Geography Stage 3

Engaging with Asia

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# Focus area – a diverse and connected world

* Connections shape perceptions
* Global connections

## Key inquiry questions

* How do places, people and cultures differ across the world?
* How do people’s connections to places affect their perception of them?

## Content focus

Students:

* explore countries of the Asia region and the connections Australia has with other countries across the world
* learn about the diversity of the world’s people, including the indigenous peoples of other countries
* explore and reflect upon similarities, differences and the importance of intercultural understanding.

## Outcomes

A student:

* describes the diverse features and characteristics of places and environments **GE3-1**
* explains interactions and connections between people, places and environments **GE3-2**
* acquires, processes and communicates geographical information using geographical tools for inquiry **GE3-4**

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## Overview

Students locate and identify a range of Asian countries. Students undertake a case study inquiry that compares and contrasts three Asian countries by examining the lives of three individuals or families (for example, one from each country). At least one individual/family is to be drawn from that country’s indigenous people. Students identify the natural and human features of the place where each individual or family lives and explore the similarities and differences between their lives. Students reflect on the diversity of the world’s people, including its indigenous people, and consider the importance of intercultural understanding.

**Note:** the capacity of students to engage with the inquiries and content matter will be much greater in Year 6 than early in Year 5. Teachers will need to adjust and scaffold learning activities as appropriate.

This learning framework develops on the work done in the Stage 2 teaching and learning framework Australia’s Neighbours.

## Assessment

Many of the activities require students to demonstrate their learning. These activities can be used to assess student progress at various stages throughout the inquiry process.

# Inquiry 1 – locating Asian countries

Students locate Asia and Asian countries.

## Diversity across Asia

Students:

* investigate the diversity in geographical characteristics within the Asia region, for example (ACHGK031, ACHGK032)
* identification of countries of the Asia region in relation to Australia.

## The world’s cultural diversity

Students:

* investigate the world’s cultural diversity, including the culture of indigenous peoples, for example (ACHGK033)
* examination of various cultures, for example, customs, beliefs, social organisation.

## Connections shape perceptions

Students:

* investigate how connections influence people’s perception and understanding of places, for example (ACHGK036)
* identification of factors that influence people’s perceptions of places, for example, media, culture, education, travel
* discussion of the effect of generalisations and stereotypes about places.

### Acquiring geographical information

Questions:

* What is the extent of the continent of Asia?
* What countries are found in Asia and where are they located?

### Acquire data and information

* As a class, name as many Asian countries as possible.
* Use a range of virtual or printed maps to establish the extent of Asia and location of Asian countries, for example atlases, Google maps, Google Earth.
* Discuss knowledge and experiences of Asian countries, including news events, travel experiences and personal connections.
* Explore travel websites such as [Lonely Planet](http://www.lonelyplanet.com/) to gain an overview of countries in the Asian region.

### Processing and communicating geographical information

* Students create a map of Asia on an A3 outline map of the world. Students create their own country borders and colour code each country using a legend.
* Students use cartographic conventions by adding a border, north point, legend and title to their map.
* Students can add annotations to show personal connections to various countries.

### Communicating geographical information

#### Communicate

* Students discuss how their knowledge of and connections with various countries has affected their perceptions of them.
* Student maps can be displayed and/or be scanned and included on a class website or in the school newsletter.

#### Respond

* Students select three Asian countries to compare in Inquiry 2.

# Inquiry 2 – comparing Asian countries

Students work in groups to compare the lives of 3 individuals/families in 3 different Asian countries. One of these 3 needs to be a member of an indigenous people group. The individuals/families can be either real, a literary character or hypothesised from general information gathered about a place.

## Environments shape places

Students:

* investigate how the natural environment influences people and places, for example (ACHGK028)
* discussion of how climate influences the distribution of where people live
* comparison of how landforms influence where and how people live in Australia and another country.

## Diversity across Asia

Students:

* investigate the diversity in geographical characteristics within the Asia region, for example (ACHGK031, ACHGK032)
* identification of countries of the Asia region in relation to Australia
* examination of economic, demographic and social differences between countries of the Asia region, for example, employment, population, lifestyle.

