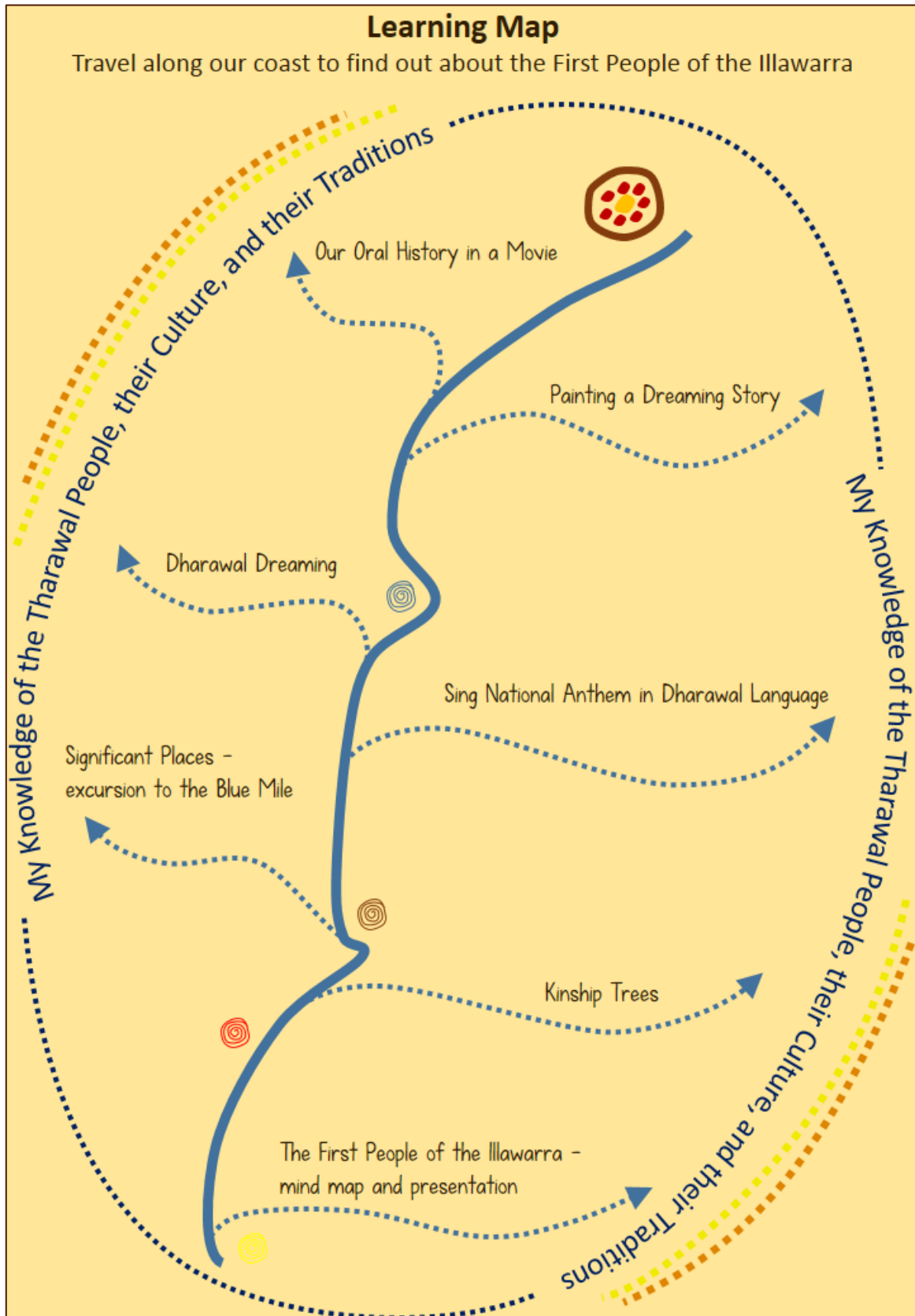


Unit of Work – The First People of the Illawarra

Learning Map for the Unit of Work



Indicated throughout the unit of work are elements of the Quality Teaching (NSW DET, 2008) and 8ways (8ways, 2015) frameworks. Codes used to indicate these are:

