

**Geography sample unit****A Diverse and Connected World****Stage 3**

Duration: One term (10 weeks)

<b>Unit description</b>	<b>Key inquiry questions</b>
Students explore countries of the Asia region and the connections Australia has with other countries across the world. Students learn about the diversity of the world's people, including the indigenous peoples of other countries. Students will explore and reflect upon similarities, differences and the importance of intercultural understanding	<ul style="list-style-type: none"><li>How do places, people and cultures differ across the world?</li><li>What are Australia's global connections?</li><li>How do people's connections to places affect their perception of them?</li></ul>

<b>Outcomes</b>	<b>Geographical concepts</b>	<b>Geographical inquiry skills</b>	<b>Geographical tools</b>
A student: <ul style="list-style-type: none"><li>describes the diverse features and characteristics of places and environments <b>GE3-1</b></li><li>explains interactions and connections between people, places and environments <b>GE3-2</b></li><li>acquires, processes and communicates geographical information using geographical tools for inquiry <b>GE3-4</b></li></ul>	The following <b>geographical concepts</b> have been integrated into the unit:  <b>Place:</b> <i>the significance of places and what they are like</i> <b>Space:</b> <i>the significance of location and spatial distribution, and ways people organise and manage spaces that we live in</i> <b>Interconnection:</b> <i>no object of geographical study can be viewed in isolation</i> <b>Scale:</b> <i>the way that geographical phenomena and problems can be examined at different spatial levels</i> <b>Change:</b> <i>explaining geographical phenomena by investigating how they have developed over time</i>	The following <b>geographical inquiry skills</b> have been integrated into the unit:  <b>Acquiring geographical information</b> <ul style="list-style-type: none"><li>develop geographical questions to investigate and plan an inquiry (ACHGS033, ACHGS040)</li><li>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)</li></ul> <b>Processing geographical information</b> <ul style="list-style-type: none"><li>evaluate sources for their usefulness (ACHGS035, ACHGS042)</li><li>represent data in different forms, for example plans, graphs, tables, sketches and diagrams (ACHGS035, ACHGS042)</li><li>represent different types of geographical information by constructing maps that conform to cartographic conventions using spatial technologies as appropriate (ACHGS036, ACHGS043)</li><li>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)</li></ul> <b>Communicating geographical information</b> <ul style="list-style-type: none"><li>present findings and ideas in a range of communication forms as appropriate (ACHGS038, ACHGS045)</li><li>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)</li></ul>	The following <b>geographical tools</b> have been integrated into the unit:  <b>Maps – M</b> <ul style="list-style-type: none"><li>large-scale maps, small-scale maps, political maps, topographic maps, flowline maps</li><li>maps to identify location, spatial distributions and patterns</li></ul> <b>Graphs and statistics – GS</b> <ul style="list-style-type: none"><li>pictographs, data tables, column graphs, line graphs</li><li>multiple graphs on a geographical theme</li><li>statistics to find patterns</li></ul> <b>Spatial technologies – ST</b> <ul style="list-style-type: none"><li>virtual maps, satellite images, global positioning systems (GPS)</li></ul> <b>Visual representations – VR</b> <ul style="list-style-type: none"><li>photographs, illustrations, flow diagrams, multimedia, web tools</li></ul>

Content	Teaching, learning and assessment	Student diversity
<b>Diversity across Asia</b> Students: <ul style="list-style-type: none"> <li>investigate the diversity in geographical characteristics within the Asia region (ACHGK031, ACHGK032)</li> </ul>	<p><b>Inquiry question:</b> How do places, people and cultures differ across the world?</p> <p>Students investigate the Asia region by exploring its geographical characteristics and the cultures of its indigenous peoples</p> <ul style="list-style-type: none"> <li>Students complete a blank map of the Asia region to assess their prior knowledge of countries and regions within Asia. Create a large sized map of the Asia region and Australia, either on a wall, floor or interactive screen, for students to become familiar with and continue to add information about the regions of Asia. Discuss variations in students' perceptions of countries within the Asia region <a href="http://aeta.org.au/curriculum/teacher-resources">http://aeta.org.au/curriculum/teacher-resources</a> M ST </li> </ul>	
<b>The world's cultural diversity</b> Students: <ul style="list-style-type: none"> <li>investigate the world's cultural diversity, including the cultures of indigenous peoples (ACHGK033)</li> </ul>	<p><b>Extension activity:</b> Use <a href="http://www.worldmapper.org/svg/map2/index.html">http://www.worldmapper.org/svg/map2/index.html</a> and compare global population with the Asia region</p> <p><b>Extension activity:</b> How does population growth affect other geographical characteristics?</p> <p><b>Extension activity:</b> Consider some of the challenges indigenous peoples face in maintaining their traditions and way of life in contemporary society</p> <p><b>Inquiry question:</b> How do places, people and cultures differ across the world?</p> <p>Students examine a range of images or data representing the diversity of economic, demographic and/or social characteristics within a range of countries in Asia. They reflect their thinking about the information on a What, Where, When, Who and Why question board GS VR </p> <p><a href="http://www.asiaeducation.edu.au">http://www.asiaeducation.edu.au</a>  <a href="http://www.britannica.com/gallery/browse">http://www.britannica.com/gallery/browse</a>  <a href="http://worldmapper.org">worldmapper.org</a>  <a href="http://www.gapminder.org/">http://www.gapminder.org/</a>  <a href="http://geogspace.edu.au/comparative_data">geogspace.edu.au/comparative data</a>  <a href="http://population-economic-development-2012.pdf">population-economic-development-2012.pdf</a>  <a href="https://www.google.com.au/photos+of+asia+cultural+diversity">https://www.google.com.au/photos+of+asia+cultural+diversity</a></p> <ul style="list-style-type: none"> <li>Students develop geographical questions to guide their investigation of a group of indigenous peoples from a country in the Asia region </li> <li>- Students examine the unique customs, beliefs and social organisation of one of Asia's diverse indigenous cultural groups eg the Dayak, Orang Asli, Hmong, Okinawans, Moken, Vedda, Bunun or Yami peoples  </li> <li>Discuss the term diversity. Students consider how the diversity of a country or region may change </li> <li>Students investigate the cultural diversity of their local area and Australia. <ul style="list-style-type: none"> <li>- Students use data from the Australian Bureau of Statistics <a href="http://www.abs.gov.au">www.abs.gov.au</a> to record the population ancestry from the Asia region of people from their class, school, local area or nearest capital city GS </li> <li>- Students create a key to reflect the cultural diversity of the class, school, local area or capital city and indicate it on the large sized map M</li> <li>- Students analyse the extent to which the population of the class, school, local area or capital city comprises people from the Asia region</li> <li>- Students discuss whether their results reflect Australia's cultural diversity </li> </ul> </li> </ul>	

