

## Geography Alive: Stage 3 Geography (Topic 1; Unit 4)

| Lesson 7: 'Big Things': Representing places and regions in Australia   |   |  |
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| <p><b>Content focus:</b></p> <p>In this lesson student focus the 'Big Things' towns build to distinguish themselves from other places. In do so, students develop an appreciation that places and regions often identify with things that make them unique or different from other places. Students have the opportunity to plan a journey visiting a selection of 'Big Things' in their state or territory.</p> |   | <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Resource Sheet 1: Australia's 'Big' towns</a></li> <li>• <a href="#">Resource Sheet 2: Examples of Australia's 'Big Things'</a></li> <li>• <a href="#">PowerPoint: Examples of Australia's 'Big Things'</a></li> <li>• <a href="#">Worksheet 1: 'Big Things' questions and activities</a></li> </ul>   |
| <p><b>Key inquiry questions:</b></p> <ul style="list-style-type: none"> <li>• In what ways are Australian places similar and different?</li> <li>• Why have Australian towns sought to distinguish themselves by building 'Big Things'?</li> </ul>   | <p><b>Outcomes:</b></p> <p><i>A student:</i></p> <ul style="list-style-type: none"> <li>• demonstrates a developing knowledge of Australia's place geography</li> <li>• demonstrates an awareness that Australian places are similar and different</li> <li>• identifies the distinctive character of places and regions</li> </ul> | <p><b>Lesson sequence:</b></p> <ul style="list-style-type: none"> <li>• <b>Step 1:</b> Read the information provided on <b>Resource Sheet 1</b>. Ask students if they have seen any of the 'Big Things' referred to on the resource sheet.</li> <li>• <b>Step 2:</b> Show students the 'Big Things' features on <b>Resource Sheet 2</b> and the accompanying <b>PowerPoint</b>. Explain that the 'Big Things' constructed by places often provides an insight into some thing that distinguishes that place from other. Tamworth's Big Guitar, for example, is linked to the city's claim to being Australia's Country Music Capital. Coffs Harbour's big Banana gives us an idea of the most important agricultural activity in the area.</li> <li>• <b>Step 3:</b> Ask students to complete comprehensions 1–2 on <b>Worksheet 1</b>. Check for accuracy.</li> <li>• <b>Step 4:</b> Point out that most Australian can name at least five 'Big Thing' towns. Have the students, working in groups, rank the five biggest roadside structures in your state. The Wikipedia 'Big Things' website can be used by students completing this task. Have groups compare their ranking.</li> <li>• <b>Step 5:</b> Ask students to plan a road trip around Australia visiting the 'Big Towns' that are of interest to them. Ask them to locate each of these places on a large wall map of Australia with Post-It note annotations showing what that region is renowned for.</li> <li>• <b>Step 6:</b> Brainstorming activity. Ask students to nominate a 'Big Thing' representative of the place in which they live. Students can then construct a model or draw a sketch of the 'Big Thing'.</li> </ul> |