Picture books for learning across the curriculum in HSIE K-10

# Asia and Australia’s engagement with Asia

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## About this resource

‘Global literature expands our worldview so that stories become a window for readers to see and experience cultures outside their own personal contexts.’

[Exploring International and Intercultural Understanding through Global Literature](https://wowlit.org/links/exploring-international-intercultural-understanding-global-literature/) by Susan Corapi and Kathy G Short. Longview Foundation World of Words (2015)

This resource aims to:

* suggest picture books to support the cross-curriculum priority of Asia and Australia’s engagement with Asia and the general capabilities of intercultural understanding and difference and diversity within the context of human society and its environment (HSIE)
* promote the value of using picture books in learning in K-10 geography and history
* provide snapshots of learning activities that enable students to:
* acquire knowledge and understandings of the diversity within and between Asian countries, cultures, values and beliefs
* build knowledge and understandings of the achievements, contributions and influences of Asia’s peoples
* develop a global perspective and build understandings, knowledge and skills in interconnections between Australia and Asia
* develop and practise knowledge, skills, behaviours and dispositions in intercultural understanding
* develop and practise skills in historical and geographical inquiry
* investigate, think critically about and act responsibly for their world.

The featured **picture books** can be borrowed from the department’s [Henry Parkes Equity Resource Centre](http://henryparkes.softlinkhosting.com.au/oliver/libraryHome.do), with some available as class sets. Some of the books in the resource are suitable for multiple stages and activities can be applied to other books. When using picture books, we suggest that the first reading of a text be collectively shared and enjoyed in its entirety in a relaxed space and that time be provided for discussion and reflection. Refer to [Quality literature, quality teaching](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/english/ES1S3/quality-literature) for ways of using the texts in English lessons.

**Intercultural understanding elements** are quoted from the Australian Curriculum, Assessment and Reporting Authority (ACARA) [Australian Curriculum intercultural understanding learning continuum](https://www.australiancurriculum.edu.au/media/1075/general-capabilities-intercultural-understanding-learning-continuum.pdf) (n.d.).

**Syllabus outcomes** are quoted from [Geography K-10 Syllabus](https://syllabus.nesa.nsw.edu.au/hsie/geography-k10/) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2015 and [History K-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

**Additional learning activities** are available at the [Asia Education Foundation](https://www.asiaeducation.edu.au/) (AEF).

## Sori’s Harvest Moon Day by Lee, Uk-Bae

**Early Stage 1** – geography, intercultural understanding, difference and diversity

|  |  |
| --- | --- |
| Element | Information and suggestions |
| Sori’s Harvest Moon Day by Lee, Uk-Bae. Soundprints (1999) | **Synopsis**  Set in South Korea, it is the lead up to Chu-Suk, the Harvest Moon Festival. Young Sori travels with her family to visit her grandmother in a rural village in the country. Sharing the time with her cousins, aunts and uncles, Sori participates in the Chu-Suk traditions of Cha-Rye, the service to remember family ancestors, feasting on dishes prepared from newly harvested rice and fruit, visiting the graves of ancestors and joining Pung-Mul, the folk festival.  **English textual concepts**  Code and convention  Theme |
| Intercultural understanding element | **Recognising culture and developing respect**  Identify, explore and compare culturally diverse activities and objects |
| Syllabus topic and outcomes | **People live in places**  A student:  identifies places and develops an understanding of the importance of places to people GEe-1  communicates geographical information and uses geographical tools GEe-2 |
| Geographical concepts | Place, space, environment |
| Connecting and engaging personally | Building the field – use a map or globe to locate South Korea. Locate it in relation to Australia and to other Asian countries. Activate prior knowledge of Asian festivals and celebrations such as Lunar New Year.  Shared reading – before reading the words in the book, view the sequence of illustrations and make inferences about the story. Read the story, allowing time to examine the illustrations.  Making connections – text-to-text – stories about families and cultural celebrations. Text-to-self – What events are special to your family? How are they celebrated? Text-to-world – media about cultural celebrations. |
| Curriculum links | History – Personal and Family histories  Science and technology – Living World  Languages – Korean  Creative arts – music and dance |
| Supporting text | Mooncakes by Lorretta Seto and Renne Benoit. Novella Distribution (2017) |

### Sori’s Harvest Moon Day – learning snapshots

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| Activity title | Learning activity description – Early Stage 1 | |
| **Korean places** | **What is South Korea like?**  ‘Many people are leaving the city for their homelands.’  Revisit the illustrations in the text. Note the use of Korean characters on the buildings and banners. Students use [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=351cd124-8114-7257-38b2-1fb9e796606e) to make comparisons between the physical appearance of the cityscape on pages 4 and 5 and the rural village on pages 12 and 13. Collectively construct a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X07N24J9ePc.link) listing words to describe the city and the country.  Use the school’s sandpit or a space with natural materials to create a 3D representation of the rural village on pages 12 and 13. Additionally, use blocks to create a 3D representation of the city in the classroom. |
| Locating places | **Location and activities of South Korea?**  Revisit the illustrations of people and their activities – in the city, travelling and in the village. What activities are people doing in the city and the country? How are they similar and different? How are they similar and different to our everyday activities?  Using a copy of the illustrations of the city on pages 4 and 5 and the village on pages 12 and 13, students work in pairs to verbally describe the location of places.  Using a world map, locate Australia, South Korea and your local town. |
| Special places | **What makes grandma’s place special?**  ‘Grandma’s house is filled with laughter and activity’  Examine the illustration on pages 14 and 15. Students use [see-think-wonder](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638#.X1GlfxSd7CE.link) to examine the various elements of the illustration. What are each of the people doing? Why are they doing it? What do you wonder about? Why is visiting grandma’s place special? |

## A Gift by Yong Cheng

**Stage 1** – geography, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| A Gift by Yong Chen. Boyds Mills Press (2009) | **Synopsis**  It’s Chinese New Year and Amy’s mother is feeling homesick. She is missing her sister and two brothers who live faraway in China, her birth country. Traditionally a time of family visits and gift-giving, Amy’s mother receives a timely letter and gift from her siblings. In it is a very special hand-carved stone pendant of a dragon, the symbol of China. The pendant is for young Amy, connecting her to her mother’s birth country and her Chinese heritage.  **English textual concepts**  Style  Theme  Connotation, imagery and symbol | |
| Intercultural understanding element | **Reflect on intercultural experiences**  Identify and describe what they have learnt about others from intercultural encounters and culturally diverse texts | |
| Syllabus topic and outcomes | **People and places**  A student:  describes features of places and the connections people have with places GE1-1  communicates geographical information and uses geographical tools for inquiry GE1-3 | |
| Geographical concepts | Place, space, environment, interconnection | |
| Connecting and engaging personally | Building the field – activate prior knowledge on Lunar New Year/Chinese New Year in Australia.  Shared reading – firstly share just the illustrations and ask for predictions then read with words.  Making connections – text-to-text – texts on Chinese or Asian festivals and celebrations. Text-to-self – experiences with Lunar New Year celebrations. Family cultural events and precious objects. Text-to-world – Chinese artefacts, objects, stores and signage. | |
| Curriculum links | History – The Past in the Present | |
| Supporting texts | A New Year’s Reunion by Yu Li-Qiong and Zhu Cheng-Liang. Candlewick (2019)  New Year Surprise! by Christopher Cheng and Di Wu. National Library of Australia Publishing (2016) | |

