

Scope and sequence summary	Duration: 6 weeks
Students will explore the role of the storyteller and the story in society. Through responding to a variety of stories from around the world in a range of modes and media, students will develop an appreciation of story and an understanding of the features of engaging stories. They will compose their own imaginative texts and present one of them using a multimodal presentation. Types of texts: Fiction, poetry, nonfiction, spoken texts, print texts, media, multimedia and digital texts (websites, audio).	

Outcomes	Key ideas	Learning across the curriculum
EN4-1A responds to and composes texts for understanding, interpretation, critical analysis, imaginative expression and pleasure EN4-2A effectively uses a widening range of processes, skills, strategies and knowledge for responding to and composing texts in different media and technologies EN4-3B uses and describes language forms, features and structures of texts appropriate to a range of purposes, audiences and contexts EN4-4B makes effective language choices to creatively shape meaning with accuracy, clarity and coherence EN4-5C thinks imaginatively, creatively, interpretively and critically about information, ideas and arguments to respond to and compose texts EN4-6C identifies and explains connections between and among texts EN4-7D demonstrates understanding of how texts can express aspects of their broadening world and their relationships within it EN4-8D identifies, considers and appreciates cultural expression in texts EN4-9E uses, reflects on and assesses their individual and collaborative skills for learning The following Life Skills outcomes are a focus of learning and have been integrated into this unit: ENLS-5A recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts ENLS-6A reads and responds to a range of written texts in familiar contexts ENLS-7A uses strategies to obtain meaning from and interpret a range of texts ENLS-11B composes, publishes and presents texts appropriate to purpose and audience in a range of contexts ENLS-12C responds to texts in ways that are imaginative and interpretive ENLS-13C engages critically with texts using personal experiences EBLS-16D explores the ways cultural ideas and perspectives shape a range of spoken, written, visual and multimedia texts ENLS-17E uses individual and collaborative skills in the learning process	The focus of the unit is on: <ul style="list-style-type: none"> the role of storytelling, the storyteller and the different ways in which stories can be told analysing language features of the short story form examining storytelling from a range of historical, social and cultural perspectives and viewpoints. 	Students will use a range of software processes, including word processing programs, online tools, audio and publishing options, to develop and publish a multimodal presentation. The learning across the curriculum areas integrated in this unit include information and communication technology, critical and creative thinking, ethical understanding, Aboriginal and Torres Strait Islander histories and cultures, and Asia and Australia's engagement with Asia.

Content	Teaching, learning and assessment	Resources
<p>EN4-1A</p> <ul style="list-style-type: none"> explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints <p>EN4-2A</p> <ul style="list-style-type: none"> use a range of effective strategies for organising information, ideas and arguments, eg clustering, listing, compare and contrast, semantic chains, graphic and diagram outlines, and mind maps <p>EN4-3B</p> <ul style="list-style-type: none"> engage with the language and structures of texts in meaningful, contextualised and authentic ways recognise and use appropriate metalanguage in discussing a range of language forms, features and structures <p>EN4-4B</p> <ul style="list-style-type: none"> explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms, and features and structures of texts to creatively shape meaning <p>ENLS-2A</p> <ul style="list-style-type: none"> indicate a preference, eg for a book or film contribute to class discussions using a range of skills, including turn-taking, questioning, rephrasing for clarification <p>ENLS-5A</p> <ul style="list-style-type: none"> use photographs, pictures, symbols and visual aids for a variety of purposes <p>ENLS-6A</p> <ul style="list-style-type: none"> relate to texts using personal experiences 	<p>Storytelling: What makes a good story?</p> <p>Brainstorm students' impressions about what makes a good story.</p> <p>Discuss the responses and cluster and prioritise them into a list.</p> <p>Organise students in pairs and ask them to recall a story that they have either heard or read, and to retell the story to their partner. Each student in turn then explains to their partner why they remembered and enjoyed the story.</p> <p>Students reflect individually.</p> <p>Note: It may be useful to create a format for students to complete individual reflection, such as a class blog, individual student blogs or a journal.</p> <p>Life Skills: Students participate in or observe the brainstorm about what makes a good story.</p> <p>Students choose a favourite or familiar story to retell to a partner. They use visual cues, such as pictures from a picture book, poster or storyboard, to prompt the retelling of the story. Sentence or word prompts can also be used to guide the retelling. Students communicate what they enjoyed about the story.</p> <p>OR</p> <p>Students bring in a recording of the story (either their own recording, or a recording of a family member reading or telling the story) to play to the class, or they read a story to the class. Students then communicate what they enjoyed about the story. This may involve:</p> <ul style="list-style-type: none"> gestures to indicate preferences vocalisations in response to teacher questioning verbalising a preference with an accompanying reason journal writing comparison chart presentation to the class. <p>Students listen to a story and, as a class, discuss and synthesise the responses to the story using the following headings: purpose, plot, structure (such as engaging openings), language features (including descriptive language/imagery), characterisation, and narrative point of view. This is an opportunity to review students' prior knowledge and build further skills by providing guided practice to identify and describe the typical features of a good story.</p> <p>Students create a mind map or graphic chart to represent the characteristics of a good story.</p>	<ul style="list-style-type: none"> Software for mind maps, such as Inspiration and bubbl.us, and a Hierarchy concept map for prioritising ideas can be used <p>A number of short stories are available in audio books, apps, websites and podcasts (closed captioning or print versions may need to be used for hearing-impaired students)</p>