Quality Teaching Framework					
Intellectual Quality		Quality Learning Environment		Significance	
DK	Deep knowledge	EQC	Explicit quality criteria	BK	Background knowledge
DU	Deep understanding	E	Engagement	CK	Cultural knowledge
PK	Problematic knowledge	HE	High expectations	KI	Knowledge integration
HOT	Higher-order thinking	SS	Social support	I	Inclusivity
M	Metalanguage	SSR	Students' self-regulation	C	Connectedness
SC	Substantive communication	SD	Student direction	N	Narrative

8ways Framework		
	Story sharing Learning maps Non-verbal learning Symbols and images	Land links Non-linear concepts Deconstruct / reconstruct Community links

Unit of Work	
Title	The First People of the Illawarra
Duration	One term. Eight Learning Activities. Some may need to be spread over two lessons.
Stage	1
Unit Inquiry Question	Who are the First People of the Illawarra?
Syllabus & KLA	NSW History K-10 Syllabus (BoS, 2012) NSW English K-10 Syllabus (BoS, 2013) NSW Creative Arts K-6 Syllabus (2006)
Unit Website	All resources can be downloaded from the unit's website
Outcomes	
<p>See appendix 1 for details of indicators for each learning activity.</p> <p>History</p> <p>HT1-1: Communicates an understanding of change and continuity in family life using appropriate historical terms.</p> <p>HT1-2: Identify and describes significant people, events, places and sites in the local community over time.</p> <p>HT1-4: Demonstrate skills of historical inquiry and communication.</p> <p>English</p> <p>EN1-3A: Composes texts using digital technologies.</p> <p>EN1-6B: Recognise a range of purposes and audiences for spoken language, and organisational patterns and features of predictable spoken texts.</p>	

EN1-11D: Responds to a range of texts about familiar aspects of the world and their own experiences.

Creative Arts

MUS1.1: Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.

VAS1.1: Makes artworks in a particular way about experiences of real and imaginary things.

Rationale

This unit aims to develop knowledge of, and empathy for, the Dharawal people who are the traditional custodians and First People of the land on which this school is built. Learning is made meaningful by integrating the teaching of Dharawal ways of life with knowledge of other cultures. This will help students begin to develop cultural awareness. Over the course of the unit, students will build an understanding of who the Dharawal people are, what places hold special significance for the Dharawal community, and aspects of Dharawal culture such as language and kinship structures.

Overview of Assessment

Formative: Formative assessment is made through observation of behaviour and work being completed, as well as targeted questioning. This assesses developing understanding of subject-matter, communication skills, listening skills, and team work skills. Contributions made during class discussions are used to further assess developing understanding.




Summative: Each learning activity in this unit contributes to the knowledge and understanding of Dharawal people, cultures and traditions that students will need to successfully complete their final assessment task. This assessment task asks students to draw on what they learn throughout the unit, to create a picture book which uses symbols to represent their cultural understanding of the First People of the Illawarra. These books will be displayed in the school library for students, staff, family, and community members to view.

Learning Activity 1: The First People of the Illawarra

Statement of learning

Resources
<ul style="list-style-type: none"> • Learning map: Available on the unit's website • Contacts to arrange local Aboriginal guest speaker, and guest speaker protocols (appendix 2) • Maps of Australia from Google Maps and Aboriginal Australia map • Twelve Canoes website • Optional: online mind mapping software such as popplet
Assessment
<p>Formative: Observation during presentation to assess communication and listening skills. Contributions during class discussions to assess developing understanding of the first people of Australia.</p> <p>Summative: Mind maps and oral presentations to assess knowledge and understanding of who the Dharawal people are.</p>

Learning Activity 2: Kinship Past and Present		
Statement of learning		
<p>Students will understand that families can have different structures. The term <i>kinship</i> will be introduced as another term for family. Students will develop an understanding of how different cultures may have different kinship structures, including Aboriginal kinship structures. They will gain an understanding of how and why kinship structures may have changed over time.</p>		
Learning activities	QF	8ways

