

LIFE ON THE MURRAY RIVER

Level: 3 & 4

Activity: 1

Overview

Australian Aboriginal people have lived along and cared for the Murray River for tens of thousands of years, and evidence of their sustained connection to this body of water can still be seen today. Many different traditional stories exist regarding the creation of the Murray River. During this activity, students will read one version of this story from Ngarrindjeri Country, close to the mouth of the Murray in South Australia. Students will then consider the main ideas and sequence of events to create a storyboard for 'The Ngurunderi Dreaming'.

Resources

- Appendix A: *The Ngurunderi Dreaming – Storyboard Template*

Activity

ENGAGE

Explain to students that cultures all around the world use stories to entertain or explain. Ask them to THINK (think first alone), PAIR (then discuss with a partner), SHARE (finally, share their thoughts with the group) about stories that are told in their family or community and whether the purpose is to entertain or to explain something.

EXPLORE

Read [The Ngurunderi Dreaming](#) together as a class. Discuss as a whole group:

- What was the purpose of this story?
- What does the story show us about the relationship between the Ngarrindjeri people and the river/land?
- Can you give any examples from the story that demonstrate this relationship? For example, using bark to build canoes.

EXPLAIN

In pairs, students identify the most important parts of the story, using dot points to describe them, and group these into six separate sections for storyboarding later.

ELABORATE

Students work independently, using Appendix A: *The Ngurunderi Dreaming – Storyboard Template* and their notes, to create a storyboard.

EVALUATE

Students share their storyboards with a younger class. Later, discuss as a group:

- What went well? What was tricky?
- Do you think it is important to share stories like this today? Why/why not?

Curriculum Links



Victorian Curriculum

Foundation–10

Level 3		
HISTORY	<u>Historical Knowledge:</u> Community, remembrance and celebrations	One significant narrative, myths or celebration from the past (VCHHK075)
ENGLISH	<u>Reading:</u> Interpreting, analysing, evaluating	Use comprehension strategies to build literal and inferred meaning and begin to evaluate texts by drawing on a growing knowledge of context, text structures and language features (VCELY257)
Level 4		
HISTORY	<u>Historical Knowledge:</u> Community, remembrance and celebrations	One significant narrative, myths or celebration from the past (VCHHK075)
ENGLISH	<u>Reading:</u> Interpreting, analysing, evaluating	Use comprehension strategies to build literal and inferred meaning to expand content knowledge, integrating and linking ideas and analysing and evaluating texts (VCELY288)

Sample Report Comments

{Name} recently read '*The Ngurunderi Dreaming*', a traditional dreamtime story about the creation of the Murray River. {He/She} created a storyboard, sequencing the main events and showing a good understanding of the author's purpose.

{Name} understands the importance of storytelling in Aboriginal culture and is beginning to describe the role these stories play in preserving culture and passing knowledge down to the next generation.

References

Discover Murray River, 2009-2018. *Ngurunderi - Dreaming of the Ngarrindjeri People Murray River*, <http://www.murrayriver.com.au/about-the-murray/ponde-dreamtime/> [viewed 05 July 2018].

Appendix A

The Ngurunderi Dreaming – Storyboard Template

Create a storyboard by drawing the main events from the story in the boxes below and including a short caption for each.

