



Environment,  
Climate Change & Water  
National Parks & Wildlife Service



# ABORIGINAL HERITAGE OF MOSMAN





## Worksheets and answer pages

The following pages contain the student worksheets and the teacher's answers. The questions were compiled by the staff at the Aboriginal Heritage Office for use by teachers in the Mosman Local Government Area.

The worksheets include questions that relate to specific topics throughout the Barani - Nung - Barrabugu presentation. Teachers are free to use whichever worksheets are necessary for their classes to complete this unit of work.

## References

- David Watts – Aboriginal Site's Awareness Training Program
- Cultural Heritage Unit – June 1999 (p1) The National Parks and Wildlife Act 1974
- Cultural Heritage Unit – June 1999 (p1) The Environmental Planning and Assessment Act 1979
- AMBS 2005, Australian Museum Business Studies
- Aboriginal Heritage in Northern Sydney February 2006. The NSW Heritage Office special presentation on Aboriginal heritage



# Languages

## Question 1

1.1 Name five European languages:

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1.2 Name five Asian languages:

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1.3 Name five Aboriginal languages from around NSW:

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## Question 2

2.1 Approximately how many Aboriginal languages were there in Australia?

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2.2 What is the name of the language nation and clan of this area?

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2.3 Name three clans in the Northern Sydney area:

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## Teacher's answer page

### Question 1.3

Possible answers:

1. Guringal
2. Coastal Dharug
3. Bundjalung
4. Dunghutti
5. Darkinjang
6. Wiradjuri
7. Wodi Wodi
8. Worimi
9. Karenggapa
10. Ngiyampaa
11. Paakantyi

### Question 2.1

Over 500

### Question 2.2

Guringal (Language Nation)  
Camaraigal (clan)

### Question 2.3

Possible answers:

1. Camaraigal
1. Wallumedegal
2. Gayimal
3. Darramurragal



# Bush foods

## Question 1

1.1 What are some of the traditional uses of bush foods in Mosman?

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1.2 Link the bush food to its name:

**1. Dianella**

**2. Grass tree**

**3. Wattle**





## Question 2

2.1 Can people eat the seeds of a burrawang straight from the plant? If your answer is no, explain why:

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2.2 What do you have to do to the seeds before eating?

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## Question 3

3.1 If you're hungry in the bush and you see a berry that looks edible or you think you recognise it, should you eat it? Why?

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3.2 Do you know any bush foods, other than the ones on the slide? What were they used for?

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## Teachers' answer page

### Question 1.1

Possible answers:

1. Dye/colour
2. Berries/fruit
3. Plant food
4. Medicine
5. Tool/fibre/hardware

### Question 1.2



1. Dianella



2. Wattle



3. Grass Tree

### Question 2.1

No, the seeds are poisonous and could make them sick.

### Question 2.2

The poison would have to be leached out by leaving the seed in a stream or running water for several weeks.

### Question 3.1

No, because it could be poisonous.



## Sites

### Question 1

1.1 What is an archaeological site?

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1.2 What are the three main types of Aboriginal sites?

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1.3 What are some other Aboriginal sites?

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### Question 2

2.1 What is a midden?

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2.2 How did Aboriginal people make hand stencils?