### A Gift – learning snapshots

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| Activity title | Learning activity description – Stage 1 | |
| Global connections | **How are people connected to places in other countries?**  ‘Homesick. That’s how Amy’s mother feels …’  Amy’s mother was born and raised in China. Why is she homesick? Recall the names of Amy’s mother’s siblings in China and their occupations. How do the illustrations show they live in another country?  Examine the illustration of the town with the river. Students take on the role as Amy’s mother, talking to her daughter about home. Students [step inside](https://pz.harvard.edu/resources/step-inside) the text and orally describe the features represented in the illustration. |
| Personal connections | **How can objects connect people to places?**  ‘His plough unearthed a beautiful stone.’  Recall the significance of the stone that Zhong found – memories of childhood, a piece of home, a dragon shape within it. Students [turn and talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) about something they own that reminds them of a person or place. Invite students to bring in an object that connects themselves or their family to another place.  Recall the journey of Zhong’s stone. Students draw a visual map to represent the journey of the stone from Zhong’s hand in rural China to being carved by Ming’s hands in town to being unwrapped by Amy’s mother and finally worn by Amy, over her heart, in another country. |
| Access and connection | **How do people connect to and access people faraway?**  ‘Amy and her mother opened the box that had travelled so far.’  Recall how Amy and her mother maintain contact with her family in China. Note the Chinese characters on the letter. How else are people in contact with family and friends in faraway places? Drawing on personal experiences, jointly create a [concept map](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/577#.X1Gn2PehAzU.link) to express ways people can stay connected.  In role as Amy, students write a letter to Ming and Zhong thanking them for the dragon necklace. They express how the necklace is special to them and include a drawing of themselves wearing the necklace. |

## Our Village in the Sky by Janeen Brian and Anne Spudvilas

**Stage 2** – geography, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| Our Village in the Sky by Janeen Brian and Anne Spudvilas. Allen and Unwin (2014) | **Synopsis**  Living in a rural village high in the Himalayan mountains, the village children go about their daily chores and activities during the summer holidays when school is closed. Living a life closely connected to nature and the land they make the most of the warm weather to work and play together.  **English textual concepts**  Code and convention  Connotation, imagery and symbol | |
| Intercultural understanding element | **Recognising culture and developing respect**  Identify and describe variability within and across cultural groups | |
| Syllabus topic and outcomes | **Places are similar and different**  A student:  describes the ways people, places and environments interact GE2-2  acquires and communicates geographical information using geographical tools for inquiry GE2-4 | |
| Geographical concepts | Place, space, environment, interconnection | |
| Connecting and engaging personally | Building the field – use Google maps to locate the Himalayan mountains. View photographs of the landscape, villages and Buddhist monasteries in the area.  Shared reading – read the story aloud, also sharing the illustrations.  Making connections – text-to-text – stories about people and places such as Mirror by Jeannie Baker. Text-to-self – travel and experiences of other places and cultures. Text-to-world – advertisements for tourism to other places, articles about trekking and mountaineering. | |
| Curriculum links | English – onomatopoeia, repetition  PDHPE – health, wellbeing and relationships | |
| Supporting texts | Mirror by Jeannie Baker. Walker (2010)  I live in Tokyo by Mari Takabayashi. HMH (2001) | |

### Our Village in the Sky – learning snapshots

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| Activity title | Learning activity description – Stage 2 | |
| Himalayas – features | **What are the features of the place?**  ‘My village sits above the great river …’  Re-visit the words and illustrations in the text. Identify the natural features of the place – climate and weather, landforms, soil, plants and animals. Students use [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=351cd124-8114-7257-38b2-1fb9e796606e) to discuss the challenges of the environment for people and how they might overcome them.  Identify the human features, including the daily activities of the children, the use of the dwellings, how they get from place to place and religion. Notice words that help describe the features – ‘nestled’, ‘stony-steep’.  Using the first stanza on the first page of the text as a scaffold, students compose a description of the natural characteristics of their place. |
| Similarities and differences – daily life | **What is the daily life of the people in the village?**  ‘…where a girl squats washing brother’s trousers.’  Recall the summer activities of the children. List their work and specific roles. Note the physicality of the tasks, the children’s attitudes and ways they live with nature. List the games played by the children and the sorts of items they use in their play. Students try playing knucklebones.  Students compare the daily life of people of the villagers and their own daily lives. |
| Summer and winter | **How does the climate affect the lives of the villagers?**  ‘... padded from top to toe, you trudge outside …’  Re-read the stanzas in the text that describe summer and winter. Note how the descriptive words create pictures in the mind of the look and feel of winter in the village and surrounding landscape.  Using information provided by the text, students create a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X07UaeBDxWo.link) headed ‘summer’ and ‘winter’. In each column they describe the landscape, weather, houses and activities in each season. For example, ‘summer – animals feed outside, winter – animals stay inside’. |

## Nadia’s Hands by Karen English and Jonathan Weiner

**Stage 2** – geography, intercultural understanding, difference and diversity

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| --- | --- |
| Element | Information and suggestions |
| Nadia’s Hands by Karen English and Jonathan Weiner. Boyds Mill Press (2009) | **Synopsis**  Nadia has Pakistani heritage and is chosen to be the flower girl at her aunt’s traditional wedding. In preparation for the wedding, Nadia’s hands are decorated with mehndi. Nadia has mixed thoughts about her decorated hands and is concerned about the students’ reactions at her school. In the end, Nadia is proud of her decorative hand designs and Pakistani heritage.  **English textual concepts**  Character  Perspective  Connotation, imagery and symbol | |
| Intercultural understanding element | Recognising culture and developing respect  Identify and discuss the significance of a range of cultural events, artefacts or stories recognised in the school, community or nation. | |
| Syllabus topic and outcomes | **Places are similar and different**  A student:  describes the ways people, places and environments interact GE2-2  acquires and communicates geographical information using geographical tools for inquiry GE2-4 | |
| Geographical concepts | Place, interconnection | |
| Connecting and engaging personally | Building the field – list, define and practise saying the Urdu words used in the story, as defined on the first page of the book – kabab, mehndi, shalwar, kameez, sabr.  Shared reading – share the book with the students, reminding students of word meanings.  Making connections – text-to-text – stories about cultural traditions. Text-to-self – personal experiences of cultural traditions. Text-to-world – Pakistani and Indian cultural influences and traditions in the local community and cultural events. | |
| Curriculum links | History – Community and Remembrance | |
| Supporting text | A Gift by Yong Chen. Boyds Mills Press (2009) | |