<p>Discuss different family structures with the class, including children’s own examples. Introduce the term <i>kinship</i> as an alternative word for family. Ask 2-3 family members to visit the school to talk about their family, its traditions, and the importance of family.</p> <p>Tell students they will create a Family Kinship Tree. Show students how to create this using a twig with several branches on it, and names written on leaf-shaped pieces of paper which are tied to the branch. Children can use either names or titles (brother, mother, etc.), and allow flexibility in the positioning of leaves, explaining that the tree shows that family members are all connected, but this does not necessarily have to be in a linear way. Position the finished trees in tubs filled with homemade play-dough (this can be made by the children in an earlier crafts lesson).</p> <p>Ask students to form groups of 3-4 and discuss how their kinship trees are similar to, and different from, each other. Ask for a volunteer from each group to describe these similarities and differences.</p>	<p>E, I, BK, CK, M, N, C</p> <p>E</p> <p>I, CK, C</p> <p>HOT, DU, DK, SD, SC</p>	  
<p>Resources</p>		
<ul style="list-style-type: none"> • Examples of kinship trees (appendix 3) • Twigs or thick, brown pipe cleaners; leaf-shaped pieces of paper, string to tie these to the trees; small tubs filled with homemade play-dough (appendix 4). 		
<p>Assessment</p>		
<p>Formative: Discussion of family structures at start of lesson to assess developing understanding of kinship; behaviour during guest speaker presentations to assess listening skills.</p> <p>Summative: Family kinship trees and oral presentations to assess understanding of what kinship is.</p>		

- Read the NSW Department of Education's [Excursion Policy](#)
- The Blue Mile can be explored as a self-tour using the excursion map and other resources on the Blue Mile [website](#). Alternatively, a formal tour including talks by Aboriginal community members can be arranged through the Illawarra Museum. This can also include a tour of the museum. To arrange, see contact details on the museum's [website](#)
- Letter to parents about the excursion, including permission slip ([appendix 5](#))
- Pictures of Shellharbour Public School's Blue Mile [excursion](#)
- Blog of Waniora Public School's year 1 Blue Mile [excursion](#)
- Student self-assessment of knowledge and understanding gained during excursion ([appendix 6](#))

Assessment


Formative: Observations during excursion to assess interaction, attention, engagement.

Summative: Children's completed self-assessment forms to assess engagement and knowledge/understanding gained during the excursion.

Learning Activity 4: Dharawal Language

Statement of learning

Students will gain an understanding of the local Aboriginal language by learning how to sing the Australian national anthem in the Dharawal language. This demonstrates how Aboriginal culture is alive in the present, and helps to build in children understanding

and empathy for Aboriginal ways of life.		
Learning activities	QF	8ways
<p><i>Before this lesson, read the protocols for teaching and using the Dharawal language in appendix 7.</i></p> <p><i>The lesson outline and words to be used must be presented to a local Aboriginal representative for permission and assistance in the correct use and pronunciation of the language.</i></p> <p>Show children the video of a local Aboriginal student singing the Australian national anthem in the Dharawal language. Explain that this is the national anthem in the Dharawal language.</p> <p>Let children know they will be exploring the Dharawal language, which is the original local Aboriginal language in the Illawarra, by learning how to sing the national anthem in the Dharawal language.</p> <p>Initially, ask a representative from the local Aboriginal community to go through the national anthem words slowly, modelling pronunciation, and explaining what each line of the anthem means. Children practice the anthem with the guest as a class, and talk about why people sing the national anthem in the local language.</p> <p>Once children feel confident with their performance, arrange for them to sing the song at the next school assembly. Invite the guest who helped teach the song, other Aboriginal community members, and parents/carers to the assembly.</p>	<p>C, DU</p> <p>EQC, HE</p> <p>C</p> <p>C, CK</p>	
Resources		
<ul style="list-style-type: none"> • Video of Dharawal National Anthem • Audio recording of the Australian National Anthem in Dharawal 		

- Protocols to follow when teaching and using the Dharawal language ([appendix 7](#))
- Australian National Anthem in Dharawal with English translation ([appendix 8](#))

Assessment

Formative: Observations and questioning during discussion, instruction, modelling, and practice to assess ability to make connections between the Australian national anthem in English and in the Dharawal language.

Summative: Performance at school assembly to assess ability to sing with correct pitch, structure, and melody.

Learning Activity 5: Dharawal Dreaming Stories

Statement of learning

Children develop an understanding that oral storytelling is a legitimate form of text, and a way to pass on knowledge. They relate this to their own lives, and learn the importance of storytelling to Aboriginal people in the form of Dreaming stories.

Learning activities

Discuss storytelling across different cultures. What are children's experiences of storytelling? Discuss differences between storytelling and reading, building understanding that storytelling doesn't rely on books, so is more portable, and was used long before books were made.

Brainstorm with the class what Dreaming means in the context of Aboriginal culture. Discuss how Dreaming stories are usually told, that is, orally by an Elder and sometimes accompanied by paintings


QF

8ways

CK, BK



CK, M

<p>or drawings.</p> <p>Invite a local elder to explain the importance of Dreaming, and tell a Dharawal Dreaming story. Provide a large canvass and materials for the storyteller to paint or draw during the story. Place this outside or in a hall, so the story can be told with children seated around the canvas. After the story, discuss with the guest speaker the meaning of patterns and symbols that were used in the picture. If agreed, invite children to ask questions about this technique and how it is used to support storytelling.</p>	<p>CK, I, N, E, M</p> <p>C, DK</p>	
<p>Resources</p>		
<ul style="list-style-type: none"> • Guest speaker protocols and how to find a guest speaker (appendix 2) • Large canvas, materials for painting or drawing as requested by guest • Dharawal painting presentation (appendix 9) 		
<p>Assessment</p>		
<p>Formative and Summative: Responses during discussions and question times to assess developing understanding of storytelling as a method of communication, the significance of Dreaming in Aboriginal culture, and the use of pictures to support storytelling.</p>		

<p>Learning Activity 6: Painting to retell a Dreaming story</p>
<p>Statement of learning</p>
<p>Children learn how pictures can be used to help tell a story, and develop skills in creating patterns and symbols that help tell a</p>

- Materials and equipment to record oral histories: video equipment, cameras, audio recording equipment
- Software to create oral history movie, e.g. [MovieMaker](#)

Assessment

Formative: Observation to assess video/audio/camera skills, interview skills, team-working skills.

Summative: Completed movie to assess the class's knowledge of the history of the local community.

Learning Activity 8: Using Symbols to Share Knowledge

Statement of learning

Students are now ready to answer the unit's inquiry question: **Who are the First People of the Illawarra?** They will learn how to do this using symbols. Students draw on all they have learnt during the unit to create books that depict cultural changes and similarities of people who live in their community of the Illawarra.

Learning activities


Ask children to think about the patterns and symbols they've seen on Aboriginal art during this unit. Remind children that these symbols represent meaning. Ask for examples of other symbols children see in day to day life that have meaning, e.g. the lines at a street crossing, icons for different apps, etc. Review Dharawal symbols students have come across during the unit. Discuss why certain symbols may be used, e.g. wavy lines for water because water moves in waves, circles for gathering because people often sit in a circle when they meet, etc.

QF

BK, CK,
HOT

8ways



<p>Model creating symbols to represent what you know. Go through several examples using students' ideas.</p> <p><i>Unit Assessment Project:</i> Explain to students that they will create a book that describes Dharawal culture in symbols. Go through the template they will use to guide them, and demonstrate what to do by showing students an example of what the finished books might look like. Explain that, with students' permission, the books will be displayed in the library for other students, parents, and community members to view.</p>	<p>EQC, SS, CK, C, I, HOT, SC</p>	
<p>Resources</p>		
<ul style="list-style-type: none"> • Dharawal culture book template: Thumbnails are shown in appendix 10. Download the template here 		
<p>Assessment</p>		
<p>Formative: Observation and questioning to assess understanding of what the task requires students to do.</p> <p>Summative: Children use their knowledge gained throughout this unit to create a book that demonstrates their understanding of the Dharawal people and their culture.</p>		

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Appendix 1: Indicators for Each Learning Activity

Activity	Indicators
1	<p>History</p> <p>HT1-2: Identify and describes significant people, events, places and sites in the local community over time.</p> <ul style="list-style-type: none"> • Examine the history of the first people of the Illawarra. <p>English</p> <p>EN1-6B: Recognise a range of purposes and audiences for spoken language, and organisational patterns and features of predictable spoken texts.</p> <ul style="list-style-type: none"> • Respond appropriately to class discussions and demonstrate active listening.
2	<p>History</p> <p>HT1-1: Communicates an understanding of change and continuity in family life using appropriate historical terms.</p> <ul style="list-style-type: none"> • Represent graphically the structure of their immediate family. <p>HT1-2: Identify and describes significant people, events, places and sites in the local community over time.</p> <ul style="list-style-type: none"> • Examine the history of the first people of the Illawarra. <p>English</p> <p>EN1-6B: Recognise a range of purposes and audiences for spoken language, and organisational patterns and features of predictable spoken texts.</p> <ul style="list-style-type: none"> • Respond appropriately to class discussions and demonstrate active listening.
3	<p>History</p> <p>HT1-2: Identify and describes significant people, events, places and sites in the local community over time.</p> <ul style="list-style-type: none"> • Identify historical sites in the local community. • Examine local Aboriginal historical sites.
4	<p>English</p> <p>EN1-6B: Recognise a range of purposes and audiences for spoken language, and organisational patterns and features of predictable spoken texts.</p>

	<ul style="list-style-type: none"> • Make connections between different methods of communication, including the Dharawal language. <p>EN1-11D: Responds to a range of texts about familiar aspects of the world and their own experiences.</p> <ul style="list-style-type: none"> • Respond to texts drawn from a range of cultures and experiences. <p>Creative Arts</p> <p>MUS1.1: Sings, plays and moves to a range of music, demonstrating an awareness of musical concepts.</p> <ul style="list-style-type: none"> • Sings songs, developing a sense of beat, pitch, tone colour and structure.
5	<p>English</p> <p>EN1-6B: Recognise a range of purposes and audiences for spoken language, and organisational patterns and features of predictable spoken texts.</p> <ul style="list-style-type: none"> • Respond appropriately to class discussions and demonstrate active listening. • Make connections between different methods of communication. <p>EN1-11D: Responds to and composes a range of texts about familiar aspects of the world and their own experiences.</p> <ul style="list-style-type: none"> • Identify, explore and discuss symbols of Aboriginal culture. • Discuss the place of Dreaming stories in Aboriginal life. • Respond to texts drawn from a range of cultures and experiences.
6	<p>English</p> <p>EN1-11D: Responds to and composes a range of texts about familiar aspects of the world and their own experiences.</p> <ul style="list-style-type: none"> • Identify, explore and discuss symbols of Aboriginal culture. <p>Creative Arts</p> <p>VAS1.1: Makes artworks in a particular way about experiences of real and imaginary things.</p> <ul style="list-style-type: none"> • Explores narrative devices by creating paintings that retell Dreaming stories.
7	<p>History</p> <p>HT1-4: Demonstrate skills of historical inquiry and communication.</p> <ul style="list-style-type: none"> • Investigate an aspect of local history. • Develop a narrative on the chosen aspect of local history.

	<p>English</p> <p>EN1-3A: Composes texts using digital technologies.</p> <ul style="list-style-type: none">• Construct texts featuring print, visual and audio elements using software.
8	<p>History</p> <p>HT1-4: Demonstrate skills of historical inquiry and communication.</p> <ul style="list-style-type: none">• Investigate an aspect of local history.• Develop a narrative on the chosen aspect of local history. <p>English</p> <p>EN1-11D: Responds to and composes a range of texts about familiar aspects of the world and their own experiences.</p> <ul style="list-style-type: none">• Identify and explore symbols of Aboriginal culture. <p>Creative Arts</p> <p>VAS1.1: Makes artworks in a particular way about experiences of real and imaginary things.</p> <ul style="list-style-type: none">• Uses imagery and symbols to create artworks that convey meaning.

Appendix 2: Protocols When Inviting Guest Speakers from the Local Aboriginal Community

Ensure the correct protocols are followed when inviting guest speakers into the classroom. These can be found in *Working with Aboriginal Communities: A Guide to Community Consultation and Protocols* (BoS NSW, 2008). Below are the recommended protocols which can be found on page 24 of this document.

Preparing the Speaker

- Discuss the age group of your students with the speaker. This may impact on the way their story is told. Many Aboriginal people suffered traumatic experiences that may not be suitable for younger students to hear.
- Ask the speaker if there are topics they do not wish to discuss. Perhaps a list of questions could be negotiated to ensure that everyone involved feels comfortable.
- Invite the speaker to bring a family member or friend with them as support. This may make it easier for them to speak to a group of students. Often it is best to have several speakers in a panel or seminar approach.
- Make it clear to the speaker that if at some stage they find themselves unable to continue they can end the session. Even people who regularly speak to school groups about their experiences still find it difficult to relive them publicly.
- Classroom management is the responsibility of the classroom teacher. This includes the discipline of students. The teacher must respond immediately to ensure the guest is not placed in a position whereby they feel it necessary to address any misbehaviour.

Preparing the Students

- Ensure the students have good background knowledge, such as government policies regarding child removal and the contemporary consequences of these policies.
- Identify a wide range of quality resources that can be used to prepare them for what they are about to hear. This will reinforce the need for students to be sensitive when listening to the speaker.
- Spend time debriefing students after the lesson. Students of all ages will find this a difficult topic to deal with, and may have more questions or issues they would like to discuss.
- Be aware that some students, both Aboriginal and non-Aboriginal, may have been removed from their family for a variety of reasons. Teachers should consider the background of these students when teaching about the Stolen Generations.

After the visit, help students write a thank you letter to the guest on behalf of the class.

Finding a Guest Speaker

Liaise with the school's Aboriginal Education Officer or Aboriginal Community Committee to arrange guest speakers. Alternatively, contact the following to ask for guest speakers:

Dharawal Local Aboriginal Land Council

www.Dharawal.com.au

Coomaditchie United Aboriginal Corporation

www.coomaditchie.org.au

Dharawal Aboriginal Corporation

www.tacams.com.au

Illawarra Forum

www.illawarraforum.org.au

Other Illawarra Aboriginal groups:

Illawarra Local Aboriginal Land Council

Ph: 4226 3338

3 Ellen Street

WOLLONGONG 2500

srobinson@exemail.com.au

Korewal Elouera, Jerrungarugh (KEJ)

86 Hertford Street

BERKELEY 2506

Wadi Wadi Coomaditchie Aboriginal Corporation

c/- 14 Tom Brown Road

KEMBLAWARRA 2505

Illawarra Aboriginal Corporation

Cultural Centre/Keeping Place

Ph: 4228 1585

PO Box 5457

WOLLONGONG 2500

Sandon Point Aboriginal Tent Embassy

Ph: 0431 124 935

PO Box 314

THIRROUL 2515

Wodi Wodi Elders Corporation

9 O'Donnell Avenue FIGTREE 2525 Ph: 4271 2391

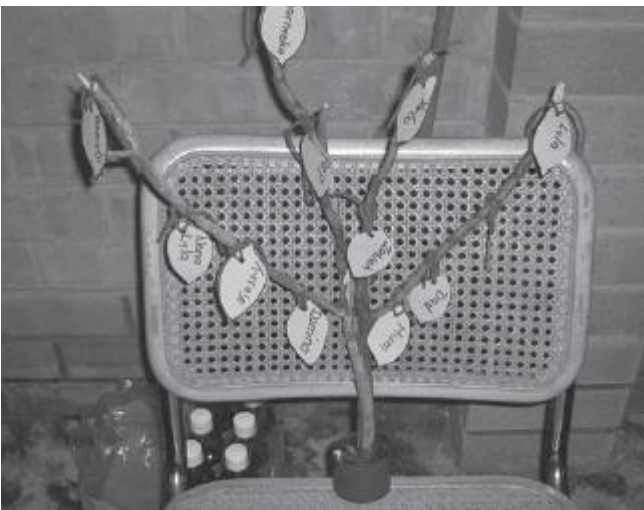
Appendix 3: Creating a Kinship Tree Examples

Leaf-shaped paper for family members



(Katie, 2012)

Finished example of a Kinship Tree



(Secretariat of National Aboriginal and Islander Child Care, 2014)

Appendix 4: Recipe for Homemade Play-dough

Materials

- Large mixing bowl
- 1 cup water
- 4 cups flour
- 2 to 4 tablespoons of cooking oil (e.g. Canola)
- 1 1/2 cups of salt
- Food colouring (any colour)

Instructions

1. Pour water into the large mixing bowl.
2. Add food colouring and stir well.
3. Add the flour and salt to the mix. Stir a little at this point to begin blending the ingredients.
4. Add 2 to 4 tablespoons of oil. You can add more oil later if the mix seems too dry. Oil is the secret to keeping this "no cooking required" recipe soft. If you don't add enough oil, the mix will be very crumbly.
5. Knead the ingredients together until a soft dough is formed.