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<ul style="list-style-type: none"> express a point of view/opinion about a text contribute to and provide an opinion on familiar topics represented in texts through class and small-group discussions <p>ENLS-12C</p> <ul style="list-style-type: none"> relate a personal experience, thought or feeling about the characters, events, setting or themes of a text <p>ENLS-13C</p> <ul style="list-style-type: none"> justify a point of view, drawing on personal experience 	<p>Life Skills: Students listen to, view or read a story and provide an opinion on whether or not they liked the story. This may involve:</p> <ul style="list-style-type: none"> gestures to indicate preferences vocalisations in response to teacher questioning indicating or choosing preference cards/symbols verbalising a preference with an accompanying reason journal writing. <p>Encourage students to justify their opinion, eg 'I liked this story because ...'. Students can contribute to the class discussion about elements of the story, focusing on plot and characterisation.</p> <p>OR</p> <p>Observe students' responses as a story is listened to, viewed or read. Note responses to characters and events, such as when the student laughs or smiles.</p> <p>Students compare elements that they liked and disliked about the story. This can be done by categorising pictures of characters/events/settings under the headings 'like' and 'dislike'.</p> <p>What makes a good storyteller?</p> <p>The introduction to the series <i>The Storyteller</i> may be used to stimulate interest. It can also be used later as an opportunity to further students' understanding about language (see Worksheet 1).</p> <p>Explain why the storyteller is important.</p> <p>Students may consider the role and voice of the storyteller and examine the rhythm, tone, emphasis, pause and other features of a performance.</p> <ul style="list-style-type: none"> What is oral storytelling? When did oral storytelling take place? Where was oral storytelling popular? Why did it happen? How did oral storytelling take place? What is the place of oral storytelling in the modern world? (Consider children's book reading, Australian tall story competitions.) <p>Students then listen to a story (audio, podcast) with the focus on what makes a good storyteller.</p> <p>Students draw some conclusions from these activities about the qualities of a good storyteller. This may be done as a class discussion, as think/pair/share, or as journal writing.</p>	<p>Introduction to the series <i>The Storyteller</i>, available as a web-based resource</p> <p>Worksheet 1</p>

