

Topic: Australian Indigenous Culture through Dreamtime Stories	Authors: Ghiwa Koubar, Natalie Lauria, Christine Mahlis, Prudence Smith, Tina Tsonis
<i>Desired Results</i>	
<p>VELS Level 2</p> <p>English:</p> <p><i>Reading:</i></p> <ul style="list-style-type: none"> • They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text <p><i>Writing:</i></p> <ul style="list-style-type: none"> • students write short sequenced texts • They use appropriate structures to achieve some organisation of the subject matter • They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience. <p><i>Speaking and listening:</i></p> <ul style="list-style-type: none"> • students listen to and produce spoken texts that deal with familiar ideas and information • They organise spoken texts using simple features to signal beginnings and endings. • They vary volume and intonation patterns to add emphasis <p>Mathematics:</p> <ul style="list-style-type: none"> • Students pose and respond to questions leading to data collection. • They use pictographs and bar graph to organise and present data. • students learn to use both non-uniform and uniform (for example, pencil length) informal measurement units <p>ICT:</p> <ul style="list-style-type: none"> • they use ICT to acquire new knowledge and skills in all areas of the curriculum and to create and present information in meaningful ways • They learn to organise and classify information and ideas, and present them in a manner that is meaningful to them <p>Humanities:</p> <ul style="list-style-type: none"> • listening to the oral history of community members, students become aware of the various types of geographical and historical evidence • They begin to grasp the role and importance of the various cultural groups that make up the Australian community, including Aboriginal and Torres Strait Islander communities 	<p>The Arts:</p> <ul style="list-style-type: none"> • they learn about a range of ways arts elements can be used in the Performing and Visual Arts to communicate experiences, observations and things imagined • They explore and, with guidance, maintain a record of ways of creating arts works that use a range of contemporary and traditional arts forms • Using ideas and concepts taken from themes, scenarios, narratives and visual stimuli, they experiment with ways of expressing and communicating ideas and feelings to particular audiences or for particular purposes • Explore Drama elements and conventions such as costumes and props to create a character based on their observation and perception of a character in a story <p><i>Creating and making:</i></p> <ul style="list-style-type: none"> • Students create and present performing and visual arts works that show emerging arts knowledge and an ability to plan arts works that communicate ideas, concepts, observations feelings and/or experiences. <p>Communication:</p> <ul style="list-style-type: none"> • they practise the skills of being attentive listeners and viewers in pairs, small groups and as a whole class • They experience, respond to and begin to interpret a variety of aural, written and visual texts, discussing alternative meanings and perspectives when they arise <p>Interpersonal Development:</p> <ul style="list-style-type: none"> • students work in teams in assigned roles, stay on task and complete structured activities within set timeframes

