


Teacher guide: Gulaga–Mount Dromedary | Year 2

LESSON PREPARATION AND DELIVERY	This activity requires students to express familiar places they belong to and why some places are special. Look at how First Nations people connect to Country and build on students' own understandings of a special place.
DISCUSSING THE ARTWORK AND CULTURAL CONSIDERATIONS	<p>In your activity you are asked to discuss the below artwork and landmark. There are multiple questions which help create understanding of cultural expressions to support all modes of delivery. These will guide your delivery and support your participants in understanding cultural views of Aboriginal and Torres Strait Islander peoples.</p> <p>Cultural guidance:</p> <p>When asking about First Nations symbols or representations of beliefs in artworks, discuss the cultural significance of Aboriginal symbols or beliefs, and how these are interpreted in Aboriginal artworks. Discuss diversity and that the beliefs for one language group may be different from another language group.</p> <p>Ensure you are aware of your students who are First Nations people and provide a safe sharing space that individuals feel confident to express themselves in. Be mindful that not all First Nations people know cultural protocols, symbol origination and belief systems. Some art styles, stories and beliefs are owned by certain family groups.</p> <p>Sacred location:</p> <p>Gulaga has always been a sacred mountain for the Yuin people of southern New South Wales. Yuin people know Gulaga as Mother Mountain. It is an important women's place, linked to ceremony, childbirth and storytelling.</p>
ARTWORK TITLE	<i>Gulaga</i>
ARTIST	Cheryl Davison

ARTWORK IMAGE	
DESCRIPTION	<p>Cheryl Davison: 'She's always been here Gulaga is the Mother Mountain. Pregnant, she lies on her side, her head to the south, her feet to the north, facing the sea ... She was here when the stars and the moon and everything else was created ... she's always been here.'</p>
THE GULAGA STORY: CHERYL DAVISON, WALBUNJA/NGARIGO	<p>One day Gulaga and her two sons, Baranguba and Najanuga, were collecting bush tucker. When Baranguba asked if he could go fishing, Gulaga said, 'No, you're too young, you're to stay next to me'.</p> <p>As they walked along, Baranguba insisted that he go fishing. But Gulaga said, 'No, no, you have to stay next to me, it's not safe to go fishing by yourself'. But Baranguba snuck away. He made himself a canoe and he rowed out to sea, where a big wave came and washed him off the canoe ... He laid down in the water – and that's where he still lives today.</p> <p>When Najanuga, the younger son, saw this, he wanted to move away and set up his own camp. But Gulaga said, 'No, you're too young, you just sit here right next to me'.</p> <p>So now she lies there, looking out at the sea at her older son, with her younger son right next to her, in arm's reach.</p>
WHAT IS IMPORTANT ABOUT THIS ARTWORK	<ul style="list-style-type: none"> • This artwork represents the beliefs and generational story of the Yuin people. • It is a representation of a sacred location. • The Mountain is known to First Nations people as Mother Mountain. • It is an important women's place, linked to ceremony, childbirth and storytelling.

ACTIVITY OBJECTIVE	<ul style="list-style-type: none"> • Use Gulaga resources and discuss artworks, photographs and videos. • Discuss the cultural significance of the landmark Gulaga – Mount Dromedary: <ul style="list-style-type: none"> • Gulaga has always been a sacred mountain for the Yuin people of southern New South Wales. Yuin people know Gulaga as Mother Mountain. It is an important women's place, linked to ceremony, childbirth and storytelling • Discuss the effects of colonisation on the First Nations beliefs and sacred locations: <ul style="list-style-type: none"> • Unaware of the cultural connection to this mountain being Mother Mountain for Yuin people, Captain James Cook renamed the distinctive hump-shaped landform 'Mt Dromedary' as he sailed up the coast. • Have discussions by asking diverse questions to build cultural understanding. • Complete activity to strengthen own knowledge and to build a visual and unique perspective. • Play a game that brings diverse perspectives of one shared environment.
DIRECTIONS, QUESTIONS AND IDEAS FOR DELIVERY	<ul style="list-style-type: none"> • Create a safe environment where a group can discuss the artwork <i>Gulaga</i> and the photograph of Mt Dromedary. • Compare the artwork and photograph.
PHOTOGRAPH	<div data-bbox="526 689 1352 1117"> </div> <div data-bbox="1377 689 2107 1117"> </div>

COMPLETING ACTIVITY

STEP 1

Read the story of Gulaga alongside the artwork.

STEP 2

View photograph of landmark Gulaga – Mt Dromedary. Explain what Captain Cook did by naming the mountain Mt Dromedary.

Step 3

Create an understanding of the impact colonisation had on First Nations people all over Australia.

Foundation and direction:

Just like the story of Gulaga, there are many landforms within Australia that hold meanings and cultural stories that originate from First Nations people. The original custodians from a region are the only people able to retell and create artworks relaying the stories that are attached to that landmark. This is called a national cultural protocol and is a practice abided by all First Nations people.

A family story that has been passed down for many generations belongs to a family group that were born from that land having a blood connection to it. The Museum abides by these cultural protocols and all stories shared have been in collaboration with knowledge holders.

Research Gulaga resource and compare the artwork and photograph.

Points to mention:

- Who or what group of people have a connection to this landmark?
- Do you have a place that is special to you?
- What is the name of this place?
- What if someone else changed the name of this place, what do you think might happen?

Step 4

Draw 2 locations you like to visit that are far apart. Do you have to travel by plane or by car or can you walk?