

The Dreaming

WebQuest Description: Using Dreamtime stories as their starting point, pupils explore Aboriginal art, culture and history.

Grade Level: 9-12

Curriculum: Art / Music

Keywords: Aboriginal, dreamtime, story, stories, Australia, indigenous, tradition, oral, culture, nature, art, English, language, webquest

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Introduction

You are about to start on a journey. Your travels will take you to the land 'Down Under'. A land of magnificent scenery, strange animals but also a land with a rich history. This history belongs to the indigenous people of Australia: the Aborigines. During this journey you will learn about their history, their culture, their art and their stories. These stories have been passed on from one generation to the next. When you have reached your destination, you will pass on what you have learned -- in true Aboriginal style. WELCOME TO... THE DREAMING

Tasks

Your journey will start here, in the classroom. As with all journeys it should be a voyage of discovery. The discoveries you make will be collected and recorded. Different roads lead to different destinations. Now, at the start of your journey, you will meet up with your travel companions. Together, you will then be given a task to complete. In the end, all roads meet up at the final destination. This will be a grand exhibition of all the products you will have made. The exhibition will show your artistic products around Dreamtime Stories. These products can be: a public reading of your dreamtime story, a photo collage/poster presenting your dreamtime story, a short play in which you act out your dreamtime story, a painting or drawing of your dreamtime story. You are about to start on your adventure. Happy travels and enjoy!

Process

Lesson 11. Read the Introduction and Task sections. 2. Choose the product that you, personally, like best. 3. Your guide will then help you form a travel group of about 5 pupils. All pupils in one group will have chosen for the same end product. 4. First, you will learn about Aboriginal history and culture. Visit Site 1, Site 2, Site 3 and Site 4. 5. Use the information that you find on these websites to answer the questions on the AHC form (attachment 2 below). 6. Visit the following website on Dreamtime Stories. 7. On this website, each of you will read the Introduction. 8. Now go to the story list and to this Flash website with animated Dreamtime Stories. 'Experience' at least 3 Dreamtime Stories from these websites. You will do this on your own. 9. After you have experienced the stories, choose the one story that you liked best. Then use the Stories form (attachment 3) to make notes of everything that you notice about that story. 10. After you have done this, compare your notes with your travel companions. Together you will determine what makes Dreamtime Stories special; what they have in common; what is important about them; what you like about them. HOMEWORK: 1. In the next lesson, you are going to have your first 'real-life' encounter with Aboriginal art and culture. As a class, you will go to the Aboriginal Art Museum in Utrecht. 2. Before you leave, print out attachment 1 below (AAMU). You will need to bring this form with you. 3. You will talk with your travel group and decide what you need to learn at the museum in order to create your end product. Use the AAMU form. Lesson 2 Visit the Aboriginal Art Museum in Utrecht. Lesson 3. As a group, take a closer look at the Dreamtime Stories that you experienced in the first lesson. This time, pay attention to the grammar and style of the stories. What tenses are used in these stories (Present/Past/Future)? Perhaps different tenses are used in different stories? Make a list of adjectives that are used to describe people, places and things. 2. You will need the AAMU forms that you used when you visited the museum. The information you have written down on those forms will help you write your own Dreamtime Story. Compare and put together all the information you have written down. 3. Print one more copy of the AAMU form (attachment 1). You can use this empty form to help you write your own Dreamtime Story. Together with your travel companions, decide what the theme of your group story will be; which characters you will introduce; what the moral or Main Message of your story will be. 4. Each of you will now write their own Dreamtime Story -- at home. This will be your homework for the next lesson. Use the characters, theme and Main Message that you have chosen as a group. Try and imitate the style of the Dreamtime Stories that you have experienced. Pay attention to grammar (tenses?) and use adjectives to describe people, places and things. 5. When you meet up again, you will share and compare the stories you have written. Lesson 4. Share and compare the Dreamtime Stories that you have written at home. As a group, you will decide which of the 5 stories you like best. You may also choose to pick bits and pieces from several stories that you have written and combine them to make one new story. 2. When you have chosen/produced the final story, you can start to think about how to use this story to produce the end product which you have chosen (narration, short play, painting, etc.). NOTE: your group's final story will be handed in to your teacher and will be evaluated as part of your final mark. Originality, grammar and style will be taken into account. The story has to be between 400 & 500 words long. See under 'Evaluation' for specific requirements. Lesson 5 You will continue working on your end product. Keep track of the time: this is the last opportunity to finish your product! In the next lesson, you will present it in the grand exhibition. NOTE: your group's end product will determine the other part of your final mark. Again, originality, presentation and co-operation will be taken into account. See under 'Evaluation' for specific requirements. Lesson 6 CONGRATULATIONS! You have come a long way. Now you are at your final destination: the Grand Exhibition. This is your chance - and your sacred duty - to pass on what you have learned. Together with your guide, you will put together an exhibition of

your Dreamtime products that can teach and entertain your fellow schoolmates, teachers and parents during the Open Evening.