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	<p>Life Skills: Students view the introduction from <i>The Storyteller</i> and consider why we tell stories. Using digital technology, such as Inspiration, they construct a mind map for storytelling that covers the following: Who (whom we tell stories to, and who tells stories to us), What (what stories we have been told; what the stories we tell are usually about), When and Where (in what circumstances people usually tell stories, eg bedtime, family dinners, parties/special occasions), Why (why we tell stories), and How (how we tell stories, eg orally, in writing, visually).</p>	
<p>EN4-1A</p> <ul style="list-style-type: none"> explore and appreciate the aesthetic qualities in their own and other texts and the power of language to communicate information, ideas, feelings and viewpoints <p>EN4-3B</p> <ul style="list-style-type: none"> engage with the language and structures of texts in meaningful, contextualised and authentic ways recognise and use appropriate metalanguage in discussing a range of language forms, features and structures <p>EN4-4B</p> <ul style="list-style-type: none"> explore and analyse the ways purpose, audience and context affect a composer's choices of content, language forms and features and structures of texts to creatively shape meaning <p>EN4-5C</p> <ul style="list-style-type: none"> critically consider the ways in which meaning is shaped by context, purpose, form, structure, style, content, language choices and their own personal perspective <p>EN4-6C</p> <ul style="list-style-type: none"> explain the similarities and differences in meaning and language between texts created for different purposes or audiences 	<p>Early traditions of storytelling</p> <p>Students individually or in pairs research the role and the importance of oral storytelling. They consider the role of oral storytelling in the past and its continuing place in the world.</p> <p>Students record and report their findings (learning log, class mind map).</p> <p>Read or play and then, as a class, discuss an extract from an epic poem such as <i>The Iliad</i>, and/or a bush ballad such as <i>The Man from Snowy River</i>, and/or an extract from a medieval poem such as <i>Beowulf</i>.</p> <p>Have students reflect on the following questions:</p> <ul style="list-style-type: none"> What is the story about? How does the writer/storyteller engage the reader/listener? Why have these stories endured through time? <p>This could be done as a jigsaw activity. Students form groups and each group addresses one question in relation to a variety of texts, or each group is given one type of text and addresses all questions.</p> <p>Assessment for learning</p> <p>Students make a summary of one story they most enjoyed and explain how the elements of engaging storytelling are apparent in the story. They compose a short piece of writing to present their ideas.</p> <p>Life Skills: Students read a brief history of oral storytelling. They discuss, write or create a presentation on the importance of oral storytelling.</p> <p>Students listen to, read or view an adaptation of the story of <i>The Iliad</i> and <i>The Odyssey</i> and/or <i>The Man from Snowy River</i>. They identify elements of the story, such as characters, plot and setting. This may involve:</p> <ul style="list-style-type: none"> gestures or vocalisations in response to teacher questioning matching images with headings ('character', 'plot', 'setting') verbal/written responses. <p>Working in groups, students create a tableau to represent a short extract from one of the poems.</p>	<p><i>The Iliad</i> <i>Beowulf</i></p> <p>Bush ballads – most are available on CDs, DVDs, podcasts and apps</p> <p>Example of oral storytelling history:</p> <ul style="list-style-type: none"> The Oral Tradition: The Role of Storytelling

