



16/4/12

The following statements describe the organising ideas that connect and interrelate Asia and Australia's engagement with Asia across learning areas:

Organising Idea	Classroom Context
<p><b>Organising ideas</b> reflect the essential knowledge, understandings and skills for the priority. The organising ideas are embedded in the content descriptions and elaborations of each learning area as appropriate.</p> <p><b>Asia and its diversity</b></p> <ul style="list-style-type: none"> <li>The peoples and countries of Asia are diverse in ethnic background, traditions, culture, belief systems and religions.</li> <li>Interrelationships between humans and the diverse environments in Asia shape the region and have global implications.</li> </ul>	<p>Indonesian: food, landscapes / production / living</p>
<p><b>Achievements and Contributions of the people's of Asia</b></p> <ul style="list-style-type: none"> <li>The peoples and countries of Asia have contributed and continue to contribute to world history and human endeavour.</li> <li>The arts and literature of Asia influence aesthetic and creative pursuits within Australia, the region and globally.</li> </ul>	<p>- landmarks. - car industry. 3</p> <p>- inventions. - robots.</p> <p>- Islamic paint. -</p> <p>- ice-cream / pasta.</p>
<p><b>Asia-Australia engagement</b></p> <ul style="list-style-type: none"> <li>Collaboration and engagement with the peoples of Asia support effective regional and global citizenship.</li> <li>Australia is part of the Asia region and our histories from ancient times to the present are linked.</li> <li>Australians play a significant role in social, cultural, political and economic developments in the Asia region.</li> <li>Australians of Asian heritage have influenced Australia's history and continue to influence its dynamic culture and society.</li> </ul>	<p>NW, II.</p> <p>- education.</p> <p>- Melaka / Japanese</p> <p>- Chinese / Makassar trade.</p> <p>- tourism.</p>

**2. WHICH IS CLOSER?** (CONTINUED)

Find each city on the map. Use a ruler to draw lines. Measure to find the answers.

***Which is closer to Jakarta?***

1. Singapore or Surabaya?

\_\_\_\_\_

2. Manila or Bangkok?

\_\_\_\_\_

3. Hanoi or Ho Chi Minh City?

\_\_\_\_\_

4. Kuala Lumpur or Denpasar?

\_\_\_\_\_

5. Darwin or Manila?

\_\_\_\_\_

6. Phnom Penh or Islamabad?

\_\_\_\_\_

***Which is closer to Darwin?***

7. Jakarta or Surabaya?

\_\_\_\_\_

8. Hanoi or Bangkok?

\_\_\_\_\_

9. Singapore or Ho Chi Minh City?

\_\_\_\_\_

10. Kuala Lumpur or Singapore?

\_\_\_\_\_

11. Surabaya or Islamabad?

\_\_\_\_\_

12. Beijing or Tokyo?

\_\_\_\_\_

13. Jakarta or Ho Chi Minh City?

\_\_\_\_\_

14. Phnom Penh or Manila?

\_\_\_\_\_

# Manners

Do...	Indonesia	Don't...
show respect to an older or important person by handing things to them using both hands.	ever hand or receive things with the left hand. That is the hand that is used to wash after going to the toilet and is considered unclean.	
be polite when speaking to older people by using terms of respect. For men, <i>Pak</i> or <i>bapak</i> (father) is like saying 'sir'. For women, <i>ibu</i> (mother) is the equivalent of 'madam'.	talk to someone with your hands on your hips. It is seen as a sign of contempt or aggression.	
beckon to someone by extending the hand facing down and waving the fingers, but not the thumb.	beckon to someone with the index finger upward. It is considered rude and often not understood.	
dress respectably. Thongs, shorts, strapless tops and bathers are considered impolite (except at the beach).	kiss, hug or hold hands with someone of the opposite sex in public. Shaking hands on introduction is acceptable.	
remove your shoes when entering someone's house.	touch anyone on the head. The head is considered to be the seat of the soul, so it is offensive.	
gesture with the whole hand if you want to indicate a person.	point at someone. It is fine to point at things, or to indicate direction.	
wait to be asked to begin when food/drink is put in front of you. Your host will usually say <i>silahkan</i> (please).	say 'yes' the first time you are offered food, even if you are hungry. You will be asked again.	

Do...	Australia	Don't...



# Historical Tiananmen Square

## 1. Read the information about Tiananmen Square.

In the centre of Beijing sits Tiananmen Square, which is the largest public urban open space in the world.