Evaluation

Category and Score	Insufficient 1 point	Sufficient 1.5 points	Good 2 points	Excellent 2.5 points	Score
Story: Creativity/ Originality/ Content	The story is not original and does not even resemble the Dreamtime tradition. It has fewer than 300 words.	The story is entertaining. It shows the authors' understanding of the Dreamtime tradition. It has at least 300 words.	The story is imaginative, entertaining and it teaches a moral. It fits within the Dreamtime tradition. It has between 300 - 500 words.	The story is original, imaginative, entertaining and it teaches a moral. It fits within the Dreamtime tradition. It has between 400 - 500 words.	%25
Story: Grammar/ Style	use of tenses and/or descriptive adjectives is inconsistent and/or incorrect. Style does not resemble that of Dreamtime tradition. Contains over 15 grammatical mistakes.	use of tenses is correct. Some use of descriptive adjectives. Style resembles Dreamtime tradition. Contains no more than 15 grammatical mistakes.	Use of tenses or descriptive adjectives is consistent and/or correct and fits the Dreamtime tradition. Contains no more than 13 grammatical mistakes.	Use of tenses and descriptive adjectives is consistent and correct and fits the Dreamtime tradition. Contains no more than 10 grammatical mistakes.	%25
End product: Creativity/ Originality	The end product is unoriginal, unimaginative and does not really tell a Dreamtime story.	The end product is entertaining. It tells a Dreamtime story.	The end product is imaginative, entertaining and it tells a Dreamtime Story. It has a clear beginning, middle and end.	The end product is original, imaginative, entertaining and it tells a Dreamtime Story coherently. It has a clear beginning, middle and end.	%25
End product: Co-operation	The end product demonstrates individual work and shows a lack of co-operation. Group members are unable to tell/explain/describe the end product.	The end product demonstrates that just the necessary co-operation took place in order to produce an end product. All group members are more or less able to tell/explain/describe the end product.	The end product demonstrates that most group members have worked together. All group members are able to tell/explain/describe the end product.	The end product demonstrates that all group members have worked together collectively. All group members are able to tell/explain/describe the end product and the process.	%25
				Total Score	%100

Conclusion

Your journey has come to an end.You have learned much about the Aboriginal ways.Exploring the Dreamtime Stories has given you some insight into the culture and history of the indigenous people of Australia.We are confident that you have inspired others to embark on the journey into the Dreaming.

Teacher Page

This Webquest is aimed at 12-14 y.o. pupils in the bilingual stream of Dutch secondary education. It is a collaboration between the English and Art departments and can be extended to include the History and Geography departments, too.Pupils are instructed to work together on various products that, combined, result in one end product -- the Grand Exhibition. This exhibition of pupils' work can be used for Open Days so parents and/or prospective pupils can be amazed by the school's many talents and challenging projects. The aim of the co-operative aspect of the Webquest is to instil in the pupils a sense of mutual positive dependency and both personal and collective accountability. The teacher will function solely as a 'guide' to the pupils, offering assistance but as little interference as possible. It is necessary for the teacher to be present in the classroom during all 6 lessons.The end products have been chosen specifically to facilitate the pupils' multiple intelligences. Optional end products include opportunities for visual/spatial, musical, linguistic, intrapersonal and bodily/kinesthetic intelligences. Each 'travel group' should be put together so as to reflect the one dominant intelligence of all five fellow travellers who make up that group. By working together, all pupils in the class will develop their interpersonal intelligence.By combining co-operative learning, task-based learning and Gardner's theory of multiple intelligences, the creators of this Webquest hope to an achieve an optimal, contemporary learning experience for their pupils.Photo creditswww.karaart.comwww.aamu.nlwww.aboriginalartstore.comMr Barry Skipsey of Central Artand others

Standards

Credits

Other