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<p>EN4-7D</p> <ul style="list-style-type: none"> draw on experience to consider the ways the 'real world' is represented in the imaginary worlds of texts, including imaginative literature, film, media and multimedia texts <p>EN4-8D</p> <ul style="list-style-type: none"> recognise and explain differing viewpoints about the world, cultures, individual people and concerns represented in texts <p>ENLS-7A</p> <ul style="list-style-type: none"> identify common features of narrative texts summarise ideas, arguments and information presented in a range of texts respond to a range of texts composed in different media and technologies <p>ENLS-12C</p> <ul style="list-style-type: none"> explore real and imagined worlds through texts appreciate the ways in which storytelling makes uses of imaginative language 		
<p>EN4-3B</p> <ul style="list-style-type: none"> recognise and use appropriate metalanguage in discussing a range of language forms, features and structures explore texts that include both Standard Australian English and elements of other languages, including Aboriginal English <p>EN4-4B</p> <ul style="list-style-type: none"> recognise and appreciate the ways a wide range of texts communicate by using effective language choices <p>EN4-6C</p> <ul style="list-style-type: none"> explain the similarities and differences in meaning and language between texts created for different purposes 	<p>Storytelling from other cultures</p> <p>Teachers may choose to focus on stories from one or more of the following cultural perspectives:</p> <ul style="list-style-type: none"> stories from and/or about the peoples and countries of Asia Aboriginal and Torres Strait Islander Dreaming stories Australian tall tales. <p>Teachers design close reading activities to identify and explore themes, settings and storytelling techniques.</p> <p>Note: Activities such as three-level guides can provide relevant means for differentiation.</p> <p>Students explore and describe the distinctive cultural perspectives in the stories.</p> <p>Stories from and/or about the peoples and countries of Asia</p> <p>Select a story from or about the peoples and countries of Asia and discuss the</p>	<p>Stories from and/or about the peoples and countries of Asia:</p> <ul style="list-style-type: none"> www.chinavista.com/experience/story/story.html www.starsandseas.com/SAS_Mythology/Dragonmythd.htm <i>The Seven Chinese Brothers</i> (by Margaret Mahy, illustrated by Jean Tseng and Mou-Sien Tseng) <i>Indonesia Kaleidoscope</i> (by Helen Agostino and Kathy Kiting) <i>Impressions</i> (by Anthony Bott, Lee Grafton, Carolyn Millard and Doug Trevaskis) <i>The Brocaded Slipper and Other Vietnamese Tales</i> (by Lynette Dyer)

Content	Teaching, learning and assessment	Resources
<p>texts is used to shape meaning</p> <p>ENLS-11B</p> <ul style="list-style-type: none"> select and use a range of technology and strategies to create visual and multimedia texts for particular purposes, contexts and audiences <p>ENLS-16D</p> <ul style="list-style-type: none"> recognise texts specific to Asian and Aboriginal and Torres Strait Islander cultures recognise that texts can be used to convey a particular point of view and to persuade others in relation to particular groups in society recognise culturally specific signs, symbols and/or stereotypes in written, visual and multimedia texts explore the ways cultural issues are represented through texts explore how indigenous cultures, including Aboriginal history, are represented in a variety of texts identify symbols of Aboriginal and Torres Strait Islander cultures in stories from the Dreaming respond to stories from local Aboriginal and Torres Strait Islander communities explore commonalities of and differences in experiences and ideas of texts from a range of cultures, including Asian and Aboriginal and Torres Strait Islander cultures 	<ul style="list-style-type: none"> creating an image of their favourite characters/events/settings choosing their favourite descriptive sentence from the story creating a short multimedia presentation of their favourite elements. <p>Encourage students to justify their opinion.</p> <p>Students listen to, read or view a Dreaming story. They complete a cloze passage or guided questions to explore the characters, setting and theme of the story.</p> <p>AND/OR</p> <p>Australian tall tales</p> <p>Discuss with the class what they understand by the saying a ‘tall tale’ and consider why these stories are so appealing.</p> <p>View the video <i>A Tale of a Slit Dog</i>.</p> <p>Identify and analyse the content, plot, use of visuals, vocabulary, tone and language features.</p> <p>Discuss why tall tales are so appealing.</p> <p>What aspects of Australian culture are represented in tall tales?</p> <p>Students develop a storyboard for their own Australian visual narrative (tall tale), eg the origin of an Australian invention or food. Present using a typical Australian context and using the same format.</p> <p>Life Skills: Students participate in or observe a class discussion about tall tales.</p> <p>Students view the film <i>A Tale of a Slit Dog</i> and participate in class, small group or pair discussion about aspects of the film, such as:</p> <ul style="list-style-type: none"> character storyline specific incidents the use of visuals. <p>Responses may be prompted by the teacher and may include the use of augmentative and alternative communication systems, gestures, supported role-play, illustrations and verbal comments.</p> <p>Present students with the structure of a narrative: orientation, complication, climax and resolution. Students plot the events of the story according to this structure. This may involve matching events (presented pictorially or in writing) to each section or labelling a storyboard of the film.</p> <p>Students construct visuals to accompany a narrative selected by the teacher. This may involve:</p>	<p>Australian tall story:</p> <ul style="list-style-type: none"> <i>A Tale of a Slit dog</i> is a resource available on the web