### Nadia’s Hands – learning snapshots

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| Activity title | Learning activity description – Stage 2 | |
| Characteristics | **What is Pakistan’s geographical characteristics?**  ‘One brought the silky, peach-coloured shalwar and kameez Nadia would wear ...’  Re-read the text and identify aspects of Pakistani culture. Locate Pakistan on a map or globe, identify its neighbouring countries. View images of Pakistan’s people, culture, cities and landscape for a visual overview. Investigate the demographics of Pakistan to identify the most widely spoken languages, population and population distribution.  Students read the Pakistani media article making claims on Pakistani’s unique features – [7 Pakistani Things That No Other Country Has](http://nation.com.pk/entertainment/17-Feb-2016/7-things-that-are-just-better-in-pakistan), The Nation, 17 February 2016. Working in [jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X1BQZBRxdUs.link) groups, they research then share a unique aspects of Pakistan, as claimed by The Nation – Pakistani barbecue recipes, cricket, weddings, Shandur polo festival, Pakistani trucks, Eid al-Fitr, trekking and mountain climbing. |
| Mehndi and henna | **What is the cultural significance of mehndi and henna?**  ‘Nadia … had amber hands with deep orange flowers and swirls and stars.’  Revisit the illustrations of the mehndi process and designs. Students use [think-puzzle-explore](https://pz.harvard.edu/resources/think-puzzle-explore) to share existing knowledge and experiences and questions and wonderings that they have.  Invite students who have cultural experiences of henna or mehndi to share their knowledge. Other students may have received henna art at local market stalls. Students research the significance of henna patterns in three different countries summarising their information in a four-column table headed – ‘country and culture’, ‘symbolism’, ‘design elements’, ‘image’.  On a traced outline of their hand, students create a henna or mehndi design that incorporates the design elements from one of their researched places. They explain their choice of design. |
| Sketch–to–stretch | **How are cultural traditions important to people?**  ‘Grandma whispered, “When I look at your hands, it’s as if I’m looking at my past and future at the same time.”’  Using [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=351cd124-8114-7257-38b2-1fb9e796606e) students reflect on their new understandings from the text and associated activities to explain how cultural traditions are important to people.  Using the [sketch-to-stretch](https://www.literacytoday.ca/popupwindow/reading/article/sketch-to-stretch) strategy, students create a sketch or other visual representation that illustrates grandma’s statement to Nadia, quoted above. In small sharing circles, students present their sketch and explain their thinking. Alternatively, they photograph their representation and digitally record their explanation of their thinking. |

## The Dragon Tribe by Kim Xiong and Clarissa Yu Shen

**Stage 2** – geography, intercultural understanding, difference and diversity

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| --- | --- |
| Element | Information and suggestions |
| The Dragon Tribe by Kim Xiong and Clarissa Yu Shen. Better Chinese LLC (2008) | **Synopsis**  Translated into English from Chinese, this tale tells the story of the search for dragons by the children of a tribe of dragon slayers. As dragons became harder to find the elders immersed the children in dragon art, sculptures, stories, toys and clothing. When the children finally encounter their first dragons they realise they love them. From then on, the tribe became known as the Dragon Tribe.  **English textual concepts**  Context  Representation |
| Intercultural understanding element | **Recognising culture and developing respect**  Describe and compare a range of cultural stories, events and artefacts |
| Syllabus topic and outcomes | **Places are similar and different**  A student:  examines differing perceptions about the management of places and environments GE2-3  acquires and communicates geographical information using geographical tools for inquiry GE2-4 |
| Geographical concepts | Place, space, environment, interconnection, scale |
| Connecting and engaging personally | Building the field – activate prior knowledge on the significance of dragons in Chinese culture. Define the word ‘slayer’.  Shared reading – share the book with the students, enabling time for examination of the illustrations.  Making connections – text-to-text – Chinese myths and legends. Text-to-self – personal experiences of Chinese culture and cultural events. Text-to-world – representations of dragons in sculptures, architecture, souvenirs and creative arts. |
| Curriculum links | History – Community and Remembrance  Languages – Chinese (simplified)  Creative arts – drama, dance, visual arts |
| Supporting text | Mulan by Li Jian. Shanghai Press (2014) |

### The Dragon Tribe – learning snapshots

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| --- | --- | --- |
| Activity title | Learning activity description – Stage 2 | |
| Dragons | **What is the significance of dragons in Chinese culture?**  ‘And the children would seek out dragons everywhere …’  Examine the illustrations to find representations of dragons. Students use [think-puzzle-explore](https://pz.harvard.edu/resources/think-puzzle-explore) to discuss the images. Are the dragons fierce or friendly? Are they despised or revered? How do you know?  Students research answers to their ‘puzzle’ and ‘explore’ questions and the symbolism of dragons in Chinese culture. They view images of Chinese dragon sculptures, decorations and motifs used in architecture, clothing and art. As a visual arts learning experience, students create a body of work comprising sketches and details of textures and features of dragons. It could include a 3D representation of a Chinese dragon. |
| Perceptions | **What influences people’s perceptions?**  **‘the elders started to paint, and sculpt, and write beautiful stories and poems about dragons.’**  Revisit the illustrations of the elders sculpting dragons and the children playing with dragon toys. How did the elders teach the children about dragons? Use a drama strategy such as human sculptures students enact the elders creating sculptures and toys of dragons.  What impact did the teaching about dragons have on the children? Using a drama strategy such as basic tableaux, students create tableaux of imagined future interactions between the children and dragons. |
| Protection | **How do people’s perceptions influence their actions?**  ‘… the children now loved these mystical creatures.’  Examine the changing expressions on the faces of the dragons and the children. How did the children and dragons end up feeling about each other? How does the name ‘Dragon Tribe’ reflect this?  Students use [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645?clearCache=351cd124-8114-7257-38b2-1fb9e796606e) to generate ideas on future teachings for Dragon Tribe children. They create a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.X2Qc6nIzBP0.link) or cartoon strip of a story to be told to children about protecting dragons. |
| Stories and language | **How do stories continue culture?**  ‘… for they are now simply known as the Dragon Tribe.’  Share the text, reading each page in English and Chinese (simplified), written on the last pages of the book. (If inviting a parent to read the Chinese, send home copies of the back pages for practising.)  Students examine the written Chinese (simplified) characters and Pinyin. They copy the character for ‘lóng’, meaning ‘dragon’. Drawing on expertise in the class, or translation tools, they practise the pronunciation of ‘dragon’ and other key words. Students design a dragon symbol as the badge or logo for the Dragon Tribe. |