## The world’s cultural diversity

Students:

* investigate the world’s cultural diversity, including the culture of indigenous peoples, for example (ACHGK033)
* examination of various cultures, for example, customs, beliefs, social organisation.

## Connections shape perceptions

Students:

* investigate how connections influence people’s perception and understanding of places, for example (ACHGK036)
* discussion of the effect of generalisations and stereotypes about places.

### Acquiring geographical information

Questions:

* Clearly articulate the aim or purpose of the geographical investigation, for example, ‘How do the lives of people living in different places and cultures differ across Asia?’
* Pose geographical questions to be contextualised to each individual/family, for example:
* Where does this person/family live?
* What are the main physical characteristics of this place (for example, landforms, vegetation, climate)?
* What are the main human features of this place (for example, built environment, population, employment, lifestyle)?
* How does this person/family interact with the place where they live?
* What are their daily routines?
* What do they wear and eat?
* Where do they work or go to school? How do they get there?
* What are their language(s), customs, beliefs and/or religion?
* What cultural and/or economic activities do they engage in?
* What social organisation characterises their lives?
* How have the lives of indigenous people been affected by other cultures?
* Additional questions to assist students to compare the 3 individuals/families:
* What are the similarities and differences between the lives of the people examined?
* How can the similarities and differences be explained?
* To what extent do differences in the physical characteristics of where they live explain the differences in their lives?

#### Acquire data and information

The first step is to identify the 3 individuals/families to be studied (for example, a real person, a literary character or a hypothesised individual based on a photograph). This will provide a starting point for understanding their lives (for example, personal knowledge, a novel, a picture).

Students will then need to gather information about the place where they live, including both physical and human characteristics.

Support students to access a wide range of information sources such as maps, climate graphs, and visual representations including photographs, film clips and site video cams, as well as suitable internet sites.

* Reference large-scale maps, such as relief maps, political maps and satellite images which show the landform and other physical features of the country.
* Source appropriate climate, population statistics and demographic data such as food production, occupations and religions.
* Examine daily life and culture, such as schooling, making a living, recreation, and special events. Use photographs, illustrations, diagrams, picture books and multimedia, including apps.
* Source contemporary information from news events, travel brochures, images, and online travel blogs.

### Processing geographical information

Students use geographical tools to represent, organise and analyse the data and information for each person/family, for example:

* Use cartographic conventions to construct a map of the place where they live. Choose the most appropriate scale for the particular case study. Plot and label the main physical characteristics and human characteristics. Annotate places on the map that are significant to this person/family.
* Construct climate graphs that show rainfall (precipitation) as a column graph and temperature overlaid as a line graph. Interpret the data.
* Create an illustrated table of the major cultural features of life in this place. In each row of the table, use annotated photographs, diary style entries or descriptions to present information on culture and daily life. Organise and compile images and video clips. Add media to specific places on maps.
* Use a consequences chart to examine how physical characteristics of this place (for example, temperature) affect aspects of their daily life (for example, clothing).
* Use tools to compare the lives of the 3 individuals/families:
* Represent similarities and differences using a 3-way Venn diagram.
* Use a comparison table to compare key similarities and differences in the lives of the 3 individuals/families.

### Communicating geographical information

#### Communicate

Students work in groups to create a video in which the 3 individuals/families meet to talk about their lives. Scripts can be created collaboratively using Google Docs. Students dress up, act and use props according to their role. One or more students can play the host for the meeting.

#### Respond

Students discuss the diversity found across Asia and whether generalisations and stereotypes affect perceptions of this diversity. Students consider the effects of alternate cultures on the lives of indigenous people.

This learning is likely to uncover humanitarian or social justice issues. Teachers can consider what responses may be suitable in response (for example, advocacy, fundraising).