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	<ul style="list-style-type: none"> constructing a storyboard of events recording the story and using visuals to support the narrative, eg multimedia presentation creating a picture book. <p>If students have read stories from different cultures, they summarise the differences and similarities of stories. This can be done as a comparison chart or double bubble map.</p> <p>Assessment for learning</p> <p>Students compare a persuasive text addressing the topic ‘You learn a lot about a culture from the stories’. The persuasive text could take the form of a feature article, speech, interview or exposition.</p> <p>Life Skills: If students listened to, viewed or read stories from different cultures, they can explore the similarities and differences of the stories. This may involve constructing a Venn diagram, completing a similarities/differences chart, or classifying images/words of elements of the stories as belonging to either one or both of the stories.</p> <p>Assessment for learning</p> <p>Students compose a persuasive text about a story that they listened to, viewed or read in class. This could be a poster/visual image, speech or multimedia presentation. The text should communicate what they enjoyed about the story and why.</p>	
<p>EN4-5C</p> <ul style="list-style-type: none"> use imaginative texts as models to replicate or subvert textual conventions to create new texts <p>EN4-8B</p> <ul style="list-style-type: none"> explore the ways recurring stories such as legends and fairy stories have been written and rewritten for different contexts and media <p>ENLS-6A</p> <ul style="list-style-type: none"> express a point of view/opinion about a text <p>ENLS-12C</p> <ul style="list-style-type: none"> share their responses to texts they have read in a variety of contexts, including digital and face-to-face contexts 	<p>Appropriating a story</p> <p>Look at fairy tales and the role of the Brothers Grimm, Hans Christian Andersen and Roald Dahl.</p> <p>Discuss how storytellers appropriate a story for a particular purpose and audience. Depending on students’ prior learning, they may have varied experiences of this process. As an example, read or retell a fairy tale such as ‘The Three Little Pigs’ and listen to and discuss the appropriation/adaptation <i>The True Story of the Three Little Pigs</i>, or ‘The Three Little Pigs’ in Roald Dahl’s <i>Revolting Rhymes</i>.</p> <p>Life Skills: students listen to, read or view the story of ‘The Three Little Pigs’. Discuss with students elements of the narrative, such as characters, plot, settings and themes.</p> <p>Students listen to, read or view <i>The True Story of the Three Little Pigs</i> or ‘The Three Little Pigs’ in Roald Dahl’s <i>Revolting Rhymes</i> and communicate which version they preferred. This may involve:</p> <ul style="list-style-type: none"> gestures to indicate preferences 	<p>‘Some Grimm secrets of fairy tales’, lecture with quiz on ABC Radio, www.abc.net.au/local/audio/2011/12/07/3385824.htm</p> <p><i>The True Story of the Three Little Pigs</i> (by Jon Scieszka, illustrated by Lane Smith), audio version available online</p> <p>‘The Three Little Pigs’ (from <i>Revolting Rhymes</i> by Roald Dahl), available online</p>