## Mooncakes by Lorretta Seto and Renne Benoit

**Stage 2** – history, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| Mooncakes by Lorretta Seto and Renne Benoit. Novella Distribution (2017) | **Synopsis**  Set in China and told through the eyes of a young girl, Mooncakes tells the story of a Chinese family’s traditions in their celebration of the annual Chinese Moon Festival. Interwoven are the three ancient Chinese tales associated with the Moon Festival – Chang-E, the woman who lives in the moon, Wu-Gang, the woodcutter, and Jade Rabbit.  **English textual concepts**  Context  Intertextuality  Point of view |
| Intercultural understanding element | **Recognising culture and developing respect**  Describe and compare a range of cultural stories, events and artefacts |
| Syllabus topic and outcomes | **Community and remembrance**  A student:  identifies celebrations and commemorations of significance in Australia and the world HT2-1  applies skills of historical inquiry and communication HT2-5 |
| Historical concepts | Continuity and change, perspective, significance |
| Connecting and engaging personally | Building the field – activate prior knowledge on Chinese and Asian festivals and celebrations.  Shared reading – share the book with the students, providing time for students examine the details within the illustrations.  Making connections – text-to-text – texts about Chinese New Year and traditional tales from other places. Text-to-self – What national and global events does your family celebrate? What family traditions are a part of your celebrations? Text-to-world – Chinese grocery stores, Chinatown, Chinese festivals. |
| Curriculum links | Geography – Places are similar and different  English –visual literacy, symbolism |
| Supporting text | Sori’s Harvest Moon Day by Lee, Uk-Bae. Soundprints (1999) |

### Mooncakes – learning snapshots

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| Activity title | Learning activity description – Stage 2 | |
| Moon festival | **What are the origins of the Moon Festival and how is it celebrated?**  ‘Outside, we light paper lanterns.’  The Moon Festival, also known as the Mid-Autumn Festival or Harvest Moon Festival, is celebrated on the fifteenth day of the eighth month of the lunar calendar. Re-read the text and recall the family’s Moon Festival traditions. Also read the supporting text Sori’s harvest moon day by Lee, Uk-Bae. Soundprints (1999). View the YouTube video [Cabramatta Moon Festival](https://youtu.be/q5vByfOq5Us) (Immaculate Productions 2:13min) for an Australian celebration.  Students use the books, video and own experiences to complete a [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X1Ht6pdRaMM.link) on Moon Festival celebrations in a Chinese family, a Korean family and in Cabramatta, an Australian city. They list the decorations, practices, activities and food and drinks. |
| Symbolism | **What symbolism is embedded in the Moon Festival?**  ‘Eating mooncakes and lighting paper lanterns.’  In Chinese culture a circle symbolises unity and oneness. The Moon Festival celebrates the moon at its most round and is celebrated together as a family, eating circular mooncakes and the hanging of round lanterns. Re-read the text, analysing the use of circle shapes in the illustrations – mooncakes, lanterns, teapot, teacups. How does this enhance meaning in the text?  Students research the Chinese symbolic meaning of the moon, mooncakes, lanterns and Chinese tea drinking. They explain the significance of each in Moon Festival celebrations, presenting their information visually in a [placemat chart.](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X07N24J9ePc.link) |
| Moon legends | **What traditional Chinese legends are related to the Moon Festival?**  ‘From my bedroom window, the moon watches over me.’  Re-read the three legends in the text:  Chang-E, the woman who lives on the moon  Wu-Gang, the woodcutter who lives on the moon, and  Jade Rabbit, who also lives on the moon.  Students use [think-puzzle-explore](https://pz.harvard.edu/resources/think-puzzle-explore) to discuss and explore the significance of each tale to people, the moon and Moon Festival. Working in [jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546#.X1Ht5La5NAY.link) groupings, they research further information on the origins, significance and variations on the stories.  Students compose a comic strip using a [storyboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/559#.X1Hx1cFKWEA.link) template to recount one of the tales. They write a sentence on its significance. |

## Mustara by Rosanne Hawke, Robert Ingpen

**Stage 3** – history, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| Mustara by Rosanne Hawke, Robert Ingpen. Wombat (2015) | **Synopsis**  Recognising Afghan cameleers, Mustara is set in Australia’s vast dry inland in 1875. Mustara is a young camel being trained by an Afghan cameleer who provides camels for transport and to inland explorers. In a suffocating dust storm Mustara proves his worth and he and young Taj and Emmaline join the string of camels on the inland expedition led by colonial explorer, Ernest Giles.  **English textual concepts**  Character  Context | |
| Intercultural understanding element | **Recognising culture and developing respect**  Identify and describe the roles that culture and language play in shaping group and national identities | |
| Syllabus topic and outcomes | **The Australian colonies**  A student:  describes and explains the significance of people, groups, places and events to the development of Australia HT3-1  applies a variety of skills of historical inquiry and communication HT3-5 | |
| Historical concepts | Cause and effect, empathetic understanding, significance | |
| Connecting and engaging personally | Building the field – activate prior knowledge of the landscape of central Australia, use of camels in inland Australia and of colonial exploration.  Shared reading – show just the illustrations before reading so students can make predictions. Share the whole text with the students.  Making connections – text-to-text – texts set in the colonial era, stories of contributions of colonial Chinese gold miners. Text-to-self – travel experiences of Australia’s outback, cultural experiences with diverse cultures, personal connections with the Islamic faith. Text-to-world – travel advertisements to central Australia, use of camels in tourism. | |
| Curriculum links | Geography – a diverse and connected world | |
| Supporting texts | Eureka by Mark Wilson. Lothian (2020)  Bob the Railway Dog by Corinne Fenton and Andrew McLean. Candlewick (2016) | |

### Mustara – learning snapshots

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| Activity title | Learning activity description – Stage 3 | |
| Role of camels in Australia | **How were camels used in Australia in the colonial era?**  ‘Taj helps his father train the camels that bring supplies...’  Re-read Mustara, examining the ways the illustrations and words describe the natural characteristics of the desert landscape. Note the use of metaphors and similes in the descriptions. Discuss the challenges the desert characteristics would present to colonists. Students extract information from the text on the role of camels in internal exploration in the colonial era. They use ‘where’ ‘who’ and ‘what’ to write a paragraph about camels in inland Australia. |
| Afghan cameleers | **Who were the Afghan cameleers?**  ‘Padar, may I go with the explorers next month…’  View the images of the people in the text, noting their clothing. What clues do they provide of the time period and heritage of the people?  Over 2000 Afghan cameleers came to Australia between 1870 and 1900. The cameleers came from Afghanistan, Pakistan and India. They were single Muslim men and lived in remote places. They built the first mosques in Australia. What social challenges would they have faced in mid-1800s Australian society? How could they overcome them?  Students use the questioning scaffold [Who? What? When? Where? Why? How?](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X1Bc5U0qyZY.link) to research Afghan cameleers in Australia in the 1800s. |
| Contributions and challenges | **What is the significance of the Afghan cameleers?**  ‘Mr Giles and his explorers … choose camels ...’  Examine the double page spread of Mr Giles and the expedition party selecting and loading camels. Recall the purpose of inland exploration, the expertise and services that Taj’s father provided to station owners and explorers and the suitability of camels to inland Australia.  What significant contributions did Afghan cameleers make to Australia’s inland development and culture? Students research and outline the significance of cameleers to the development of Australia in inland exploration, infrastructure and Islamic religion and culture. |