The square is named after the Tiananmen, or 'Gate of Heavenly Peace', which forms the entrance to the Forbidden City to the north of the square. Tiananmen Square is not actually a square, as it measures 880 metres from north to south and 500 metres from east to west.

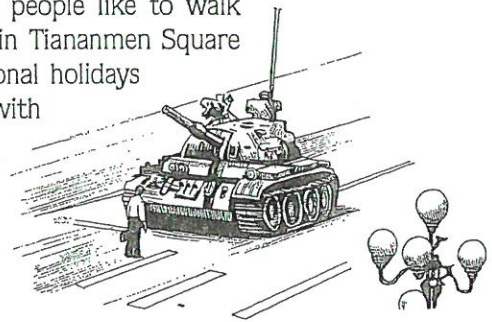
Tiananmen Square is very important to the Chinese people as it is the site of many historical events. On 1 October 1949, Chairman Mao announced the establishment of the People's Republic of China in Tiananmen Square.

Military displays and parades, mass rallies and protests have taken place in Tiananmen Square.

Tiananmen Square is well-known outside of China as the scene where, in 1989, many student protestors were killed and injured.

In Tiananmen Square, tourists can visit Tiananmen Tower, the Monument to the People's Heroes, the Great Hall of the People, Mao Zedong Memorial Hall and the China National Museum or view the national flag-raising ceremony.

The Chinese people like to walk or fly kites in Tiananmen Square and on national holidays it is filled with flowers.



## 2. Complete an acrostic about Tiananmen Square using information from above.

T \_\_\_\_\_

I \_\_\_\_\_

A \_\_\_\_\_

N \_\_\_\_\_

A \_\_\_\_\_

N \_\_\_\_\_

M \_\_\_\_\_

E \_\_\_\_\_

N \_\_\_\_\_

S \_\_\_\_\_

Q \_\_\_\_\_

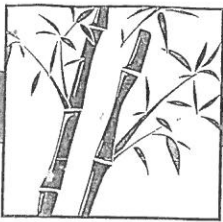
U \_\_\_\_\_

A \_\_\_\_\_

R \_\_\_\_\_

E \_\_\_\_\_

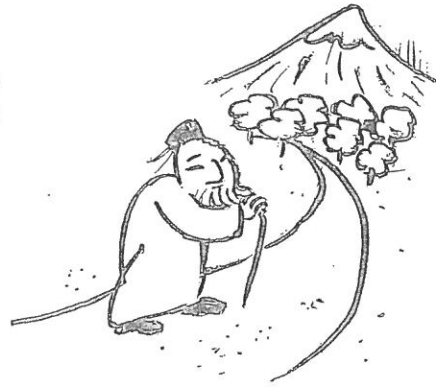
## 3. Choose another style of poetry—such as a cinquain or sense or string poem—to write about an aspect of Tiananmen Square from the point of view of a tourist, military service person, kite flyer, merchant who supplies flowers or protester.



## Fables and legends – Chinese proverbs

Proverbs are short, wise sayings containing a message or truth that is useful for everyday life. They have been quoted for many generations as a means of teaching people life skills or advice about life.

There are many ancient Chinese proverbs which are still useful today.



1. In groups:
  - (a) read and discuss the meaning of each proverb
  - (b) discuss the life skills listed in the box and consider which applies to each proverb. Record your answers in the table.

wisdom	knowledge	success	self-discipline
learning	patience	perseverance	optimism

2. In the 'Personal message' column, give an example of how each proverb applies to you.

Proverb	Life skill	Personal message
A journey of one thousand miles begins with one single step.		
A single conversation with a wise person is worth a month of study with a book.		
With time, the mulberry leaf becomes silk.		
The person who asks a question is a fool for a minute; the person who does not is a fool forever.		
The journey is the reward.		
There are many paths to the top of the mountain, but the view is always the same.		
Keep a green bough in your heart and the singing bird will come.		
Do not be afraid of growing slowly; be afraid only of standing still.		

# Photo interpretation

**A photograph can be a very valuable source of information. Look at the natural and cultural environment represented as well as what is (or may be) happening in the photo.**

## Natural environment

- Divide the photograph into three sections horizontally: the foreground, mid-ground and background.
- What land forms can you identify in each section?
- Can you identify the soil and vegetation in each section?
- Is there any evidence of climate? If so, what?
- Is there any evidence of altitude or location according to latitude? If so, what?