Content	Teaching, learning and assessment	Resources
<ul style="list-style-type: none"> • read and respond to questions about text to demonstrate comprehension • recognise genres • explore real and imagined worlds through texts • explore ways in which ideas, information and perspectives are presented in a range of texts 	<ul style="list-style-type: none"> • vocalisations in response to teacher questioning • verbalising a preference with an accompanying reason • journal writing • comparison chart • presentation to the class. 	
<p>EN4-4B</p> <ul style="list-style-type: none"> • create imaginative, informative and persuasive texts that raise issues, report events and advance opinions, using deliberate language and textual choices, and including digital elements as appropriate • plan, draft and publish imaginative, informative and persuasive texts, selecting aspects of subject matter and particular language, visual, and audio features to convey information and ideas • creatively adapt and transform their own or familiar texts into different forms, structures, modes and media for a range of different purposes and audiences • respond to and compose new print and multimodal texts, experimenting with appropriations and intertextuality <p>EN4-5C</p> <ul style="list-style-type: none"> • understand and use conventions of storytelling in a range of modes and media, eg digital storytelling <p>ENLS-11B</p> <ul style="list-style-type: none"> • recognise the range of language forms, features and structures of texts used to compose texts for different purposes and audiences, including: <ul style="list-style-type: none"> – in written texts: organisation, sentence structure, grammar, punctuation, vocabulary and spelling, 	<p>Assessment of learning</p> <p><i>Create a multimodal presentation</i></p> <p>Students either individually or in pairs create a multimodal presentation of their own story or appropriate a traditional story using the SCAMPER model to change and adapt it to appeal to a modern audience (the suggestions after each word are just one way of interpreting the words):</p> <p>Substitute – a girl not boy, or boy not girl</p> <p>Combine – add an element of another story to one you have chosen</p> <p>Adapt – change the language of the story to fit in with teen talk, or change it from first to third person or vice versa</p> <p>Modify – alter the setting</p> <p>Put/place – insert something unexpected into the story that is very odd</p> <p>Eliminate – get rid of something or someone in the story</p> <p>Reverse – change the order of the story and bring the beginning to the end and the end to the beginning.</p> <p>Students can use a program such as Storybird to plan and publish their multimodal presentation.</p> <p>Students make a 3–5 minute presentation to the class.</p> <p>Life Skills: Students compose their own story, following the structure of a narrative they learnt about earlier. This may involve using a guided scaffold or digital program such as Storybird, or creating a visual storyboard or multimedia presentation of their story.</p> <p>OR</p> <p>Students tell a story from another or their own culture. They present the story to the class. This may involve:</p> <ul style="list-style-type: none"> • constructing a series of images or ONE image based on the story 	<p><i>Storytelling into writing:</i> 26 pages on writing skills for Years 1–7 with specific language focus – see pp 25–26, www.school-portal.co.uk/GroupDownloadFile.asp?GroupID=712152&ResourceID=2204564</p> <p>Storybird</p>

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<p>the use of formal colloquial language</p> <ul style="list-style-type: none"> select and use a range of technology and strategies to create visual and multimedia texts for particular purposes, contexts and audiences, eg picture books, advertisements, illustrations, cartoons plan, rehearse and deliver presentations using language forms, features and structures appropriate to purpose, audience and context 	<ul style="list-style-type: none"> reading/telling the story to the class recording the story as a podcast or using webcam using a recording of the story (done by either themselves, a family member or the teacher) to construct a multimedia presentation involving images and sound. 	
<p>EN4-9E</p> <ul style="list-style-type: none"> articulate and reflect on the pleasure and difficulties, successes and challenges experienced in their individual and collaborative learning understand the demands of a task and the outcomes and criteria for planned assessment develop and use vocabulary for describing, analysing and reflecting on their learning experiences discuss and explain the processes of responding and composing, identifying the personal pleasures and difficulties experienced <p>ENLS-17E</p> <ul style="list-style-type: none"> review and reflect on their learning, eg pleasures, difficulties, successes, challenges 	<p>Reflection</p> <p>Students reflect on the demands of the unit of work and the assessment activity. They can record their findings about their own processes of learning by constructing a PMI (plus–minus–interesting) chart to evaluate the topic and the learning by addressing the following questions:</p> <ul style="list-style-type: none"> What did you get the most out of (P)? What did you like the best (P)? What did you think needed to be developed further (M)? What was the most interesting thing you did or learnt (I)? How has this unit developed your understanding of the subject? What have you learnt about yourself as a learner? <p>Life Skills: Students reflect on the unit of work by constructing a PMI (plus–minus–interesting) chart or answering guided questions, such as:</p> <ul style="list-style-type: none"> What activity/story did you like the best? What activity/story did you like the least? What was the most interesting thing you did or learnt? 	