## The Lotus Seed by Sherry Garland and Tatsuro Kiuchi

**Stage 3** – history, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| The Lotus Seed by Sherry Garland and Tatsuro Kiuchi. Turtleback Books (1997) | **Synopsis**  A young Vietnamese girl’s grandmother took a lotus seed from the Imperial garden to remember the emperor. She treasured the seed through her life, including fleeing the war and migrating to a safe country. Her distress at the seed’s disappearance turns to joy and rekindles memories of her homeland when it blooms into a lotus flower.  **English textual concepts**  Code and convention  Point of view  Perspective | |
| Intercultural understanding element | Interacting and empathising with others  Explain perspectives that differ to expand their understanding of an issue | |
| Syllabus topic and outcomes | **Australia as a nation**  A student:  identifies change and continuity and describes the causes and effects of change on Australian society HT3-3  applies a variety of skills of historical inquiry and communication HT3-5 | |
| Historical concepts | Cause and effect, perspectives, empathetic understanding | |
| Connecting and engaging personally | Building the field – define the words ‘migration’, ‘asylum-seekers’ and ‘refugees’, distinguishing between the terms.  Shared reading – share the book with the students, providing time to consider the visual layout and visual elements of the story.  Making connections – text-to-text – texts relating to refugees and migration. Text-to-self – personal migration heritage. Text-to-world – media articles about refugees, detention, migration, war and conflict. | |
| Curriculum links | English – language forms and features, poetic form, first person narrative, figurative language, visual literacy, salience, angles, colour  Geography – A diverse and connected world  PDHPE – health, wellbeing and relationships. | |
| Supporting text | My Two Blankets by Iren Kobald and Freya Blackwood. Hardie Grant Egmont (2017) | |

### The Lotus Seed – learning snapshots

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| Activity title | Learning activity description – Stage 3 | |
| Migration experiences | **What are some Vietnamese people’s experiences of migration?**  ‘One terrible day her family scrambled into a crowded boat’  Re-read the text and identify the reasons the family fled their village and migrated to another country. Read the author’s note on the last page. Examine the images and discuss the feelings and emotions of the grandmother and her family fleeing their home, travelling by boat and arriving in a new and foreign land.  Read just the words of the story. Students create [graffiti boards](https://www.facinghistory.org/resource-library/teaching-strategies/graffiti-boards) to represent their thinking as the story is read. They jot words or sketch images expressing connections to the people, places and the story, note ponderings and questions, and write key words and phrases from the text. Students discuss their graffiti boards and clarify their thinking. |
| Migrant stories | **Why did Vietnamese people migrate to Australia between 1965 and 1990?**  ‘She arrived in a strange new land …’  Whilst the text is set in America, Australia was also a destination for Vietnamese refugees. Using information from the Migration Heritage Centre’s  [Australian migration history timeline 1965–1990](http://www.migrationheritage.nsw.gov.au/exhibition/objectsthroughtime-history/1965-1990/index.html), students create a chronological [cause and effect chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X1Bnbl5TpLA.link) of Vietnamese migration to Australia. In addition, they locate, save and caption three photographs that provide evidence of Vietnamese people’s migrant experiences between 1969 and 1990. |

## The Peasant Prince by Li Cunxin and Anne Spudvilas

**Stage 3** – history, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| The Peasant Prince by Li Cunxin and Anne Spudvilas. Penguin Books (2007) | **Synopsis**  An autobiography, young Li Cunxin lives with his family in Qingdao in China in the 1960s. At 11 years old Li is invited to train as a ballet dancer in China’s capital city, Beijing. Li suffers loneliness and homesickness but perseveres. He trains hard and is invited to train in America and perform all over the world. Eventually his proud parents can travel to America to watch him perform.  **English textual concepts**  Code and convention  Intertextuality | |
| Intercultural understanding element | **Interacting and empathising with others**  Describe the situations of others in local, national and global contexts | |
| Syllabus topic and outcomes | **Australia as a nation**  A student:  Identifies changes and continuity and describes the causes and effects of change on Australian society HT3-3  applies a variety of skills of historical inquiry and communication HT3-5 | |
| Historical concepts | Cause and effect, empathetic understanding, significance | |
| Connecting and engaging personally | Building the field – read the back page of the text – About Li’s China. Locate Qingdao and Beijing in China.  Shared reading – before sharing the text, share the front and back covers opened out for students to predict the setting and storyline.  Making connections – text-to-text – biographies and autobiographies. Text-to-self – personal hopes and dreams, experiences of training and perseverance. Text-to-world – media about ballet performances. | |
| Curriculum links | Geography – global connections  Creative arts – dance  PDHPE ­– movement, skill and performance | |
| Supporting text | The Little Refugee by Anh Do, Suzanne Do and Bruce Whatley. Allen and Unwin (2011) | |

### The Peasant Prince – learning snapshots

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| Activity title | Learning activity description – Stage 3 | |
| Significant individuals – Li Cunxin | **Who is Li Cunxin and what do we know about him?**  ‘That small boy was me, and my story begins with that kite.’  Re-read some pages of the text. Whose voice tells the story? Define the term ‘autobiography’. Refer to Li Cunxin’s autobiography – Mao’s last dancer. View the YouTube video the [Li Cunxin story](https://youtu.be/6_4-229Ql-E) and research his current occupation and country of residence.  Identify the character traits of Li. What are his strengths and weaknesses? How are they represented in the text?  Students create a [heart map](https://www.scholastic.com/teachers/blog-posts/ruth-manna/heart-maps-and-writing/) for Li to represent what was in Li’s heart. What was important to him? What were his feelings? What were his hopes and dreams? How did he approach life? What made him proud? |
| Challenges | **What challenges did Li face in his life?**  ‘Once upon a time a little frog lived in a deep, dark well.’  Skim through the text looking for references to other texts – frog in the well folktale, bow shooter story, performance programs and media articles. What is the author’s intent in integrating other texts? Read the folktale of the frog in the well. What is its key message? How are stories used in Li’s life? How did they help him manage challenges?  Students create a [cause and effect](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X1JDLTYny8M.link) chart that identifies the challenges Li faced in his life and strategies he used to overcome them. Students work chronologically from Li’s early childhood to adult years. |
| Contribution to Australia | **How has Li Cunxin contributed to the arts in Australia?**  ‘I danced the dance of my life.’  Read the article [‘Mao’s Last Dancer’ Li Cunxin honoured with an Order of Australia](https://dancemagazine.com.au/2019/08/maos-last-dancer-li-cunxin-honoured-with-an-order-of-australia/). What is Li’s current role? Why was he awarded an Order of Australia in 2019? How has he contributed to the development of the arts in Australia? Using [What makes you say that?](https://pz.harvard.edu/resources/what-makes-you-say-that) students identify the key messages of Li’s autobiography that can motivate and inspire young people today. |

