



Exploring Aboriginal stories 4: prepare a traditional Aboriginal story as a newspaper report



Number four of a series of five lessons

- Exploring Aboriginal stories 1: explore a traditional Aboriginal story as narrative
- Exploring Aboriginal stories 2: change the form of a traditional Aboriginal story to a comic
- Exploring Aboriginal stories 3: identify features of newspaper reports
- **Exploring Aboriginal stories 4: prepare a traditional Aboriginal story as a newspaper report**
- Exploring Aboriginal stories 5: write a traditional Aboriginal story as a newspaper report

In this series of five lessons students study a traditional Aboriginal story as a narrative. In lesson four students plan to rewrite the story as a newspaper report.

CURRICULUM INFORMATION

PHASE OF DEVELOPMENT

Early Childhood	Middle Childhood	Early Adolescence	Late Adolescence
✓	✓ (years 9–11)		

MAJOR LEARNING AREAS

The Arts	English	H & PE	LOTE	Mathematics	Science	S & E	T & E
✓	✓ ✓					✓	

VALUES

Pursuit of knowledge & commitment to achievement of potential	Self acceptance & respect of self	Respect & concern for others & their rights	Social & civic responsibility	Environmental responsibility
✓				

TOPIC INFORMATION

PURPOSE

To provide an opportunity for students to make a plan to rewrite a traditional Aboriginal story as a newspaper report.

STUDENT OUTCOMES

Students complete a learning guide to help them prepare the Dreaming story as a newspaper report.

KEY BACKGROUND POINTS

This is an Aboriginal legend, from the Dreaming, about a slow moving tortoise who overcame a quick and nimble enemy that many of his faster friends had failed to defeat. In some ways it is similar to the western fable about a hare and a tortoise.

CULTURAL & PROTOCOL CONSIDERATIONS

Dreaming stories explain creation of the earth and all on it. These stories provide an important part of children’s education and were handed down from one generation to the next. Each of the many different Aboriginal groups has their own stories, but there are similarities across regions.





RESOURCES

Medium	Author, producer, developer etc	Title	Source
CD-ROM	DUIT Multimedia, UWA, Crawley, 6009	<i>Moorditj</i>	copy was sent to schools, or purchase online at: www.moorditj.net.au

TEACHING AND LEARNING STRATEGIES

TEACHING RESOURCES

- CD-ROM *Moorditj*: author, David Uniapon; story, *How the tortoise got his shell*
- data projector and screen
- student copies of **LEARNING GUIDE 1: newspaper report plan, part 1**
- student copies of **LEARNING GUIDE 2: newspaper report plan, part 2**
- writing paper and materials

LESSON STEPS

Preparation

- **Photocopy LEARNING GUIDE 1: newspaper report plan, part 1**, for students.
- **Photocopy LEARNING GUIDE 2: newspaper report plan, part 2**, for students.
- **Organise** CD and equipment required.
- **Organise** students to work in pairs, before the lesson starts.
- **Have** learning guides previously completed, for reference.
- **Distribute** paper to groups.
- **Read** KEY BACKGROUND POINTS section above.

Implementation

Whole class

- **Explain** that we are going to write a newspaper report about the story, *How the tortoise got his shell*, in the next lesson and that today's lesson is preparation for that writing.
- **Show** students the story and read it.
- **Review** features of newspaper reports.
- **Encourage** students to use learning guides completed in previous lessons in this series.
- **Explain** that students will each prepare their own individual report but will work in pairs to discuss points, get feedback and support.
- **Distribute LEARNING GUIDE 1: newspaper report plan, part 1**, and discuss how students should complete it.

Working in pairs

- **Refer** to previous learning guides.
- **Discuss** points on **LEARNING GUIDE 1: newspaper report plan, part 1**.

Working individually

- **Complete** the learning guide.

Whole class

- **Share and discuss** some of the learning guide responses.
- **Distribute LEARNING GUIDE 2: newspaper report plan, part 2**.





Working in pairs

- **Discuss** sections of **LEARNING GUIDE 2: newspaper report plan, part 2.**

Working individually

- **Complete** the learning guide.

Whole class

- **Share and discuss** some of the learning guide responses

ASSESSMENT

- Observation of students' contributions to group discussions.
- Assessment of students' responses to **LEARNING GUIDE 1: newspaper report, plan part 1.**
- Assessment of students' responses to **LEARNING GUIDE 2: newspaper report, plan part 2.**

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David Unaipon

Anne Davis (writer), Alwyn Evans (editor)

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LEARNING GUIDE 1: newspaper report plan, part 1

Student's name: _____ Date: _____

STUDENT OUTCOME

Students apply the content of the traditional Aboriginal story, *How the tortoise got his shell*, to the structure of a newspaper report.

WHAT TO DO

- Discuss points on the learning guide with your partner.
- Complete the learning guide by yourself.

From the story *How the tortoise got his shell*:

1. Complete the first row of the chart below to show what information you might include in your lead paragraph.
2. On the rest of the rows of the chart, list additional information you might include in the following paragraphs of your report, about answers to the questions on the chart.

WHEN?	WHERE?	WHO?	WHAT?

3. On the lines below list any information you might include about HOW and WHY this happened.

4. List titles you may use. (Put an * beside the one you think you'll use).

5. Why did you choose this title?





LEARNING GUIDE 2: newspaper report plan, part 2

Student's name: _____ Date: _____

STUDENT OUTCOME

Students apply the content of the traditional Aboriginal story, *How the tortoise got his shell*, to the structure of a newspaper report.

WHAT TO DO

- Discuss points on the learning guide with your partner.
- Complete the learning guide by yourself.

List the points you will make in each section.

LEAD PARAGRAPH

ADDITIONAL INFORMATION

List points in order. Draw a bracket beside them to show which ones go together in paragraphs.

COMMENTS BY THOSE INVOLVED

When you write your report you will use **full sentences**.

