



Australian Indigenous Culture through Dreamtime Stories

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VELS Level 2

Domains included:

- Literacy
- Numeracy
- The Arts
- ICT
- Humanities
- Interpersonal Development



Australian Curriculum

- Curriculum: English , Mathematics, History
- Cross Curriculum Priorities: Aboriginal and Torres Strait Islander histories and cultures
- Aboriginal and Torres Strait Islander communities are strong, rich and diverse
- All students will develop an awareness and appreciation of, and respect for the literature of Aboriginal and Torres Strait Islander Peoples including storytelling traditions (oral narrative)
- Students will be taught to develop respectful critical understandings of the social, historical and cultural contexts associated with different uses of language and textual features (symbols)

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.



Essential Questions

- 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?

Literacy Focus

- Incorporated into most lessons
- Narrative structure and retelling
- Story Planning
- Role playing presenting
- Story telling in different forms
- Symbols in stories



Numeracy Focus

- Estimation and measuring distance through formal and informal strategies
- Data collection
- Pictographs and bar graphs
- Identifying 2D shapes and patterns



Integrated Curriculum

The Arts

- Option of presenting dreamtime story through role playing, song/music, dance or painting.



ICT

- ICT used to research online materials and information for Aboriginal survival.
- Use of multiple mediums in creating their dreamtime story through video, radio or animation.

Integrated Curriculum

The Humanities

- Developing awareness of Australian Aboriginal history and culture.

Interpersonal Development

- Working in teams collaboratively through unit.
- Meet time frames of tasks



Inquiry Unit Planning Model

Murdoch and Hornsby

- Tuning in
- Finding out
- Sorting out
- Making connections
- Going further/taking action

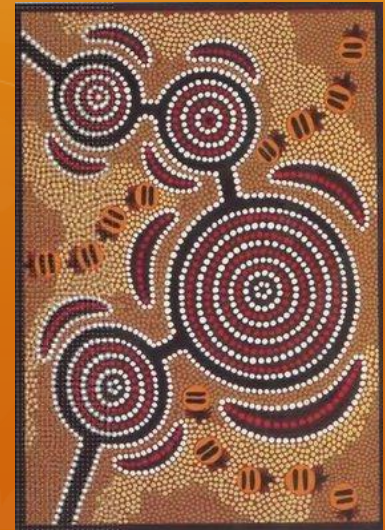


Activities

- Lesson One - What is Dreamtime?
- Lesson Two - Storytelling through different modes
- Lesson Three - Narrative Structure of Dreamtime Stories
- Lesson Four – Surviving from the land investigation
- Lesson Five – Walking in the footsteps of our Indigenous Ancestors
- Lesson Six – Symbols used in dreamtime illustration

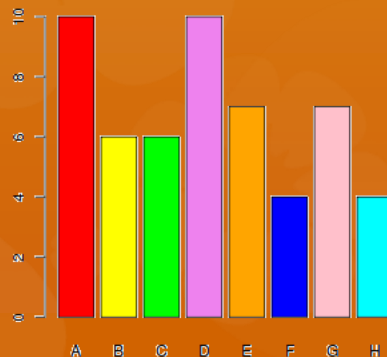
Activities

- Lesson Seven – Symbols in dreamtime stories
- Lesson Eight – Graphing our Bushwalk findings
- Lesson Nine - Shapes and Patterns in Aboriginal art
- Lesson Ten – Sticks: Estimation and measurement
- Lesson Eleven – Aboriginal Art: Creating a tool
- Lesson Twelve – Boomerang throwing competition
- Lesson Thirteen – Scaffolding of different mediums for presenting dreamtime stories



Numeracy -Graphing our Bushwalk findings

- Lesson begins with short dream time story called 'We came from the land'
<http://library.thinkquest.org/C0115620/beliefsstorywecame1.html>
- Brief reflection of what the children found, saw, heard, smelt on their bushwalk lesson.
- Students refer to the data collection they completed on the bushwalk to begin a lesson on bar graphing.
- Students share discoveries and create a bar graph to show their results.



Literacy - Narrative Structure of Dreamtime Stories

- Scaffold student understanding of how to structure a narrative.
- Read aloud “Bangu the Flying Fox”.
- Discuss the elements that make up a narrative. Focus on four key words: orientation, complication, resolution and coda.
- Dust Echos website and retell activity.
- Discussion of language used in Dreamtime stories. Key language: “long, long ago in the dreaming”, “suddenly”, “finally”, “and that is how it came to be”. Importance of the “coda”.
- Students work in their groups to form the structure of their own dreamtime stories.