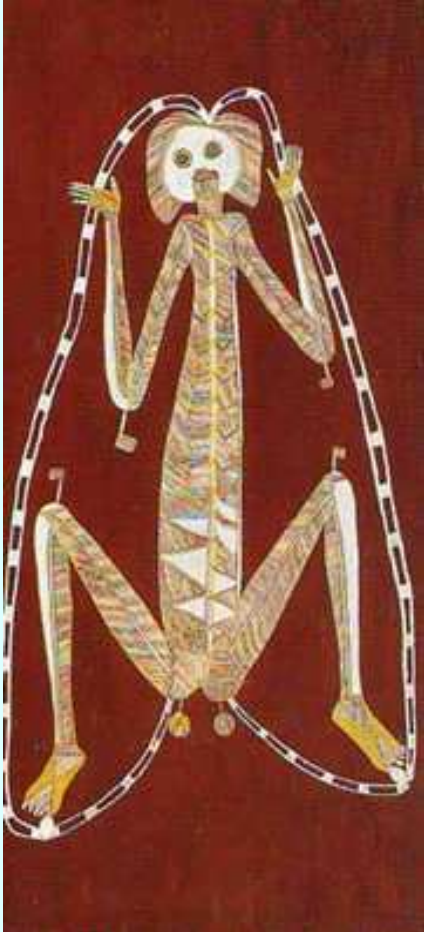


Lesson 5 : "Moonman : an aboriginal legend"



Sur fond bleu : ce que nous
projetons aux élèves
Sur fond vert : les supports
originaux

Notre commentaire : cette peinture rappelle aux élèves que l'art aborigène permet de transmettre les histoires de génération en génération. La tradition orale est évoquée en cours de français.

Document professeur

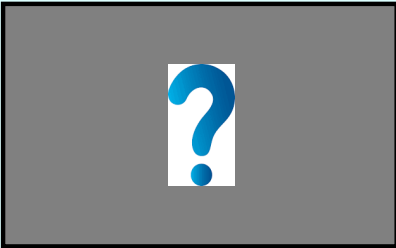


1. Before the moon was a moon in the sky, the moon was a man. He had two wives and two sons. He built a big round house with four doors for his family.
2. When the sons were teenagers they approached their father and announced, 'Dad we are going to go out fishing for you!'. Moonman felt so happy and proud.
3. So they went fishing and they got to a big billabong. And they caught all kinds of fish from that billabong.
4. They lit a fire and then they cooked a big pile of fish. But, instead of taking the fish back to their father and their mothers, they ate the fish! They took back only the fish bones!
5. Dad, was in dismay and said to the kids, 'Hey what's this? You brought me back just the bones!!'.
6. The boys quickly said, 'Hey, don't worry dad, we will go back, only this time we will make it right. We will not fail you this time!'
7. So they went again to the billabong and got a big mob of fish. They had a great time but they did exactly the same thing. In their greed and disrespect they forgot about their promise to their father : they cooked and ate all the fish for a second time!
8. They brought back just the bones again to their dad! Moonman looked at his sons. He was furious but this time Moonman said nothing and devised a plan.

Les images ci-dessus sont projetées dans le désordre.
L'image 7 n'est pas projetée et une partie de l'image 8 est cachée pour créer un déficit informationnel et mettre en place une activité d'interaction orale



What ?
Why ?








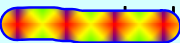
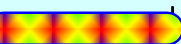





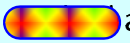




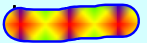
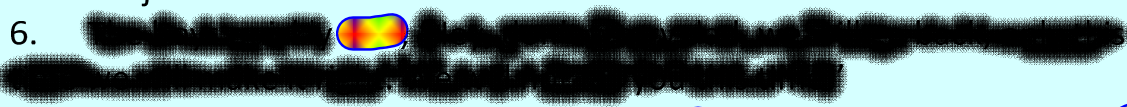




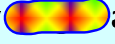
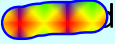

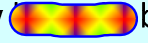
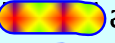


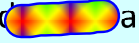
What ?
Why ?



Mise en oeuvre :

- Nous projetons des images de la vidéo et demandons aux élèves de décrire brièvement et simplement ces images ce qui nous permet d'introduire du vocabulaire (build, feel proud, billabong, catch, light a fire ...). Ce vocabulaire est présent dans le texte et peut gêner l'élève dans sa lecture. Cette activité d'anticipation a donc pour but de lever certaines difficultés liées à la compréhension de l'écrit.
- Nous distribuons aux élèves 2 versions du texte mais certaines informations sont manquantes ce qui permet de mettre en place une activité d'interaction orale.
- Les élèves doivent ensemble remettre les images dans l'ordre, s'interroger sur l'enchaînement des faits, les raisons pour lesquelles Moonman paraît heureux ou au contraire furieux.