Australian Curriculum - Year 1	Australian Curriculum - Year 2
<p data-bbox="188 237 277 266">English</p> <p data-bbox="188 309 296 338">Literacy:</p> <ul data-bbox="188 344 794 663" style="list-style-type: none"> <li data-bbox="188 344 794 412">• <i>Texts in context:</i> Respond to texts drawn from a range of cultures and experiences <li data-bbox="188 418 794 663">• <i>Creating texts:</i> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose <p data-bbox="188 705 316 734">Language:</p> <ul data-bbox="188 741 804 1093" style="list-style-type: none"> <li data-bbox="188 741 804 913">• <i>Language variation and change:</i> Understand that people use different systems of communication to cater to different needs and purposes and that many people may use sign systems to communicate with others <li data-bbox="188 920 804 1093">• <i>Language for Interactions:</i> Understand that language is used in combination with other means of communication, for example facial expressions and gestures to interact with others. <p data-bbox="188 1135 320 1164">Literature:</p> <ul data-bbox="188 1171 778 1384" style="list-style-type: none"> <li data-bbox="188 1171 778 1238">• <i>Literature and context:</i> Discuss how authors create characters using language and images <li data-bbox="188 1245 778 1384">• <i>Creating Literature:</i> Recreate texts imaginatively using drawing, writing, performance and digital forms of communication <p data-bbox="188 1426 360 1456">Mathematics:</p> <ul data-bbox="188 1462 794 1711" style="list-style-type: none"> <li data-bbox="188 1462 794 1529">• They describe two-dimensional shapes and three-dimensional objects. <li data-bbox="188 1536 794 1565">• Students describe data displays. <li data-bbox="188 1572 794 1639">• Students order objects based on lengths using informal units. <li data-bbox="188 1646 794 1711">• They collect data and draw simple data displays. <p data-bbox="188 1753 288 1783">History:</p> <ul data-bbox="188 1789 794 1890" style="list-style-type: none"> <li data-bbox="188 1789 794 1890">• How the present, past and future are signified by terms indicating time such as ‘a long time ago’ as in dreamtime stories. 	<p data-bbox="829 237 919 266">English</p> <p data-bbox="829 309 938 338">Literacy:</p> <ul data-bbox="829 344 1390 696" style="list-style-type: none"> <li data-bbox="829 344 1390 445">• <i>Texts in context:</i> Discuss different texts on a similar topic, identifying similarities and differences between the texts <li data-bbox="829 452 1390 696">• <i>Creating texts:</i> Create short imaginative, informative and persuasive texts using growing knowledge of text structures and language features for familiar and some less familiar audiences, selecting print and multimodal elements appropriate to the audience and purpose <p data-bbox="829 739 957 768">Language:</p> <ul data-bbox="829 775 1353 987" style="list-style-type: none"> <li data-bbox="829 775 1353 987">• <i>Language variation and change:</i> Understand that spoken, visual and written forms of language are different modes of communication with different features and their use varies according to the audience, purpose, context and cultural background <p data-bbox="829 1030 962 1059">Literature:</p> <ul data-bbox="829 1066 1369 1491" style="list-style-type: none"> <li data-bbox="829 1066 1369 1200">• <i>Literature and content:</i> Discuss how depictions of characters in print, sound and images reflect the contexts in which they were created. <li data-bbox="829 1207 1369 1346">• <i>Examining Literature:</i> Discuss the characters and settings of different texts and explore how language is used to present these features in different ways <li data-bbox="829 1352 1369 1491">• <i>Creating Literature:</i> Create events and characters using different media that develop key events and characters from literary texts <p data-bbox="829 1534 1000 1563">Mathematics:</p> <ul data-bbox="829 1570 1374 1630" style="list-style-type: none"> <li data-bbox="829 1570 1374 1630">• Use informal units iteratively to compare measurements <p data-bbox="829 1637 1222 1704">Creating and interpreting simple representations of data</p> <p data-bbox="829 1747 930 1776">History:</p> <ul data-bbox="829 1783 1385 1883" style="list-style-type: none"> <li data-bbox="829 1783 1385 1883">• The importance today of an historical site of cultural or spiritual significance; for the land

<p>Expected Understandings: <i>Students will understand..</i></p> <ul style="list-style-type: none"> ◦ About Aboriginal history and culture ◦ Messages and meanings conveyed through dreamtime stories ◦ Importance of land to culture and story ◦ Storytelling used/uses a combination of the arts; dance, singing, music, painting 	<p>Expected Knowledge: <i>Students will know..</i></p> <ul style="list-style-type: none"> ◦ Who Indigenous Australians are and what they mean to this country ◦ What dreamtime stories are ◦ Why dreamtime stories were created ◦ How Aboriginal people survived from the land ◦ What a moral or coda is in a dreamtime story ◦ How symbols were used to tell a story in Aboriginal culture ◦ How tools were used for survival on the land
<p>Essential Questions:</p> <ul style="list-style-type: none"> ◦ What do we know about Aboriginal Culture? ◦ What do we want to find out about Aboriginal culture? ◦ What is dreaming? What is the dreamtime? ◦ What can dreamtime stories tell us about Aboriginal history and culture? ◦ Why do Indigenous Australians tell dreamtime stories? What do they teach us? ◦ What are the elements of a dreamtime story? ◦ How do Indigenous Australians express and share their culture through art, dance and music? ◦ How did Aboriginal people survive from the land? 	<p>Expected Skills: <i>Students will be able to..</i></p> <ul style="list-style-type: none"> ◦ Use investigative skills to find out about the land ◦ Present data in a graph ◦ Estimate and measure using informal and formal units ◦ Structure a narrative, with a moral or coda ◦ Display characteristics of a good story teller ◦ Listen effectively to stories and presentations ◦ How to identify, interpret and apply characteristics of Aboriginal Art
Evidence of Learning	
<p>Rich task: Students connect to Indigenous culture through the exploration and creation of Dreamtime Stories. Stories are presented to their local Indigenous Community in order to honour their history.</p>	<p>Other evidence: Brainstorm and T-charts Story retells Bar graphs Information posters Estimation and measurement findings Boomerang artwork Bushwalk data collection</p>
Learning Plan	Assessment