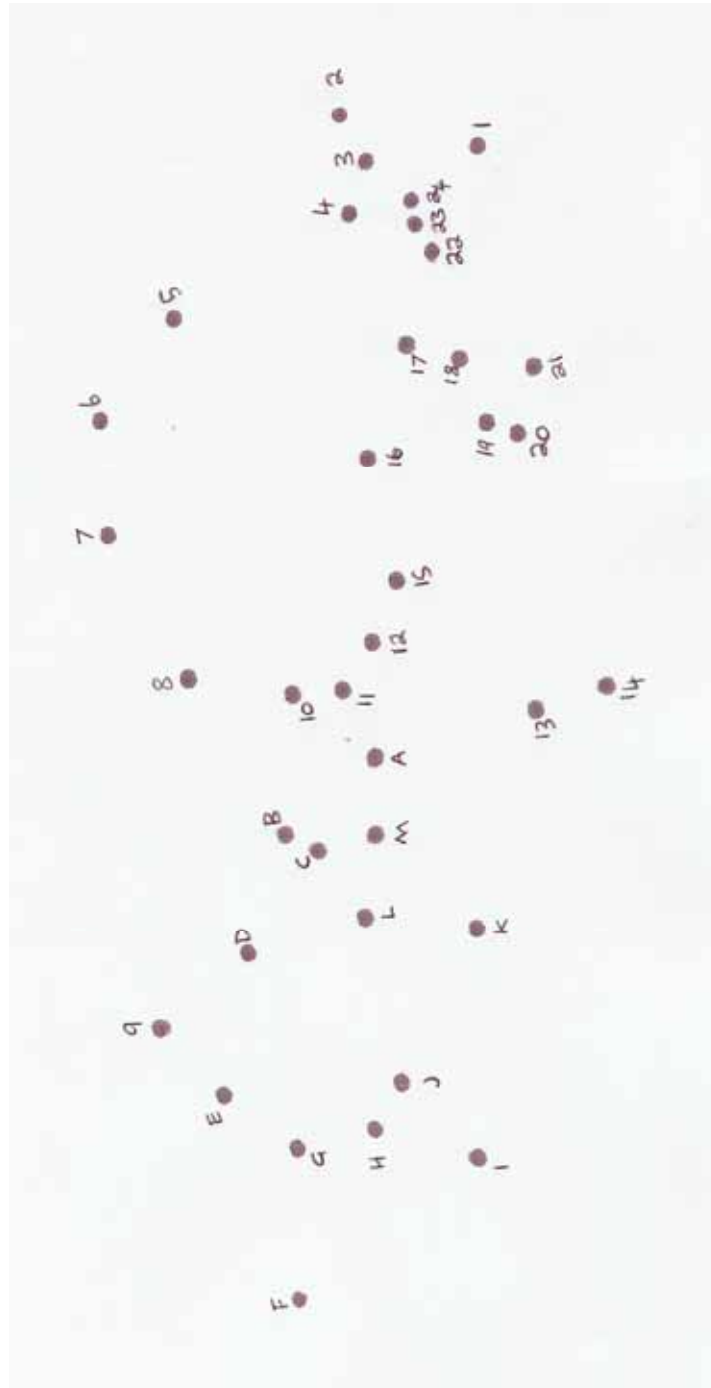
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### Question 3

Connect the dots to make your own engraving. Join the letters then join the numbers to make two separate animals.







## Teacher's answer page

### Question 1.1

An archaeological site has physical evidence of human occupation.

### Question 1.2

1. Middens
2. Rock shelters
3. Open camp sites

### Question 1.3

Possible answers:

1. Art (hand stencils, paintings, etc.)
2. Rock engravings
3. Archaeological deposits (tools/shells etc. found in the ground)
4. Burial sites
5. Axe grinding grooves
6. Scarred trees
7. Bora/ceremonial grounds
8. Carved trees
9. Fish traps
10. Stone arrangements

### Question 2.1

A midden is a place where remains from eating shellfish, other animal bones and remains from fires have accumulated.

### Question 2.2

Stencils are produced by mixing ochre in the mouth into a wet paste, then spraying it over the hand.





## Time line

### Measuring both Aboriginal and Australian history

Activity:

In groups of five, you will work together to figure out and measure both Aboriginal and Australian occupation of Australia.

In your groups, measure out 6 metres with a tape measure.

Every metre represents 10,000 years of human occupation.  
(1 metre = 10,000 years)

If Aboriginal people have been living here for 60,000 years (which is 6 metres) and Australia was colonised approximately 210 years, how long (in centimetres) is AUSTRALIAN history?

Use the rest of this page to work out your answer.



## Teacher's answer page

Aboriginal people have been living here for at least 60,000 years (6 metres). In this activity 100 years = 1 centimetre on the tape measure.

The equation is:

$$1 \text{ metre} = 10,000 \text{ years}$$

$$= \frac{10,000 \text{ years}}{100 \text{ centimetres}}$$

$$1 \text{ cm} = 100 \text{ years}$$

Therefore if 100 years is equal to 1 centimetre, 210 years of AUSTRALIAN history is 2.1 cm compared to the 60,000 years (the whole 6 metres) of ABORIGINAL history.

Ask the children to measure out 6 metres in its entirety, and at the end they should measure the 2.1 centimetres back from the 6 metre mark.



## Find-a-word

Find all the words and colour them in with earth tones such as red, brown, yellow, etc! The words can be found in ANY DIRECTION as long as they're in a straight line.

