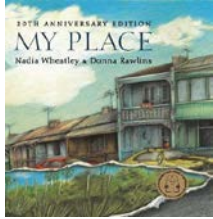


## Geography Alive: Stage 2 Geography (Topic 1; Unit 2)

Lesson 1: My Place: A picture book study		
<p><b>Content focus:</b></p> <p>In this lesson students have an opportunity to consolidate their developing appreciation of the key geographical concepts of place, change, connections and environment. They do this by engaging with Nadia Wheatley and Donna Rawlins' picture book, <i>My Place</i>. Students focus on the history of one particular piece of land in Sydney from 1788 to 1988 through the stories of the various children who have lived there. Issues addressed in the story include environmental change, land use, settlement patterns, multiculturalism and Indigenous concepts of country.</p>	<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><b>Picture book:</b> Nadia Wheatley and Donna Rawlins' (1988), <i>My Places</i>, Walker Books publisher. <i>My Places</i> is a classic Australian picture book, is a 'time machine' that takes the reader back into the past. It focuses on the history of one particular piece of land in Sydney from 1788 to 1988 through the stories of the various children who have lived there. It aims to teach the reader about the history of Australia, about families, settlers, changing land uses, multiculturalism, and the perceptions and cultural heritage of the traditional owners of the land. Each child's story covers a decade in time, showing their particular dress, customs and family life. The book also features maps that the successive generations of children have 'drawn' which demonstrate the things that have changed – as well as the things that have remained constant.</li> </ul> 	
<p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>How are people connected to places?</li> <li>What factors affect peoples connection with places?</li> <li>What impact do people have on environments?</li> </ul> <p><b>Note:</b> This unit is designed to provide a conceptual 'bridge' from the emphasis on place in Stage 1 to the broader consideration of this key geographical concept.</p>	<p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>demonstrates a developing appreciation of the concepts of place, change, connections and environment</li> </ul>	<p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li><b>Step 1:</b> Read the book <i>My Place</i> to the class explaining the concept of place and its importance to people. Point out that places undergo change and that there are elements of places worth protecting.  The discussion focusing on the meaning of place could be initiated using a brainstorming activity. Write the word 'place' in the centre of a whiteboard. Ask student to write down three or four synonyms and words associated with place. Students can then share their words with the person next to them, adding words that were not on their list. Groups of students can then report back to the class outlining the synonyms and words listed. A whiteboard-based mind map summarising the feedback from groups can be developed.</li> <li><b>Step 2:</b> Draw the students' attention to the front cover of the book. Questions to ask: What is the connection between the title of the book (<i>My Place</i>) and the front cover artwork? What is the significance of the tear across the bottom of the cover? What is revealed underneath? What does it symbolise?</li> <li><b>Step 3:</b> Have the students turn to the timeline presented on the opening pages of the book. Questions to ask: What is the significance of the spiral in the top left-hand-corner? What does it symbolise? What events are listed on the timeline? Which of these relate to Australia's involvement in armed conflicts? Which events are of significance to Aboriginal people?</li> <li><b>Step 4:</b> Have students turn to the first double-page spread (1988). What are the key elements of each double-page spread? – the narrative text, the illustrations and a map. Make a list of the subject matter covered in text-based element of the double-page spread – the name and the age of the principal character, their place of origin, their animals and pet/s, and a reference to the 'big (fig) tree'. The illustrations provide an insight into the dress, customs and family life of the eras traversed in the story.</li> <li><b>Step 5:</b> Point out to students that the story progresses from relatively recent times (1988) to Australia's Aboriginal past (pre-1788). What is the significance of this approach?</li> </ul>