

An Aboriginal Adventure Part 2 of 4 – Suitable for All Grades

**Supplies: Colored Pencils, Sharpies,
Crayons, Plain white paper.**

To integrate Aboriginal Art History and Language Arts:

1-Show your students <https://www.youtube.com/watch?v=0L6Sd37o82o> - 10 minutes long. Educational no music. Start at 1:01 to skip intro to unit of learning and go directly to Aboriginal Art section. Good for all ages

OR

https://www.youtube.com/watch?v=AoHAN58-_rg – 4 minutes long. Aboriginal Art Painting, Dreamtime English with Sophia. History of people found in rock art. Grades 7-12

2-Discuss the information presented. Highlight the ways Aboriginal Art told their History and how rather than using written language like books they used Art and Symbolism to share their knowledge with their families and future generations to preserve it.

3-Show one of these videos to highlight the Use of Art as a Language and the art of Storytelling by using symbols.

1-<https://www.youtube.com/watch?v=a9aQc0Ubjmg> - 11 minutes long. The Rainbow Serpent by Goobalathaldin, a story communicated in our way- through pictures and words about the Aboriginal Dreamtime. Good for Grades 4-6.

OR

2- https://www.youtube.com/watch?v=zp_vYfEiuGU – 3 minutes long. Good for Grades 7-12

Aboriginal Art and Storytelling- Highlights “Art” as a written language, storytelling through Art and Songlines - Singing as a way to share knowledge about the land and pass it on.

THEN

Display or pass out the Chart with Symbols (in Part 1, on page 2)

Share “My Story” - example on page 2 of this lesson.

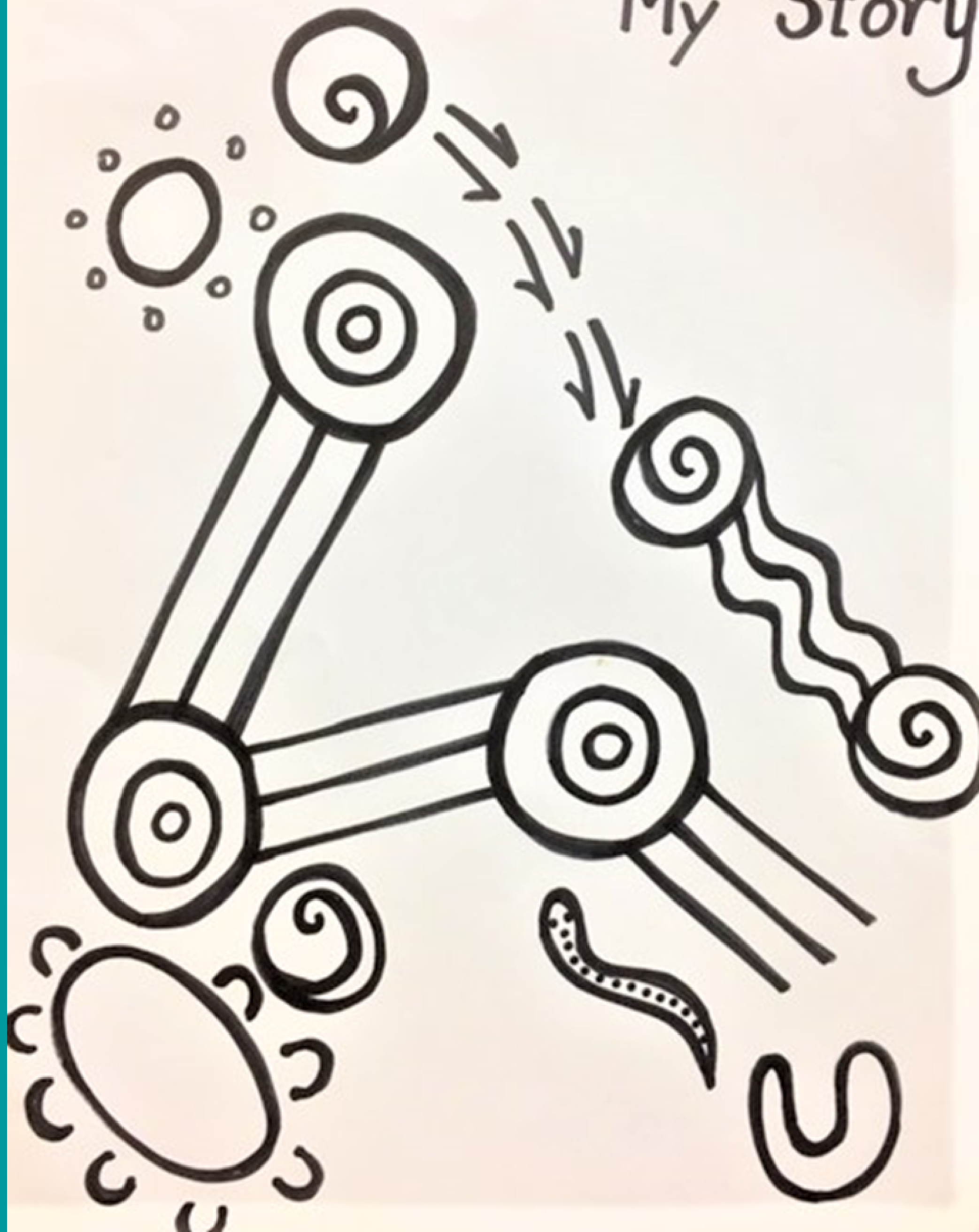
See if the students can identify the symbols in the story.

Pass out nice White paper, regular pencils and black sharpies.

Have the students create their own story using Symbols from the chart or any they can remember from the Videos they watched. They can either draw with Sharpie or start with pencil and trace the images with Sharpie afterward.

FYI - SAVE these for Part 4!

My Story



*****If you can display “My Story” (page 2 of this lesson) on a big screen and use a pointer to follow my symbols and tell the story do that. OR You can copy and pass the page out for the students to follow along*****

So If I told my story out loud, I would hold up my picture and starting in the bottom right corner point to the first symbol and say:

“This is my story. This is me. I am by myself here in the bush and I see a snake. I am frightened so my journey begins. I run to a campsite I know but no one is there so I keep running. I hear water and see a waterhole, I stop to drink and hear people. I find 8 friendly people sitting together at a campsite. I tell them about the snake and they listen. They invite me to stay and travel with them to the next water hole and campsite. When we arrive at the next campsite we all drink water, we are thirsty from travelling. We find a nest of turtle eggs and eat because we are very tired and hungry. Night time arrives so we watch the stars and sleep there. The next day we find Kangaroo tracks so we follow them hoping to hunt and get some food on our way. We find a waterhole and a river. We gather berries, fish and swim in the river. We travel a short distance and I realize we have returned to the campsite where I saw the snake. I am no longer afraid because I have friends with me. We gather and eat our fish and berries together. This was a wonderful journey.”

(Follow the symbols from bottom right to the left up and back down to the right)

FYI - Remember to SAVE the students’ stories for Part 4 of the Unit. In that lesson they will add color, dots, etc. to their story like the Aboriginal Art they have seen in the videos.

To Continue “An Aboriginal Adventure” go to Part 3