Assessment overview

Students will compose the following:

- critical response
- imaginative texts
- multimodal presentation

Worksheet 1: The role of the storyteller

Resource: Introduction to the series *The Storyteller*, www.youtube.com/watch?v=Bs81RjW4kvs

Length: 38 seconds

Transcript

When people told themselves their past with stories, explained their present with stories, foretold the future with stories, the best place by the fireplace was kept for: The Storyteller.

- What is the relationship between the past, present and future that is made in this introduction?
- Why is the storyteller so important?
- The narrator begins with *When*. What does this suggest about Now?
- Could he be talking about Australia?
- List all the objects/settings in the scenes that are shown. In what kind of stories are these objects/settings found?
- Are stories still important?
- In what ways do you think storytelling has changed?

Language

Learning about sentences

The transcript is one complex sentence. It can be divided into the following parts:

- (1) When people told themselves their past with stories,
- (2) explained their present with stories,
- (3) foretold the future with stories,
- (4) the best place by the fireplace was kept for: The Storyteller.

A complex sentence has a main clause on to which are added other subordinate clauses. Subordinate means that they can't exist if they aren't attached to something.

- Which of the above is the MAIN sentence?
- Which is the subordinate clause?

The above clauses (1)–(4) can be made into complete sentences:

- (1) People told themselves their past with stories.
- (2) People explained their present with stories.
- (3) People foretold the future with stories.
- (4) The best place by the fireplace was kept for: The Storyteller.

Are the dependent clauses *explained their present with stories* and *foretold the future with stories* attached to number (1) or number (4)? Why is this? Look at the complete sentences for a clue.

Let's restructure this sentence with the main clause first. You may need to change *When* and a few other words. Does it work?

- (1) The best place by the fireplace was kept for: The Storyteller ...

Applying the learning

Now try to construct your own complex sentence with the following five sentences. Decide which will be the main clause and then attach the others. They can come in whatever order you want, but you will need to change words around.

- Storytellers were the main source of information.
- Storytellers would travel through the country.
- Storytellers were entertainers.
- Storytellers were welcome wherever they went.
- People loved storytellers.

Storytelling is my story

www.youtube.com/watch?v=O6L6POtN_0M

- What is the storyteller doing?
- Do you agree with this interpretation of who is the storyteller?
- What does this actually mean: Storytelling is my story?

Free writing

Do you think storytellers are important?

Worksheet 2: Aboriginal storytelling and the Dreamtime

Resource: Introduction to the SBS program *The First Australians*,
www.youtube.com/watch?v=E5SCo2xDO6s&NR=1&feature=endscreen

Length: 1.17 minutes

The Australian continent was a flat, featureless place, devoid of life. Then giant beings came down from the sky, came from across the sea and emerged from within the earth. With their arrival, the Dreaming began, a life was born.

In the north of Australia the Jumkawall sisters gave birth to humanity. In central Australia, Itukawarra broke the marriage laws and, as punishment, was turned into stone, forever entombed on the landscape.

On the east coast, B shaped the landscape and when his work was complete, he stepped on to the mountain and back into the sky.

As they moved across the land, their great bodies shaped the earth, creating rivers and mountain ranges. In everything they touched, they left their essence, making the landscape sacred to those who honour the Dreaming: the First Australians.

Suggestions for using the transcript, depending on your class

- Remove words and use this as a cloze activity after the first viewing, or even as a cloze activity before the first viewing.
- Listen and complete answers for a listening activity.
- View film techniques. Consider how text is reinforced by images, sound, voice, colour, editing and camera shots.
- Complete the information retrieval table below.
- Annotate a map of Australia with the information given.
- Compare this creation myth to the Bible story of creation.

Exercise: Complete this table

Where did this happen?	Who was responsible?	What did they create?
	Jumkawall sisters	
	Itukawarra	
	B	
	All of them	

Extension activity: Research creation myths from around the world

Draw up a comparison chart to show the similarities and differences of the creation myths. Use *What*, *Who*, *Where*, *When*, *Why* and *How* as table headings.