## Resources

Effective online searching will provide access to a wide range of resources. Some starting points include:

* [Global Education](https://ourworldindata.org/global-education) resources
* Time for Kids resources, for example: [TIME for Kids | World](https://www.timeforkids.com/g56/sections/world/), [TIME for Kids | Articles](https://www.timeforkids.com/g56/?text=kid+of+the+week), [Kids Web Japan](http://web-japan.org/kidsweb/explore/index.html)
* Caritas [A Day in the Life – Tereesa (Australia)](https://www.caritas.org.au/resources/library/a-day-in-the-life-tereesa-australia/), [A Day in the Life – Laxmi (Nepal)](https://www.caritas.org.au/resources/library/a-day-in-the-life-laxmi-nepal/), [Search (caritas.org.au)](https://www.caritas.org.au/search/?keyword=Home%20a%20full%20and%20beuatiful%20life) for pictorial journeys which demonstrates daily life around the world. **Note**: Caritas is a Catholic aid and development agency.
* [Tearfund](https://www.tearfund.org.au/) or schools include Kids4Kids DVDs on [Cambodia](https://www.tearfund.org.au/stories/i-am-braver-than-before-positive-change-in-cambodia), [The Rag-pickers of Delhi](https://www.tearfund.org.au/resources/the-rag-pickers-of-delhi). Note: TEAR is a Protestant aid and development agency, and portions are explicitly religious***.*** Vimeo hosts a sample of each.

Related literary resources include:

* The River by Libby Hathorn and illustrated by Stanley Wong
* All in a Day by Mitsumasa Anno
* Dragonkeeper by Carole Wilkinson
* Secret Keeper by Mitali Perkins
* Trash by Andy Mulligan.

# Concepts, inquiry skills and tools

## Geographical concepts

The following geographical concepts have been integrated into the teaching and learning sequence:

* **Place**: the significance of places and what they are like, for example, characteristics of places.
* **Space**: the significance of location and spatial distribution, and ways people organise and manage spaces that we live in, for example, how people organise and manage spaces in their local environment.
* **Environment**: the significance of the environment on human life, and the important interrelationships between humans and the environment, for example, how the environment influences people and places; how people influence the environment; the effect of natural disasters on the environment.
* **Interconnection**: no object of geographical study can be viewed in isolation, for example, how environments influence where people live; ways people influence the characteristics of their environments.
* **Scale**: the way that geographical phenomena and problems can be examined at different spatial levels, for example, environmental and human characteristics of places on local and regional scales; the effect of events on people and places locally and regionally.
* **Sustainability**: the capacity of the environment to continue to support our lives and the lives of other living creatures into the future, for example, extent of environmental change; environmental management practices; sustainability initiatives.
* **Change**: explaining geographical phenomena by investigating how they have developed over time, for example, changes to environmental and human characteristics of places.

## Geographical inquiry skills

The following geographical inquiry skills have been integrated into the unit.

### Acquiring geographical information

Students:

* develop geographical questions to investigate and plan an inquiry (ACHGS033, ACHGS040)
* collect and record relevant geographical data and information, using ethical protocols, from primary data and secondary information sources, for example, by observing, by interviewing, conducting surveys, or using maps, visual representations, statistical sources and reports, the media or the internet (ACHGS034, ACHGS041)

### Processing geographical information

Students:

* evaluate sources for their usefulness (ACHGS035, ACHGS042)
* represent data in different forms, for example plans, graphs, tables, sketches and diagrams (ACHGS035, ACHGS042)
* represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate (ACHGS036, ACHGS043)
* interpret geographical data and information, using digital and spatial technologies as appropriate, and identify spatial distributions, patterns and trends, and infer relationships to draw conclusions (ACHGS037, ACHGS044)

### Communicating geographical information

Students:

* present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045)
* reflect on their learning to propose individual and collective action in response to a contemporary geographical challenge and describe the expected effects of their proposal on different groups of people (ACHGS039, ACHGS046)

## Geographical tools

The following geographical tools have been integrated into the unit.

### Maps

* Large-scale maps, small-scale maps, topographic maps, flowline maps
* Maps to identify location, latitude, direction, distance, map references, spatial distributions and patterns

### Fieldwork

* Observing, measuring, collecting and recording data, conducting surveys and interviews
* Fieldwork instruments such as measuring devices, maps, photographs, compasses, global positioning systems (GPS)

### Graphs and statistics

* Pictographs, data tables, column graphs, line graphs, climate graphs
* Multiple graphs on a geographical theme
* Statistics to find patterns

### Spatial technologies

* Virtual maps, satellite images, GPS

### Visual representations

* Photographs, aerial photographs, illustrations, flow diagrams, annotated diagrams, multimedia, web tools

# References

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