<p>Tuning In</p> <p>Lesson One - What is Dreamtime?</p> <ul style="list-style-type: none"> • Engage with dreamtime stories delivered through two different mediums: <ul style="list-style-type: none"> ◦ “The Mermaid Story” (Video) ◦ Read the book “The Great Watersnake of Nagamaru” • Students brainstorm stories they know. • As students share, teacher places them in categories such as fairy tales, stories from television or books of films, personal family stories and grandparent’s stories. • Ask student who tells stories and how are they told. • Ask students to identify ways children receive stories for example they may be written word, sung or by pictures. • Ask children if there is a message or meaning that is conveyed through certain stories. • Is the story trying to teach them to behave in the right way or purely for entertainment or is there a warning not to do dangerous things. • Followed by a comprehensive discussion about the story and video. • Reflect on what has been learnt and start a Wondering Wall to assist in further planning. 	<p>Brainstorm</p>
<p>Finding Out</p> <p>Lesson Two - Storytelling through different modes</p> <ul style="list-style-type: none"> • Students will view and listen to the story of ‘<i>Why the Platypus is a special animal</i>’. Students will then have the same story read ‘Why the platypus is such a special animal’ in <i>Stories from the Billabong</i>. • After reading and viewing versions of ‘Why the platypus is such a special animal’ students will be encouraged to look at similarities and differences between the oral and written versions of this story. • Draw up a chart to display the similarities and differences between the two versions. Ensure students note the bush setting, the storyteller’s gestures and variation in voice tone, the insertion of cartoon images and the use of background music. 	<p>T-Chart</p>
<p>Lesson Three - Narrative Structure of Dreamtime Stories</p> <ul style="list-style-type: none"> • Scaffold student understanding of how to structure a narrative, focusing, in particular, on the elements that make up dreamtime stories. • Read aloud “Bangu the Flying Fox”, retold by Jillian Taylor and 	<p>Dust Echoes retell and information charts</p> <p>Dreamtime story plans</p>

<p>illustrated by Penny Jones and Aaron Norris, modelling the simple narrative structure.</p> <ul style="list-style-type: none"> • Discuss the elements that make up a narrative. • Students create an information chart on the wall, identifying and recording who, where and what from the Bangu story. Focus on four key words: orientation, complication, resolution and coda. • In groups: activity using the Dust Echoes website (link). Students watch animated dreamtime story from website and retell through arranging main events from story. Create their own information chart for orientation, complication, resolution and coda from their chosen Dust Echoes story. • Whole class: teacher modelled discussion, about the language used to guide a narrative and then look at the distinctive words and language used in Dreamtime stories. Key language used to guide a dreaming story: “long, long ago in the dreaming”, “suddenly”, “finally”, “and that is how it came to be”. This discussion will finish with the importance of the “coda” in a dreamtime story. • Students work in their groups to form the structure of their own dreamtime stories. They use the language markers discussed in the discussion to begin sentences which will form each part of their story, for presentation at the end of the unit of work. 	
<p>Lesson Four – Surviving from the land investigation</p> <ul style="list-style-type: none"> • This lesson is encouraging the children to develop a numeracy based lesson using the resources in the environment. • This lesson will begin with a short dream time story about the bush and land called the ‘Wagalak Sisters’ http://www.abc.net.au/dustechoes/dustEchoesFlash.htm • Brainstorm about how children think Aboriginal people used the land to survive <ul style="list-style-type: none"> ◦ How they may have found food ◦ What they may have eaten ◦ What sorts of things might we see on our bushwalk that could be a source of food • Students use library and online resources to discover sources of food found in the bush and present as information posters – with images and text. 	<p>Information posters</p>
<p>Lesson Five – Walking in the footsteps of our Indigenous ancestors</p>	

<ul style="list-style-type: none"> • Indigenous bushwalk at Healesville Sanctuary excursion. • During bushwalk the children must tally flora and fauna they think may have helped Aboriginal people survive. Focus on how many creatures, plants, creeks, rivers, lakes, ponds, insects, animals, wildlife, flora and fauna, equipment, tools etc. • They will tally their results by numerical numbering them on a clip board. • The data will be used to graph what the children found on their bushwalk using a bar graph in a further numeracy lesson. 	Data collection
<p>Lesson Six – Symbols used in dreamtime illustration</p> <ul style="list-style-type: none"> • Read Aloud: The Sand Symbol Introducing symbols used in dreamtime illustrations. • *Brainstorm-: Groups will be given the same unseen Indigenous symbol on butchers paper. Each group will record what they think their symbol could mean. Class comes together and each group presents their symbol and what they think it represents. Students then discuss how they all came up with different meanings and why. • Students will then explore different symbols used by indigenous Australians in their stories. • Groups or pairs will create posters illustrating the symbols and what they mean, as a word wall. 	Symbol posters
<p>Lesson Seven – Symbols in dreamtime stories</p> <ul style="list-style-type: none"> • Students are read: ‘The Rainbow snake’ • Ask students to select their favourite part of the story and on flip chart paper, copy one or two sentences and ask students which words can be removed and replaced with symbols. • Refer to the class made charts of symbols used in dreamtime stories (finding out stage). Take suggestions from the class as to symbols that could be used instead of words. On a post it note or square piece of paper use that symbol to cover word (flip). • Individually students can select their favourite part of dreamtime story and using symbols and their own imagination create an illustration that tells a part of the story. • Students to share illustrations and have their peers try and guess which 	Story symbol illustrations