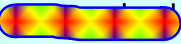
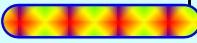





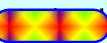




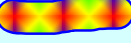





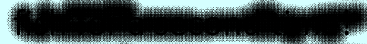

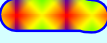



Group A

1. Before the moon  a moon in the sky, the moon  a man. He  two wives and two sons. He  a big round house with four doors for his family.
2. When the sons  teenagers they  their father and  'Dad we are going to go out fishing for you!'. Moonman  so happy and proud.
3. So they  fishing and they  to a big billabong. And they  all kinds of fish from that billabong.
4. They  a fire and then they  a big pile of fish. But, instead of taking the fish back to their father and their mothers, they  the fish! They  back only the fish bones!
5. Dad,  in dismay and  to the kids, 'Hey what's this? You  me back just the bones!!'.
6. 
7. So they  again to the billabong and  a big mob of fish. They  a great time but they  exactly the same thing. In their greed and disrespect they  about their promise to their father : they  and  all the fish for a second time!
8. They  back just the bones again to their dad! Moonman  at his sons. He  furious but this time Moonman  nothing and  a plan.

Compréhension de l'écrit : dans la version distribuée aux élèves les verbes au prétérit sont cachés. En effet, à la première lecture, les élèves ne font pas le lien entre le verbe build, qu'ils ont utilisé en décrivant l'image, et built, sa forme au prétérit. Cette démarche évitent donc que les élèves ne s'attardent sur ces mots et ils peuvent se concentrer sur la reconstruction du sens et associer chaque paragraphe à une image.

Interaction : Le groupe A devra interroger le group B sur l'image (i.e. why is Moonman happy ?) Le groupe A pourra expliquer pourquoi Moonman paraît furieux sur l'image 8 (his sons go the billabong and catch a big mob of fish but bring back just the bones again)

Group B

1. Before the moon  a moon in the sky, the moon  a man. He  two wives and two sons. He  a big round house with four doors for his family.
2. When the sons  teenagers they  their father and  'Dad we are going to go out fishing for you!'. Moonman  so happy and proud.
3. So they  fishing and they  to a big billabong. And they  all kinds of fish from that billabong.
4. They  a fire and then they  a big pile of fish. But, instead of taking the fish back to their father and their mothers, they  the fish! They  back only the fish bones!
5. Dad,  in dismay and  to the kids, 'Hey what's this? You  me back just the bones!!'.
6. The boys quickly  'Hey, don't worry dad, we will go back, only this time we will make it right. We will not fail you this time!'
7. So they  again to the billabong and  a big mob of fish. They  a great time  
8.  Moonman  at his sons. He  furious but this time Moonman  nothing and  a plan.

Compréhension de l'écrit : certains mots du texte sont cachés pour les mêmes raisons que celles expliquées précédemment.

Interaction : Le groupe B pourra expliquer pourquoi Moonman est en colère (voir image 5) puis heureux à nouveau (image 6). Il est toutefois souhaitable de donner une aide supplémentaire pour élucider le sens du mot *fail* (§ 6)

Le groupe B devra interroger le groupe A sur l'image 8 (i.e. why is Moonman furious?)

Regarder la vidéo après les activités de lecture et d'interaction permet de vérifier que la tâche a été correctement exécutée.

Document professeur



Moonman made a big traditional fishing trap to catch more fish. Then the boys and the father went down to the billabong.

Later, Moonman got a big old stick and beat the boys. He beat so hard that he killed his sons. Moonman put his sons' bones into the fishing trap and threw them in the billabong.

The next day, the women came back from collecting bush tucker and realized their boys were not back from fishing so they asked Moonman where they were. Moonman said, 'Aah, yes, they went fishing at the billabong. I don't know why they are not back.'

So, the women went out to the billabong. It was dark now but they saw the fish trap in the water and their two dead sons in there! They cried and cried. They knew the Moonman killed and decided to take revenge on Moonman

Moonman went into the hut to sleep and the women set fire to the hut.

Moonman woke up but it was too late and he caught fire.

He climbed up a pandanus tree and screamed out to his wives, 'When you die, you die forever - when I die, I am going to come back immortal every month!'

Then, Moonman transformed into the moon and rose above the pandanus tree. This is why the moon rises in full every month above the pandanus trees.

La deuxième partie de cette histoire peut être exploitée de différentes façons:

- Reproduire la démarche décrite précédemment, surtout si l'activité d'interaction n'a pas été satisfaisante.
- Proposer une évaluation formative, en vue de l'évaluation sommative.
- Proposer un travail méthodologique : comment chercher dans un dictionnaire