between these places today?



4) Navigate your way through Australia's northeast, nearest neighbours and waterways. Match each number to the correct location, using the map.

- ___ PAPUA NEW GUINEA
- ___ CORAL SEA
- ___ BISMARK SEA
- ___ ARAFURA SEA
- ___ CAPE YORK PENNINSULA
- ___ TORRES STRAIT



Explore the objects of trade and cultural exchange in cases along the wall

5) Many of the objects you see were made using materials from the local environment.

a) **List** different types of materials you can find.

6) Objects can have special meanings to a group of people because of their culture, religion, beliefs, or traditions. These objects might be special to one group but inappropriate to another.

a) **Find an example** of an object that was special to some groups, but culturally inappropriate to others. What is the object?

7) Valuable objects that may be small could be traded for much bigger objects.

a) **Find an example** of a valuable object in the exhibition that was traded for a much larger object. What is the object? What was it traded for?

b) Why do you think the smaller object was so valuable?

- c) Pair up with another student and **think of an object** from your own life that is special to you. **Explain** your choice to each other.
- i) List your choice. Why is that object special to you?
 - ii) List their choice. Why is that object special to your partner?

- iii) Would you trade those objects? Why / why not?

- iv) Compare your choices with another group.
Did you choose similar or different objects?

8) **Choose an object** to observe and describe it in detail, as a scientist would.

- a) **Observe** and list what materials it is made from?

- b) **Explain** why you think these materials were used?

- c) **Describe** how you think it was made. What tools were used? Is there decoration?

- d) **Predict** how do you think it was used?

“Visit” Jiigurru (Lizard Island) and go on an archaeological dig.

In collaboration with the Dinggaal People, the custodians and traditional owners of Jiigurru, Archeologists were able to “time travel” through a midden, used by generations for thousands of years.

9) What types of objects have been excavated? **List or draw them.**

10) **Examine and compare** the shells excavated from the midden and the interactive display.

a) What clues could shells give us about environmental changes over time?

11) **Think about** the people who made the midden.

Devise three questions about those people that you might investigate.

(1)

(2)

12) How can archaeology help us better understand the past?

13) Information from different sources can be grouped into ‘primary’ or ‘secondary’.

Find and list two primary sources that provided us information to create this exhibition.

a) Source:

b) Source: