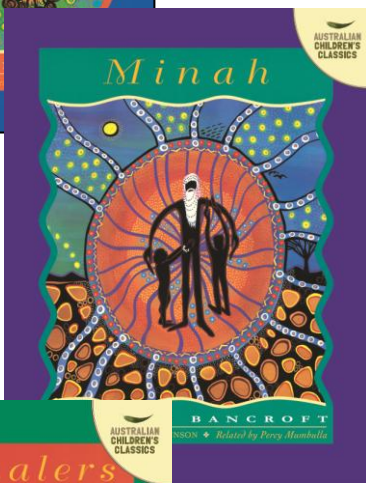


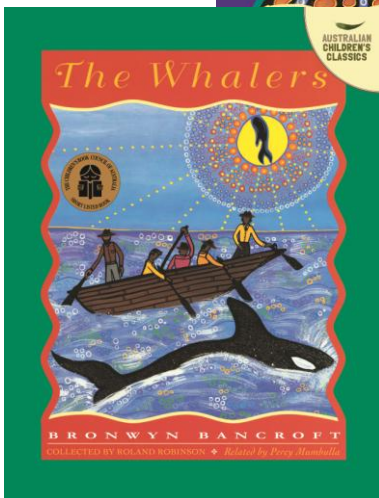
## *Dirrangun*

Illustrated by Bronwyn Bancroft  
Related by Percy Mumbulla  
Collected by Roland Robinson  
ISBN: 9780732295332



## *Minah*

Illustrated by Bronwyn Bancroft  
Related by Percy Mumbulla  
Collected by Roland Robinson  
ISBN: 9780732295325



## *The Whalers*

Illustrated by Bronwyn Bancroft  
Related by Percy Mumbulla  
Collected by Roland Robinson  
ISBN: 9780732295318

### **Curriculum Areas and Key Learning Outcomes:**

English, Visual Arts, Media Arts, Indigenous Study

**Appropriate Ages:** Ages: 3+

- **ABOUT THE STORIES**
- **ABOUT THE AUTHORS**
- **ABOUT THE ILLUSTRATOR**
- **CURRICULUM LINKS**
- **BEFORE THE SESSION**
- **WONDER WALL PROJECT**

### About the Stories

Dirrangun was a powerful old magic woman with a secret spring that she kept all to herself. The story of how a young man found the water and made it flow away to become the Clarence River is shared, in different versions, by the Bundjalung and Githabul people of northern New South Wales.

The stories of Uncle Minah and how he lived and died come from later in Australian history, after European people arrived. Uncle Minah was an old man who taught his favourite grand-nephew the traditional ways of using spears, boomerangs and woomeras to hunt and fish.

The Whalers were also skillful with spears – so skillful that they didn't need the harpoon guns the white men used to spear whales. In this dangerous industry, once very important in Australia, they had a special advantage – a relationship with the killer whales who helped them hunt.

### About the Authors

Percy Mumbulla was an elder of the Yuin people from the area near Lake Wallaga, on the south coast of New South Wales. No one is sure of the year of his birth, but it was probably between 1890 and 1905. He was an expert on bush medicine, and well known for keeping the traditions and telling the stories of his people.

Lucy Daley belonged to the Bundjalung tribe of northern New South Wales. Eustan Williams came from the neighbouring Githabul tribe. Although these two groups speak different languages, they share some stories and history, such as the tale of Dirrangun.

Roland Robinson was born in Ireland and moved to Australia when he was nine years old, in 1921. He worked as a rouseabout (farm hand),

boundary rider, fencer, railway fettler (fixing the tracks), dam-builder, ballet dancer and poet. He listened to the stories told by Aboriginal elders around Australia and wrote them down, so that as many people as possible would read and remember them.

### **About the Illustrator**

Bronwyn Bancroft is a descendant of the Djanbun clan of the Bundjalung people. She was born in Tenterfield, New South Wales, in 1958. Her work includes painting, illustrating, fashion, fabrics, and the design of public spaces such as recreation centres and hospital buildings.

Bronwyn won the White Raven Award in Bologna, Italy, for her children's book *Why I Love Australia*. She was part of a group of Aboriginal fashion designers invited to showcase their work in Paris. The Prime Minister of Turkey and the Governor of Tokyo own examples of her artworks.

You can view Bronwyn's art and find out more about it at

<http://www.bronwynbancroft.com/>

### **Curriculum Links**

The following activities are designed to be adapted for a range of student ages in the Primary sector. Tasks cover the three main strands of language, literature and literacy as prescribed in the Australian National Curriculum. Activities also cover the full range of modes: listening, reading and viewing (receptive modes) and speaking, writing and creating (productive modes).

Teachers will be able to link these open-ended tasks to the content descriptions and achievement standards relevant to their students.

Please note that teachers' notes on these titles written specifically for Visual Art and Film & TV are also available as a separate resource.

### **Before the sessions**

Whole group discussion:

- Examine the cover of the book and the title page. What kind of text do you think it is? What do you think it will be about? Ask students to explain their predictions.
- Identify the names of the authors and illustrator. Why are there multiple authors? What does it mean that the stories were 'collected'? Does this tell you anything about the text?
- Does the cover or title page raise any questions? What do you want to find out?

Teacher records student responses in order to re-examine them after reading the text. Were any predictions correct? Were questions answered? Unanswered questions can be used as extension research activities.

Older students can do the above activities in groups, with one student acting as scribe. Award points to groups for each correct prediction or relevant question, with the winners to receive a small prize.



## The Wonder Wall Project

### Week 1

Studying the texts and discussing the Aboriginal culture.

Distinguishing the features of the Aboriginal life

Living

Transport

Culture

Food

Family Network

### Week 2

Who would you say is an 'elder' in your own community? Perhaps you have older relatives or family friends who might share stories about their own elders, who lived long before you were born. Make sure the people you approach are trusted by your parents or teachers, and are willing to have their stories recorded.

Accessing sound or video recording equipment, we shall record the stories of your elders and collate them online in a class 'Wonder Wall Project' page.

This website features many beautifully animated videos telling stories from the Aboriginal Dreaming.

<http://www.abc.net.au/dustechoes/>

### Week 3

- Draw the main events of a familiar story.
- Cut out the pictures and rearrange them into a new order. You could even introduce a random element by shuffling the pictures.
- Paste the rearranged elements into a book or onto a piece of paper.
- Write the story next to the rearranged pictures, making sure you use sequencing language and conjunctions that will help the reader make sense of the story.

Or

#### Drama Activity – Frozen Moments

- In groups of three or four, students create a living tableau showing a scene from the story, as though they have frozen in the middle of the action.
- The teacher chooses a group to present their scene to the class. Audience members will try to guess what the scene is. If a student guesses the scene correctly, his or her group takes the next turn.

### Week 4

Share your story with the Registered Group...

Most people know the story of the Rainbow Serpent that helped create the world in the Aboriginal Dreamtime. Here is a Rainbow Serpent story from the Bundjalung people of northern New South Wales

<http://www.nimbinweb.com.au/bundjalung/index.htm>

For more beautifully animated stories from different Aboriginal peoples, along with online quizzes and study guides, visit

<http://www.abc.net.au/dustechoes/>

Notes prepared by: - Jane Edgecombe