## My Freedom Trip by Frances Park and Ginger Park

**Stage 4** – geography, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| My Freedom Trip by Frances Park and Ginger Park. Boyd Mills Press (2010) | **Synopsis**  Set in North Korea, a young girl’s father tells her he must escape to South Korea and that arrangements for her and her mother to escape have also been made. The young girl travels on foot over rugged mountains, hiding when footsteps are heard, and shadows are seen. Soldiers intercept the girl and her guide but with her father waving from the other side of the river in South Korea the girl is released to cross to join her father.  **English textual concepts**  Character  Context | |
| Intercultural understanding element | **Interacting and empathising with others**  Describe the feelings and motivations of people in challenging situations | |
| Syllabus topic and outcomes | **Place and liveability**  A student:  explains how interactions and connections between people, places and environments result in change GE4-3  explains differences in human wellbeing GE4-6  communicates geographical information using a variety of strategies GE4-8 | |
| Geographical concepts | Place, space, environment, interconnection, scale, change | |
| Connecting and engaging personally | Building the field – activate prior knowledge on the physical geography and political division of Korea – Democratic Republic of North Korea and the Republic of Korea (South Korea).  Shared reading – share the text with the students.  Making connections – text-to-text – texts about other places. Text-to-self – personal experiences and family stories of asylum seeking and journeys to safety. Text-to-world – impacts of conflict on liveability. | |
| Curriculum links | English – characterisation, literary devices | |
| Supporting text | Nasreen’s Secret School – a true story from Afghanistan by Jeanette Winter. Beach Lane Books (2009) | |

### My Freedom Trip – learning snapshots

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| Activity title | Learning activity description – Stage 4 | |
| Liveability | **What makes a place liveable?**  **‘A peaceful sun shone upon my village …’**  As a blind reading, re-read aloud the first three paragraphs on the second page of the text. The page is headed ‘peace’. Students [turn-and-talk](https://www.theteachertoolkit.com/index.php/tool/turn-and-talk) to share the imagery the words bring to mind. Examine the illustration. Does it sound and look like a peaceful and nice to place to live? Why or why not?  In groups, students brainstorm and record on [graffiti boards](https://www.facinghistory.org/resource-library/teaching-strategies/graffiti-boards) the factors that influence the perception of liveability, for instance, the comfort and amenity of the physical environment, human and social factors. They include a personal [heart map](https://www.scholastic.com/teachers/blog-posts/ruth-manna/heart-maps-and-writing/) that represents the criteria that they find desirable in making a place liveable. |
| Freedom trip | **Why did the family want to find a new home?**  ‘… we could no longer speak our minds, or come and go as we pleased. We lost our freedom.’  Re-read the first page of the text. What had changed in Korea? What were the impacts of the change? What were people seeking in their decision to escape?  Using [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Index?=) students discuss the challenges and risks faced by the people who chose to escape. They use the translation of the Korean characters in the front of the book as a word bank to guide their discussion.  Students use a [Frayer diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/553#.X1rD_X-cGD0.link) to define ‘liveability’ and express the liveability criteria the girl’s family was seeking at a local scale. Factors may include freedom, safety and security as well as physical factors. They include an image for an example and non-example. |
| Environmental quality | **How does war and conflict affect liveability?**  ‘I never saw my mother again.’  Re-read the page titled ‘bravery’ in which Soo and Mr Han are intercepted by a soldier. Using [think-puzzle-explore](https://pz.harvard.edu/resources/think-puzzle-explore), students discuss the questions:  What choices, dilemmas, risks and sacrifices do people make in their quest to live in a more liveable place?  How does the text relate to people’s situations today?  What would make you not want to live in a place?  Soo and her father’s escape came at an enormous cost. What discussions would the parents have had in making their decision? If the father knew his family would be separated forever would they have still escaped? Use the drama strategy [conscience alley](https://dramaresource.com/conscience-alley/) to explore the dilemmas faced by the family, for instance, to go or not to go. |

## Mulan by Li Jian

**Stage 4** – history, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| Mulan by Li Jian. Shanghai Press (2014) | **Synopsis**  Mulan, a story in Chinese and English, is an illustrated retelling of the Ballad of Mulan, a Chinese poem written over 1500 years ago. The story is of a woman who dresses as a male warrior and goes to war in place of her father. She was praised for her bravery and honoured as a hero but did not reveal her true identity until she returned home as a heroine.  **English textual concepts**  Character  Context | |
| Intercultural understanding element | **Interacting and empathising with others**  Describe the feelings and motivations of people in challenging situations | |
| Syllabus topic and outcomes | **Depth study 3 – the Asian world**  A student:  describes and assesses the motives and actions of past individuals and groups in the context of past societies HT4-3  uses evidence from sources to support historical narratives and explanations HT4-6  uses a range of historical terms and concepts when communicating an understanding of the past HT4-9 | |
| Historical concepts | Continuity and change, cause and effect, empathetic understanding | |
| Connecting and engaging personally | Building the field – activate prior knowledge on the story of Mulan. Define the time period of ancient China and the story’s origins.  Shared reading – share the book with the students, providing time to examine the illustrations.  Making connections – text-to-text – ancient Chinese legends, Mulan movie (Disney 2020). Text-to-self – experiences of Chinese cultural activities. Text-to-world – advertisements for China as a travel destination. | |
| Curriculum links | Geography – landscapes and landforms  Languages – English and Chinese | |
| Supporting texts | The song of Mu Lan by Jeanne M Lee. Boyd Mills Press (1995)  The emperor who built the Great Wall by Jillian Lin and Shi Meng. Jillian Lin Books (2016) | |

### Mulan – learning snapshots

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| Activity title | Learning activity description – Stage 4 | |
| Gender roles | **What was the role of women in ancient China?**  ‘she … learned weaving and embroidery from her mother’  Re-read the text and examine the illustrations and images on the screens in the text. How does the text represent the traditional role of women in society in ancient China? Can paintings provide an accurate social record of a period and place?  Students:   * read [Women in ancient China](https://www.ancient.eu/article/1136/women-in-ancient-china/) to understand the role of women in Ancient Chinese society * select three paintings from [A visual sourcebook of Chinese civilisation – private life](http://depts.washington.edu/chinaciv/painting/4ptgdoms.htm), and outline how each represents the role of women * comment on the usefulness of using the paintings as a source. |
| Role of soldiers | **What was the role of soldiers in Ancient China?**  ‘Mulan decided to disguise herself as a man ...’  In the textwe see glimpses of military life in Ancient China. How were soldiers conscripted? What did they wear? What transport and weapons were used? With reference to the text and sources such as [Ancient Chinese warfare](https://www.ancient.eu/Chinese_Warfare/), students think from the perspective of a soldier in Ancient China and outline a typical day in their life. |
| Social structures and government | **What were the social structures and government of Ancient China?**  ‘The emperor gathered all the heroes together…’  Re-visit the image of the Emperor rewarding the military heroes. The Emperor and his Imperial family had the highest social status in Ancient China. Students use [see-think-wonder](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/638#.X1Ls4C9Vmlc.link) to discuss the questions – How is the Emperor’s position of power represented? What is the potential status of Mulan’s family? How do you know? What privileges may Mulan have had if she had accepted the position of official?  Students read [A visual sourcebook of Chinese civilisation – individuals on the street](https://depts.washington.edu/chinaciv/painting/4urbindi.htm). In groups, they [step inside](https://pz.harvard.edu/resources/step-inside) the paintings in the sourcebook, take on role as the characters and create [freeze frames](https://dramaresource.com/freeze-frames/) of the images. They state their social status and role in society. |
| Dragon symbolism | **What was the role of symbolism in law and religion?**  ‘… so he could award them for their success.’  View the illustration of the Emperor’s throne in the text, noting the dragon decorations. Students research what dragons represent in Chinese culture and how dragons were associated with emperors in ancient Chinese society. |