To store, simply roll the dough into small balls and keep in plastic bags or a plastic container.

(Gravino, 2015)

Appendix 5: Letter to Parents/Carers for Blue Mile Excursion

Dear Parent/Carer

As was mentioned in last month's newsletter, year 2 will be given the opportunity to attend an educational walk of Wollongong's Blue Mile on [DAY, DATE]. This will be a guided tour in which children will learn about significant and historical places along Wollongong's foreshore, including Aboriginal significant places. The day will commence and end within school hours, with no need for transport outside of normal arrangements, and will be fully supervised.

As this excursion will be an outside event, we ask that children bring sunscreen and a sun hat, water, and food. Additional water will be provided throughout the day.

To nominate whether or not you consent to your child being involved in this excursion, please complete the form below and ask your child to return it to class by [DATE].

Best regards

[TEACHER/PRINCIPAL]





Name: _____ Child's name: _____

Best contact number: _____

I have read and understood the information regarding the Blue Mile excursion on [DATE] and **consent / do not consent** [please cross out whichever is not applicable] that my child attend.

Signature of parent/carers: _____ Date: _____

Appendix 6: Self-Assessment of Blue Mile Excursion

Excursion Self-Assessment			Page 1
Name:			Date:
Did you have fun?	YES	NO	
Was the speaker easy to understand?	YES	NO	
Was the walk interesting?	YES	NO	
Did you learn new things?	YES	NO	
What do you remember about these storyline pictures? Write a few words about each.			
			
			
			
			

The Blue Mile	
Excursion Self-Assessment	
Page 2	
Name:	Date:
Write a few words or draw a picture showing something that you learnt about Aboriginal culture.	
Write a few words or draw a picture showing something that you learnt about the history of Wollongong harbour.	
Write a few words or draw a picture showing something that you learnt about the history of coal mining.	
Overall, how do you feel about the Blue Mile excursion? Circle the words that show your feelings, and add some more if you want.	
Happy Bad Calm	
Peaceful Sad Afraid	
Gloomy Excited Warm	

Appendix 7: Protocols When Teaching and Using the Dharawal Language

- Always acknowledge the Dharawal people as the owners and guardians of the Dharawal language. Do this when teaching the language to students, as before any performance that uses the language.
- Ask for permission from the local Aboriginal community to use the Dharawal language in lessons and to perform the national anthem. Provide a copy of the words to be used for confirmation that they are correct, and obtain the correct pronunciation. This can be done through the following groups:
 - Aboriginal Education Officer
 - Illawarra Local Aboriginal Land Council
Ph: 4226 3338 or email: srobinson@exemail.com.au
 - Dharawal Local Aboriginal Land Council: www.Dharawal.com.au
 - Coomaditchie United Aboriginal Corporation: www.coomaditchie.org.au
 - Dharawal Aboriginal Corporation: www.tacams.com.au
- Invite local Aboriginal community members to help teach the Dharawal language to students.

Adapted from BoS, 2008 and Our Languages, 2011.

Appendix 8: Australian National Anthem in the Dharawal Language with Translation

English

Australians all let us rejoice
For we are young and free
We've golden soil and wealth for toil
Our home is girt by sea
Our land abound in nature's gifts
Of beauty rich and rare
In history's page let every stage
Advance Australia Fair
In joyful strains then let us sing
Advance Australia Fair