part of the story they have illustrated.

Sorting Out

Lesson Eight – Graphing our Bushwalk findings

- This lesson will begin with a short dream time story about the bush and land called 'We came from the land'
<http://library.thinkquest.org/C0115620/beliefsstorywecame1.html>
- This lesson will begin with a brief reflection of what the children found, saw, heard, smelt on their previous bushwalk lesson. This gives the children an opportunity time for reflection about what they learnt.
- Ask the children to take out their tallies they completed on the bushwalk and together on the floor with the teacher modelling; will begin a lesson on bar graphing.
- Ask some students what they found and what the total number was, and then showing the children how they create a bar graph to show their results. It is important the teacher models this before the children create their own. Continue with this until they feel the students are ready to begin the bar graph independently.
- Students work individually creating their bar graphs using their tallies.

Bar graphs

Lesson Nine - Shapes and Patterns in Aboriginal art

- Aboriginal art to be presented to the class.
 - http://26.media.tumblr.com/tumblr_l64xeflmMf1qa944oo1_400.jpg
 - <http://www.sydney-nsw-australia.com/images/aboriginal-art-australian-museum.jpg>
 - <http://www.travel-pictures-gallery.com/images/australia/katherine-alice/katherine-alice-0042.jpg>
 - http://farm5.static.flickr.com/4098/4739605710_c2756f4027.jpg
 - <http://www.paintingsilove.com/uploads/17/17705/634138339737507787.jpg>
- Brainstorm about what shapes and patterns they see in the aboriginal art.
 - *What shapes do you see in the animal?*
 - *What patterns do you see?*
 - *What shapes can you use to create your own animal using traditional aboriginal art?*

Animal shape drawings

<ul style="list-style-type: none"> Majority of artwork consists of dots, circles, ovals, U shapes, boomerang shapes, lines, etc. Define the meaning of each shape used in the artwork. <ul style="list-style-type: none"> http://www.mbantua.com.au/blog/understanding-aboriginal-art/ - meaning of shapes Students are to choose an animal that they think is closely linked with traditional Aboriginal art. They are to draw their animal and apply patterns of dots, lines, and shapes, using aboriginal techniques to design their animal. 	
<p>Lesson Ten – Sticks: Estimation and measurement</p> <ul style="list-style-type: none"> Read Aloud: Goanna Jumps High Whole: Discuss how high the goanna jumped at different times and how we could measure this without using measuring tools, like a ruler. Teacher modelling during this session will also focus on ‘<i>how we measure</i>’, for example when we measure where do we start from, no gaps etc. The use of appropriate language for estimation will also be emphasised, for example the desk is about 10 feet long, and the chair is a little less than 8 feet. Children will be given an opportunity to discuss their ideas using ‘think, pair share’. Students will then share their ideas with the whole class. Students will work in pairs – remove socks and shoes and trace their foot. This will become their personal unit of measure. Students (still working in pairs) will then choose five objects in the room estimate the number of feet and then measure using their personal measuring tool. Students will share their findings with the class. <i>Sticks estimation game:</i> <p>The game will start with a short discussion on estimating distances (revisit activity 1). Sticks (6) are placed on the ground, one after the other (various distances). The students will firstly estimate and record the distance between sticks 1-2, 2-3, 3-4, 4-5, 5-6 . Then using their <i>feet</i> they will measure the actual and record their findings on the worksheet. Each student will then jump in between each stick and when they get to the last stick (6th) they will jump as far as they can. The student will then measure using their feet. This is repeated for each student. After the game, discussion on measurement will focus on why student’s results may be different, for example sticks further apart, allowed for run up etc.</p>	<p>Observation</p> <p>Estimation findings</p>

Going Further

Lesson Eleven – Aboriginal Art: Creating a tool

- Class incursion: Visitor from Koomarri to run workshop on Aboriginal art and boomerang making
- Class discussion about how tools were made and decorated using shapes and patterns discussed in earlier lesson
- Students will learn how to make designs with series of dots and how to choose colours to express emotion
- Students to create their own decorated boomerangs
- Students will share their artwork and reflect on process

Boomerangs/
Artwork

Lesson Twelve – Boomerang throwing competition

How far do you think your boomerang will go?