<b>R</b>	<b>A</b>	<b>C</b>	<b>S</b>	<b>L</b>	<b>I</b>	<b>C</b>	<b>N</b>	<b>E</b>	<b>T</b>	<b>S</b>
<b>P</b>	<b>O</b>	<b>K</b>	<b>O</b>	<b>O</b>	<b>R</b>	<b>I</b>	<b>N</b>	<b>O</b>	<b>D</b>	<b>H</b>
<b>B</b>	<b>E</b>	<b>C</b>	<b>U</b>	<b>L</b>	<b>T</b>	<b>U</b>	<b>R</b>	<b>E</b>	<b>I</b>	<b>E</b>
<b>U</b>	<b>G</b>	<b>A</b>	<b>K</b>	<b>N</b>	<b>J</b>	<b>P</b>	<b>S</b>	<b>P</b>	<b>N</b>	<b>L</b>
<b>R</b>	<b>A</b>	<b>L</b>	<b>K</b>	<b>S</b>	<b>A</b>	<b>R</b>	<b>R</b>	<b>A</b>	<b>G</b>	<b>L</b>
<b>R</b>	<b>T</b>	<b>B</b>	<b>Y</b>	<b>R</b>	<b>H</b>	<b>G</b>	<b>E</b>	<b>B</b>	<b>O</b>	<b>D</b>
<b>A</b>	<b>I</b>	<b>O</b>	<b>O</b>	<b>P</b>	<b>N</b>	<b>E</b>	<b>D</b>	<b>D</b>	<b>I</b>	<b>M</b>
<b>W</b>	<b>R</b>	<b>B</b>	<b>U</b>	<b>R</b>	<b>I</b>	<b>A</b>	<b>L</b>	<b>G</b>	<b>R</b>	<b>E</b>
<b>A</b>	<b>E</b>	<b>A</b>	<b>R</b>	<b>T</b>	<b>O</b>	<b>T</b>	<b>E</b>	<b>T</b>	<b>A</b>	<b>P</b>
<b>N</b>	<b>H</b>	<b>E</b>	<b>R</b>	<b>I</b>	<b>W</b>	<b>O</b>	<b>L</b>	<b>L</b>	<b>E</b>	<b>Y</b>
<b>G</b>	<b>U</b>	<b>R</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>A</b>	<b>L</b>	<b>O</b>	<b>M</b>	<b>R</b>

- Burrawang
- Heritage
- Midden
- Koori
- Guringal
- Burial
- Elders
- Black
- Yellow
- Shell
- Art
- Red
- Culture
- Rock shelter
- Stencils



## Teacher's Answer Page

<b>R</b>			<b>S</b>	<b>L</b>	<b>I</b>	<b>C</b>	<b>N</b>	<b>E</b>	<b>T</b>	<b>S</b>
	<b>O</b>	<b>K</b>	<b>O</b>	<b>O</b>	<b>R</b>	<b>I</b>				<b>H</b>
<b>B</b>	<b>E</b>	<b>C</b>	<b>U</b>	<b>L</b>	<b>T</b>	<b>U</b>	<b>R</b>	<b>E</b>		<b>E</b>
<b>U</b>	<b>G</b>	<b>A</b>	<b>K</b>				<b>S</b>			<b>L</b>
<b>R</b>	<b>A</b>	<b>L</b>		<b>S</b>		<b>R</b>	<b>R</b>			<b>L</b>
<b>R</b>	<b>T</b>	<b>B</b>			<b>H</b>		<b>E</b>			
<b>A</b>	<b>I</b>				<b>N</b>	<b>E</b>	<b>D</b>	<b>D</b>	<b>I</b>	<b>M</b>
<b>W</b>	<b>R</b>	<b>B</b>	<b>U</b>	<b>R</b>	<b>I</b>	<b>A</b>	<b>L</b>			
<b>A</b>	<b>E</b>	<b>A</b>	<b>R</b>	<b>T</b>			<b>E</b>	<b>T</b>		
<b>N</b>	<b>H</b>				<b>W</b>	<b>O</b>	<b>L</b>	<b>L</b>	<b>E</b>	<b>Y</b>
<b>G</b>	<b>U</b>	<b>R</b>	<b>I</b>	<b>N</b>	<b>G</b>	<b>A</b>	<b>L</b>			<b>R</b>



# Looking after Aboriginal heritage

**Who am I? What is my background?**

**What sites can be found in Mosman?**

**What are the activities that I do?**

**Aboriginal sites and culture are important because.....**

**What is my culture?**

**How can I protect Aboriginal heritage?**