## Cloud Tea Monkeys by Mal Peet, Elspeth Graham and Juan Wijngaard

**Stage 5** – geography, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| Cloud Tea Monkeys by Mal Peet, Elspeth Graham and Juan Wijngaard. Walker Books (2011) | **Synopsis**  Set in the high mountains of the Himalayas, Tashi’s mother works on a tea plantation picking tea. When Tashi’s mother becomes too unwell to work Tashi attempts to take over her role but struggles with the basket and picking. The monkeys who Tashi spends time with daily take the basket and fill it with tea leaves. It is judged by the royal tea-taster as being Cloud Tea, the most ‘magical and delicious tea in the world’.  **English textual concepts**  Character  Context | |
| Intercultural understanding element | **Recognising culture and developing respect**  Critically analyse the complex and dynamic nature of knowledge, beliefs and practices in a wide range of contexts over time | |
| Syllabus topic and outcomes | **Sustainable biomes**  A student:  explains the diverse features and characteristics of a range of places and environments GE5-1  analyses the effect of interactions and connections between people, places and environments GE5-3  communicates geographical information to a range of audiences using a variety of strategies GE5-8 | |
| Geographical concepts | Place, space, environment, interconnection, scale, change | |
| Connecting and engaging personally | Building the field – active prior knowledge on tea growing regions in the world.  Shared reading – share the book with the students.  Making connections – text-to-text – texts and legends relating to food production. Text-to-self – personal and virtual travel experiences to the Himalayas or tea growing regions. Text-to-world – media about sources of foods and food production. | |
| Curriculum links | English – narrative, characterisation, literary devices | |
| Supporting text | Our Village in the Sky by Janeen Brian and Anne Spudvilas. Allen and Unwin (2014) | |

### Cloud Tea Monkeys – learning snapshots

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| Activity title | Learning activity description – Stage 5 | |
| Geographical characteristics | **Where are the tea growing regions of the Himalayas, and what are their characteristics?**  ‘the women arrived at the tea plantation’  Re-visit the illustration in the text showing the tea plantation and Himalayan Mountains. Recall words describing the environment. What are the physical characteristics described in the text? What contrasts are represented or implied?  Students create a travel blog post for Darjeeling using sources such as [Magical, mystical Darjeeling](http://www.tealaden.com/teaweb/articles/darjeeeling1.htm) and [tea growing regions in India](https://www.indiatea.org/tea_growing_regions). Students map the location and describe the physical characteristics, climate and unique features. They list resources produced in the biome. |
| Human interactions | **How do people interact with the Himalayan region?**  ‘The Royal Tea-Taster pulled himself up from his throne’  Revisit the illustrations in the text to identify the people, their interactions with the tea plantation and with each other.  Students research Darjeeling, obtaining demographic data, information on lifestyle and everyday life. Using [hot seating](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/569#.X2LFwoFc3so.link) students share their information in role as one of the characters in the text.  **Possible student discussions:**   * human alteration of biomes to produce food, industrial materials and fibres and the environmental effects of these alterations * **human alterations to the physical characteristics of biomes, for example, vegetation removal, agriculture, land terracing, irrigation, mining** * **environmental impacts of human alterations to biomes, for example, habitat and biodiversity loss, water pollution, salinity** * **successful sustainability strategies that minimise environmental impacts** |
| Crafting tea | **How is tea from the Himalayan Mountains crafted?**  ‘I want you to bring me a basket of Cloud Tea’  Recall the tea production processes described in the text. Using sources such as [Magical, mystical Darjeeling](http://www.tealaden.com/teaweb/articles/darjeeeling1.htm), students generate a flow chart to represent the process of tea production in Darjeeling.  Possible discussion points could include:   * description of the impact of water scarcity and pollution on food production * discussion of the impact of land degradation and competing land uses on food production, for example, urban expansion, biofuel production * assessment of the extent to which climate change can affect the capacity of countries to increase food production * examination of how environmental factors influence agricultural yields, for example, temperature, water availability, soil, topography * discussion of economic factors affecting agricultural yields, for example, global trade, commercialisation of agriculture * explanation of how technology is used to increase agricultural yields, for example, innovations and advancements in farming practices |

## One Minute’s Silence by David Metzenthen and Michael Camilleri

**Stage 5** – history, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| One Minute’s Silence by David Metzenthen and Michael Camilleri. Allen and Unwin (2014) | **Synopsis**  One Minute’s Silence uses words and images to place the reader into the shoes, eyes and minds of both the Australian and Turkish soldiers who fought at Gallipoli in the First World War. Positioned at the front line, the reader empathises with the emotions of the men fighting from both sides. Respect is built for both the Australians and the Turkish, and awareness is raised of the significance of remembering.  **English textual concepts**  Connotation, imagery and symbol  Perspective  Representation | |
| Intercultural understanding element | **Interacting and empathising with others**  Recognise the effect that empathising with others has on their own feelings, motivations and actions | |
| Syllabus topic and outcomes | **Depth study 3 – Australians at war – World Wars I and II** (1914–1918, 1939–1945)  A student:  explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia HT5-3  selects and analyses a range of historical sources to locate information relevant to an historical inquiry HT5-8 | |
| Historical concepts | Cause and effect, perspectives, empathetic understanding, significance | |
| Connecting and engaging personally | Building the field – activate knowledge on the origins of Anzac Day.  Shared reading – firstly share the book as a blind reading, then with the words. What additional meaning and points of view are conveyed through the images?  Making connections – text-to-text – texts relating to Anzac Day and remembrance. Text-to-self – participation in Anzac Day services and ceremonies. Text-to-world – community memorials and Anzac Day commemorations. | |
| Curriculum links | English – visual literacy – frames, salience | |
| Supporting text | The Beach they called Gallipoli by Jackie French and Bruce Whatley. Harper Collins (2018) | |