Dharawal

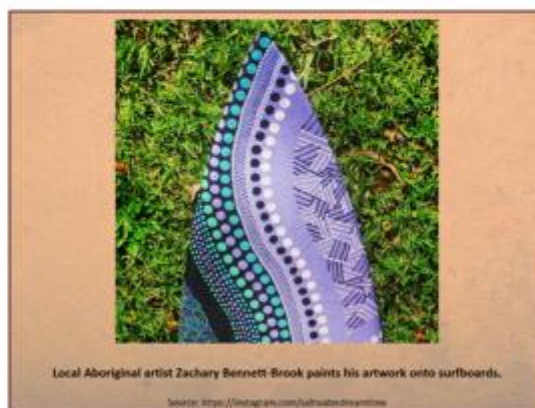
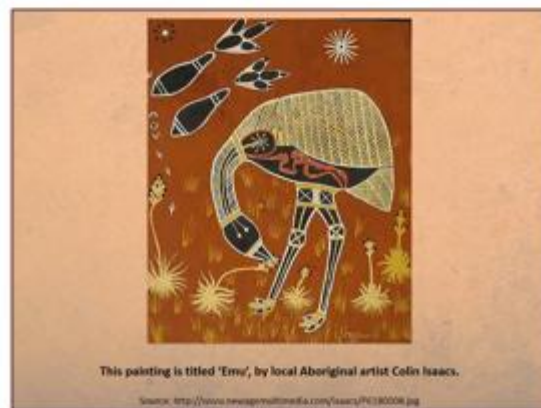
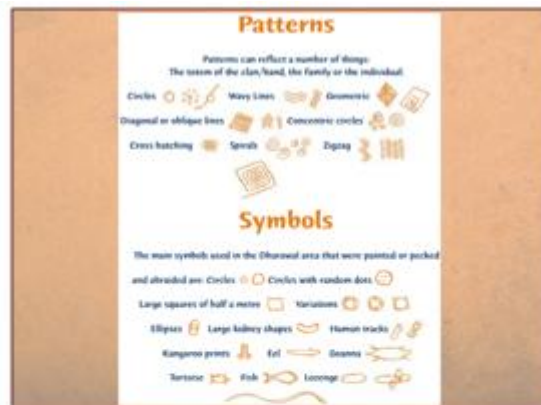
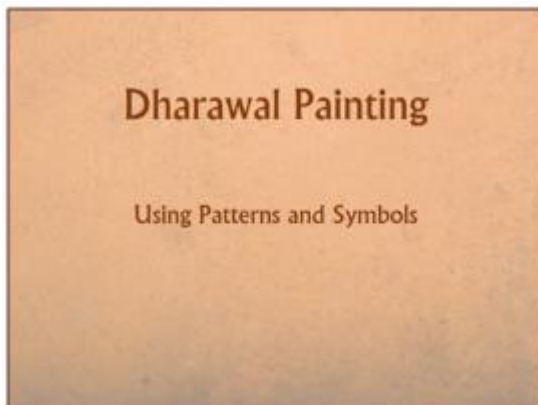
nyini Australiagal budjari garibara
nyini budjari buriga
budjari bamul yararaga mari walaba
bamulga mari walanmirang
bamul merong mari kaban walaba
badजारang waratah
Yanamuru Australiagal yanamuru
Australiagal
yana budjari Australiagal
nyini bayala gawuwi bayala gawuwi
yana budjari Australiagal

Dharawal Translation

We Australian mob are going to have a good dance
We good young fellows
Good earth and speared a lot of wallabies
A lot of water associated with this earth
Earth having a lot of animals and waratahs
Go along the path Australians
Australian mob go together
We say and sing out
Australian mob go together

By Merv Ryan, Kurranulla Aboriginal Corporation, 25 January 2001 (as cited in Bursill & Kurranulla Aboriginal Corporation, 2007).

Appendix 9: Dharawal Painting Presentation (thumbnails)



Appendix 10: Dharawal Culture Book Template (thumbnails)

Dharawal Culture
My understanding in Symbols

Patterns

Patterns can reflect a number of things:
The totem of the clan/ band, the family or the individual.

Circles Wavy Lines Geometric
 Diagonal or oblique lines Concentric circles
 Cross hatching Spirals Zigzag

Symbols

The main symbols used in the Dharawal area that were painted or pecked and abraded are:

Circles Circles with random dots
 Large squares of half a metre Variations
 Ellipses Large kidney shapes Human tracks
 Kangaroo prints Eel Goanna
 Tortoise Fish Lozenge

DHARAWAL KINSHIP

SIGNIFICANT PLACES

DHARAWAL LANGUAGE

DHARAWAL DREAMING

DHARAWAL ORAL HISTORY

Dharawal Culture

This book was created by

Information on Dharawal symbols and patterns is taken from Bursill, L. & Kurranulla Aboriginal Corporation. (2007). Dharawal: The Story of the Dharawal Speaking People of Southern Sydney: A Collaborative Work. Sydney: Kurranulla Aboriginal Corporation. Retrieved from http://www.lesbursill.com/site/PDFs/Dharawal_4Sep.pdf

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