<p><b>Global connections</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>investigate connections between Australia and other countries of the world (ACHGK034, ACHGK035)</li> </ul>	<p><b>Inquiry question:</b> What are Australia's global connections?</p> <p>Students explore how people and places are interconnected and how these interconnections influence and change the characteristics of places</p> <ul style="list-style-type: none"> <li>Game: <i>How do we know what we know?</i> Arrange several objects around the classroom eg food, electronic object, piece of clothing, plant/flower, photograph, sporting merchandise etc. Students observe all objects and record the country or region where they think each object is from and how they know using a tally chart with the categories of media, travel, education and other. Students share where their understanding of the object's origin came from. Reveal the object's origin. Students discuss what this process reveals about Australia's connections to other countries VR    </li> <li>Students identify Australia's global connections eg sport, trade, tourism, migration, media etc. They discuss how global connections occur eg countries depend on and support other countries for food, consumer goods, foreign aid; and they discuss the effect of global connections on countries eg Australia is a culturally diverse country</li> <li><i>Thought provokers:</i> Students read the questions and accompanying statements. They determine the relevant statements and use them to write an answer to the question <u>Geography thought-provokers</u> </li> <li>Students examine the role of global organisations such as the United Nations (UN) in facilitating global connections between countries. Students explore how Australia's membership to such types of organisations connects it globally to other countries and how this connection is different from other connections eg trade</li> </ul> <p>Students investigate how Australia is connected to countries through trade</p> <ul style="list-style-type: none"> <li>Students examine the Australia Agriculture Export table <a href="http://gov.au/trade/topics/Pages/agriculture">gov.au/trade/topics/Pages/agriculture</a> and use the map <a href="http://trade/resources/trade-at-a-glance">trade/resources/trade-at-a-glance</a> to explore Australia's trading relationship with the world. On a blank global map, students record the export from or imports to Australia M GS </li> <li>Students explore '<i>Where does the food we eat come from?</i>' Students observe patterns to draw conclusions about how Australia is connected to other countries of the world by investigating: <ul style="list-style-type: none"> <li>- Australia's food imports or exports </li> <li>- advantages and disadvantages of global food connections</li> <li>- a recent event which affected trade to or from Australia</li> </ul> </li> <li>Students consider the extent to which their everyday lives are influenced by global connections eg food, household items, media, holidays etc</li> </ul>	<p><b>Extension activity:</b> Respond to this statement: 'Global organisations like the United Nations do not have any real power or influence'. Use specific examples to support your position</p> <p><b>Extension activity:</b> Why might Australia need to increase its imports of some products in the future?</p>
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<p><b>Connections shape perceptions</b></p> <p>Students:</p> <ul style="list-style-type: none"> <li>investigate how connections influence people's perceptions and understanding of places (ACHGK036)</li> </ul>	<p><b>Inquiry question:</b> How do people's connections to places affect their perception of them?</p> <p>Demonstrate how perceptions are influenced by different things and affect our understanding of places</p> <ul style="list-style-type: none"> <li><i>What makes you say that?</i> Drawing on an aspect of this unit, parts or stages of an image or multimedia clip are progressively revealed to students. At each interval in the revealing process, students explain what they see or know. They develop explanations, provide reasons for their thinking and make predictions of what they expect the full image will reveal. The process continues until the image is complete. Students reflect on if, how and why their perception and predictions of the images changed. Students discuss the activity and develop an understanding of perspectives and how access to information may change and inform our perspectives </li> <li>Students reflect on their own learning and assess the extent to which their perspectives of cultural diversity and/or global connections has changed </li> </ul>	
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### Sample assessment activity

**Outcomes assessed: GE3-2, GE3-4**

*Stimulus statement: 'Our everyday lives are affected by global connections'*

Students work independently or collaboratively to create a presentation illustrating their understanding and interpretation of the stimulus statement

The presentation should include:

- a summary of TWO of Australia's global connections
- examples of how these global connections affect their own life
- an explanation of the advantages of these global connections
- the use of geographical tools eg a map, graph, table, statistics etc

The presentation may include an information booklet, oral presentation or multimedia website