 Engaging with Asia

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

Outcomes and other syllabus material referenced in this document are from:

* [Geography K-10 Syllabus](http://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

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 (i.e. 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/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.

Notes

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

Question:

* 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 & 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 three individuals/families in three different Asian countries. One of these three 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

Question – 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 three 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 three 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 booksand 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 three individuals/families:

* Represent similarities and differences using a three-way Venn diagram.
* Use a comparison table to compare key similarities and differences in the lives of the three individuals/families.

Communicating geographical information

Communicate

Students work in groups to create a video in which the three 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](http://www.globaleducation.edu.au/) resources
* [Time for Kids](http://www.timeforkids.com/around-the-world) resources on the day in the life of a child, for example: [A day in the life: Thailand](http://www.timeforkids.com/destination/thailand/day-in-life) and [A day in the life: Indonesia](http://www.timeforkids.com/destination/indonesia/day-in-life).
* [web-japan.org](http://web-japan.org/kidsweb/explore/index.html)
* Caritas [Home: a full and beautiful life](http://www.caritas.org.au/docs/default-source/pc-2014/home-a-full-and-beautiful-life-book.pdf?sfvrsn=12) pictorial journey which demonstrates daily life around the world. Note: Caritas is a Catholic aid & development agency.
* [TEAR Australia educational resources](http://www.tear.org.au/resources/the-rag-pickers-of-delhi-dvd) for schools include *Kids4Kids* DVDs on children living Cambodia, an Indian village and a New Delhi slum. Note: TEAR is a Protestant aid and development agency, and portions are explicitly religious. Vimeo host a sample of each.

Related literary resources include:

* The River by Libby Hathorn and Stanley Wong
* All in a Dayby Mitsumaso Anno
* Dragonkeeper by Carole Wilkinson
* Secret Keeper by Mitali Perkins
* Trash by Andy Mulligan

| Geographical concepts | Geographical inquiry skills | Geographical tools |
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| **Place –** the significance of places and what they are like eg characteristics of places.**Space –** the significance of location and spatial distribution, and ways people organise and manage spaces that we live in eg; 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 eg 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 eg 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 eg 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 eg extent of environmental change; environmental management practices; sustainability initiatives.**Change –** explaining geographical phenomena by investigating how they have developed over time eg changes to environmental and human characteristics of places. | Acquiring geographical information* 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* 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* 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)
 | Maps – 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 – Fieldwork* observing, measuring, collecting and recording data, conducting surveys and interviews
* fieldwork instruments such as measuring devices, maps, photographs, compasses, GPS

Graphs and statistics – Graphs and statistics* pictographs, data tables, column graphs, line graphs, climate graphs
* multiple graphs on a geographical theme
* statistics to find patterns

Spatial technologies – Spatial technologies* virtual maps, satellite images, global positioning systems (GPS)

Visual representations – Visual representations* photographs, aerial photographs, illustrations, flow diagrams, annotated diagrams, multimedia, web tools
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