- Brainstorm with students to use formal or informal measuring methods (i.e centimetres, personal measuring tool (foot)) to estimate how far their boomerangs can be thrown.
- Students are to write their names and estimations on a small piece of paper that is provided to them. They are to indicate which formal measuring method they will use.
- They are then to place their papers in the secret box.
- Students are to be put into pairs (throwers and measurers) and go to the oval with their boomerangs.
- The measurers are provided with the equipment to measure their partners throw, and are also required to record the distance. Once recorded, the recorders become the throwers and vice versa.
- Once the students have each thrown their boomerangs and have their own records, they return to the class to compare their estimations with their actual results.

Estimation and
measurement
findings

Lesson Thirteen – Scaffolding of different mediums for presenting dreamtime stories

- Throughout the unit, dreamtime stories read at the start of each lesson are presented through different mediums; video, storybook, role play etc., which act as exemplars for students to discover and decide how they'd like to present their own stories.
- Whole class reflective discussion about the medium options for

<p>presenting their stories.</p> <ul style="list-style-type: none"> • Students are to use story plans which were started in the Narrative lesson. • Students break into their story groups and explore with cameras, computer software and paints. They use this time to plan and create their dreamtime stories ready for presentation, with the teacher available for guidance. • Note: It is assumed that students have already been scaffolded in the use of the technologies required during previous units. <p>Taking Action</p> <p>This lesson marks the end of the unit of work and the celebration of learning. This will be a “dreamtime story telling session”, where all groups will present their own dreamtime stories in their groups. They are to be presented in the format they chose; role-play, video, storybook narrative, audio.</p> <p>Members of the local indigenous community will be invited to the celebration.</p>	<p>Dreamtime stories – content and presentation</p>
<p>Resources</p> <p>Bangu the Flying Fox, retold by Jillian Taylor and illustrated by Penny Jones and Aaron Norris Stories from the billabong, by James Vance Marshall The Sand Symbols, by Nola Turner-Jensen The Great Watersnake of Nagamaru, by Michael J Connolly Quirindi Mathematics in Indigenous Contexts (2004) Murdoch, K (1998). <i>Classroom Connections - Strategies for Integrated Learning</i>. South Yarra; Victoria. Eleanor Curtain Publishing Urandangi State School(1999). <i>Goanna jumps high</i>. Magabala Books http://www.dreamtime.auz.net/default.asp?PageID=71&n=The+Rainbow+Snake http://www.globalwords.edu.au/units/Indigenous_JPY3_4_html/pop02.html http://www.abc.net.au/dustechoes/ http://26.media.tumblr.com/tumblr_l64xeflmMf1ga944oo1_400.jpg http://www.sydney-nsw-australia.com/images/aboriginal-art-australian-museum.jpg http://www.travel-pictures-gallery.com/images/australia/katherine-alice/katherine-alice-0042.jpg http://farm5.static.flickr.com/4098/4739605710_c2756f4027.jpg http://www.paintingsilove.com/uploads/17/17705/634138339737507787.jpg http://www.mbantua.com.au/blog/understanding-aboriginal-art/ http://www.youtube.com/watch?v=2vh6moD9ZOU&feature=related http://www.det.wa.edu.au/aboriginaleducation/apac/detcms/navigation/general-resources/history/ http://www.gadimirrabooka.com/gadi-mirrabooka.php http://www.teachers.ash.org.au/imresources/dreamimg/stories.html http://www.aboriginaleducation.sa.edu.au/files/links/Dreaming_stories_and_bird.pdf http://vels.vcaa.vic.edu.au/vels/level3.html www.theeducationshop.com.au www.metromagazine.com.au http://www.educationworld.com/a_lesson/00-2/lp2137.shtml</p>	

<http://www.reachoutmichichigan.org/funexperiments/agesubjects/lessons/other/FINGER>
www.tes.co.uk/
www.teachthis.com.au/
www.teachertube.com/Cached
museumvictoria.com.au/melbournemuseum/Cached
www.nma.gov.au/
http://www.youtube.com/watch?v=djH5M5ToW_I