### One Minute’s Silence – learning snapshots

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| Activity title | Learning activity description – Stage 5 | |
| One Minute’s Silence mini documentary | **Why is one minute’s silence incorporated in war commemorations?**  ‘In one minute of silence …’  Students revisit the illustrations of the class of students on the first and last double-spreads of the text. Students consider the perspective of one of the characters in the text. Students use a [Socratic seminar](https://education.nsw.gov.au/teaching-and-learning/school-learning-environments-and-change/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies/socratic-seminar) to discuss and account for the differences in the representation of the students in the first and last double-page images. Why has their demeanor changed?  Discuss the significance of the minute’s silence observed on Anzac Day, Remembrance Day and daily in RSL clubs. Students create a one-minute documentary compiling interviews with students on the meaning and significance of the one minute’s silence observed on Anzac Day and Remembrance Day. |
| Perspectives on the Anzac legend  The Beach they called Gallipoli by Jackie French and Bruce Whatley. Harper Collins (2018) | **What are the different perspectives on the Anzac legend?**  ‘But can you imagine…lines of young Turkish soldiers from distant villages, hearts hammering…’  A core concept in the text is perspective, represented through the context, illustrations and words. What is the Anzac spirit and how is it represented? Are there differing perspectives on the Anzac legend? For example, students may wish to read [What’s wrong with Anzac?](https://honesthistory.net.au/wp/lake-marilyn-et-al-whats-wrong/) by Marilyn Lake and Henry Reynolds and [Anzac Day: more than one story](https://www.latrobe.edu.au/nest/anzac-day-more-than-one-story/) by La Trobe University.  Share the supporting text The Beach they called Gallipoli by Jackie French and Bruce Whatley. Using [think-pair-share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Index?=) students compare and discuss the representation of the Anzac legend in both texts.  Students locate a source that provides the perspective of Australian Aboriginal soldiers, known as ‘Black Diggers’. They compare and contrast the varying perspectives on the Anzac legend as evidenced in the sources and comment on the usefulness and reliability of the sources. |
| Commemorating the wars | **How and why have Australians commemorated the wars?**  ‘…bushman of the Australian Lighthorse ten seconds away’  The passing of time is a theme in the text. As time passes, Anzac Day commemorations increase in popularity. What are its origins?  Using a range of sources, students create a [one-pager](https://education.nsw.gov.au/teaching-and-learning/learning-from-home/teaching-at-home/models-of-teaching/contemporary-learning-and-teaching-from-home/learning-from-home--teaching-strategies/one-pager) that:  outlines the origins of Anzac Day in Australia  outlines the significance of the date and time of observing a minute’s silence on Remembrance Day  describes the traditions incorporated into these commemorations  explains why the commemorations are important for Australians  comments on the usefulness and reliability of each source. |

## My Hiroshima by Junko Morimoto

**Stage 5** – history, intercultural understanding, difference and diversity

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| Element | Information and suggestions |
| My Hiroshima by Junko Morimoto. Hachette (2014) | **Synopsis**  My Hiroshima is a personal recount, an oral history, of childhood memories of growing up in Hiroshima in the period of pro-war Japan. The author recounts the day the atomic bomb was dropped on Hiroshima and through words and emotive imagery describes its horrific and apocalyptic impacts on the city’s landscape, infrastructure and its people.  **English textual concepts**  Connotation, imagery and symbol  Representation | |
| Intercultural understanding element | **Recognising culture and developing respect**  Analyse how membership of local, regional, national and international groups shapes identities including their own | |
| Syllabus topic and outcomes | **Depth study 3 – Australians at war; World Wars I and II (1914 – 1918, 1939 – 1945)**  **Depth study 4 – Rights and freedoms (1945 – present)**  A student:  explains and assesses the historical forces and factors that shaped the modern world and Australia HT5-1  sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia HT5-2  explains different contexts, perspectives and interpretations of the modern world and Australia HT5-7 | |
| Historical concepts | Cause and effect, empathetic understanding, significance | |
| Connecting and engaging personally | Building the field – activate prior knowledge of the atomic bombs dropped on Hiroshima and Nagasaki in Japan in 1945.  Shared reading – share the text. Provide time and opportunities for debriefing and quiet personal reflection. (Be sensitive to students’ experiences of disasters and conflict.)  Making connections – text-to-text – texts about human rights violations in World War II. Text-to-self – personal experiences of fire, also asylum seeking and refugee experiences. Text-to-world – media on effects of war and terrorism.  Note – the text is intended to act as a springboard into the origins of the Universal Declaration of Human Rights (UDHR). | |
| Curriculum links | English – visual literacy, framing, symbolism | |
| Supporting text | Sadako by Eleanor Coerr and Ed Young. Margaret Hamilton Books (1995) | |

### My Hiroshima – learning snapshots

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| Activity title | Learning activity description – Stage 5 | |
| Hiroshima | **When was an atomic bomb dropped on Hiroshima?**  ‘As I grew up, the world around me changed a lot.’  Examine the monochrome images representing changes to the author’s childhood. Re-visit the illustrations and recall the author’s memories of growing up in Hiroshima. What loss of freedoms did people experience?  Examine the wordless double-page image and re-read the author’s recount of the day the atomic bomb was dropped on Hiroshima. Students use [graffiti boards](https://www.facinghistory.org/resource-library/teaching-strategies/graffiti-boards) to reflect on the author’s oral recount and visual representations of the bomb’s impacts. Students could use an [extent barometer](https://www.facinghistory.org/resource-library/teaching-strategies/barometer-taking-stand-controversial-issues) to determine the extent that the atomic bomb shaped Australia and the modern world. |
| **Effects** | **What were the effects of the bombing of Hiroshima?**  ‘I was hit by a thunderous flash and an explosion of sound.’  Examine the black-and-white photograph of the destroyed Hiroshima and read the author’s note at the back of the book. Refer to the supporting text Sadako by Eleanor Coerr and Ed Young to recall the story of Sadako. Sadako died at 12 years of age of leukaemia caused by radiation exposure when she was a two-year-old in Hiroshima.  How was the use of an atomic bomb different to other weapons of war? Students use [think-pair-share](https://pz.harvard.edu/resources/think-pair-share) to discuss the significance to warfare of the atomic bomb dropped on Hiroshima. |
| Universal Declaration of Human Rights | **What is the Universal Declaration of Human Rights?**  ‘Let all souls here rest in peace. For we shall not repeat the evil.’  Students use [Introduction to the Universal Declaration of Human Rights](https://www.facinghistory.org/universal-declaration-human-rights/introduction-universal-declaration-human-rights) and page 4 of [Where did the Universal Declaration of Human Rights (UDHR) come from?](https://humanrights.gov.au/education/teachers/commemorate-human-rights-day) to summarise the events and motivations that led to the development of the Universal Declaration of Human Rights.  Author Junko Morimoto states, ‘I believe it is the duty and the responsibility of adults to teach our children the importance of not repeating these mistakes and to give them the heart to care and value all life on earth.’  Using a range of sources, students write a one-page report that:   * outlines the purpose of the United Nations * describes the role of Australia and Dr Herbert Vere Evatt in the drafting of the Universal Declaration of Human Rights (UDHR) * explains the origins and significance of the UDHR * provides three examples of articles from the UDHR that support author Morimoto’s statement, ‘to care and value all life on earth’ * comments on the usefulness and reliability of each source. |