## Cultural environment

- What types of buildings, transport or other constructions can you see?
- What are they used for?
- How have people modified the natural environment to provide these?
- How old are the buildings and in what condition are they?
- What building materials have been used? What does this suggest about the location of the place?
- What is the style of architecture? What does this suggest about its age or location?

## Human interaction

- Describe the people in the photograph (age, clothing, appearance).
- What are they doing?
- Can you suggest the relationships among the people?
- What evidence is there of the ancestry of these people?
- What evidence is there of their economic circumstances?

## Action

- What is happening in the photograph?
- What might have immediately preceded the photograph? What might follow?
- Is there any evidence of historical, political, social, environmental or economic circumstances?
- Does the action suggest where and when the photograph was taken?
- Can the action be interpreted in a variety of ways?

## General comments

- What is the significance of the photograph?
- Is the photograph reliable as a source of information or evidence?
- Has the photographer used any special technique to highlight some aspects of the photograph?

*Pacific Neighbours: Understanding the Pacific Islands. (2009)  
Hilary Macleod, Tim Delany, AusAID, AEF, GEP, C.C.*

## Williams's Matrix Model: Infusing Higher-Order Thinking Into Content

Topic: Aboriginal Australian Beliefs

Target Group: Middle Years

Strategy: Williams's Matrix Model

1. Attributes listing	List the common attributes of Aboriginal Australian creation myths. What forms do these Dreamtime stories take?
2. Analogies	Compare and contrast the common attributes of Aboriginal Australian creation myths with myths from other cultures. Use a Venn diagram to record your thinking.
3. Discrepancies	How can we be sure of the origins of these stories?
4. Provocative questions	Do Dreamtime stories still play a similar role in Aboriginal Australian culture today as they did in traditional Aboriginal society? Justify your views.
5. Examples of change	How are myths created and shared in more recent times different from more traditional forms of myths? Write a creation myth for a modern society.
6. Examples of habit	How did belief in creation myths <i>systematic</i> impact upon daily life in traditional Aboriginal Australian society?
7. Organised random search	Suggest five web sites for someone wishing to find out more about Aboriginal Australian Dreamtime stories.
8. Skills of search	Suggest a range of different sources to find out more about Aboriginal Australian Dreamtime stories.
9. Tolerance for ambiguity	What if Aboriginal Australian groups used writing instead of paintings to record stories?
10. Intuitive expression	Record some ideas on a 'consequence wheel' diagram. Rewrite a Dreamtime story with yourself as a main character.
11. Study creative people and process	What themes or elements are consistently present in many Dreamtime stories?
12. Evaluate situations	What makes Aboriginal Australian Dreamtime stories so powerful?
13. Creative listening skill	How does listening to Aboriginal Australian instrumental music as you read a Dreamtime story enhance it?
14. Creative writing skill	Imagine Noah the Hebrew patriarch was an Aboriginal Australian. Explain the animals he would have taken and why.
15. Creative reading skill	Read myths from other cultures, such as Norse and Greek.

# Thinker's Keys: Infusing Higher-Order Thinking Into Content

Topic: The Environment  
 Target Group: Middle Years  
 Strategy: Thinker's Keys





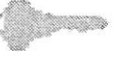




<b>The Reverse</b>	List 10 things you never wish to see in a river.	<b>The Ridiculous</b>	Try to justify this statement. No more houses (as we know them) are to be constructed.
<b>The "What if . . . ?"</b>	What if all aerosol products were banned? Use a consequence wheel to depict your ideas.	<b>The Commonality</b>	What are the commonalities between a bottle and the Flinders Ranges?
<b>The Disadvantages</b>	List advantages and disadvantages to using motor vehicles in cities.	<b>The Question</b>	The answer is 'alternative energy'. What are 5 questions?
<b>The Combination</b>	List and then combine some of the attributes of a river. Use these ideas to improve the design of a freeway.	<b>The Brainstorming</b>	Brainstorm ways to reduce the use of plastic, preserve natural vegetation or clean up an Australian lake.
<b>The Alphabet</b>	List A-Z words for anything associated with caring for the environment.	<b>The Inventions</b>	Design an environmentally friendly labour-saving device using recycled materials.
<b>The BAR</b>	Use BAR to improve the design of a wheelite bin.	<b>The Interpretation</b>	Give some reasons why you might wake one morning to find everything is black.
<b>The Variations</b>	Suggest many ways to clean up the local environment.	<b>The Brick Wall</b>	Cars create pollution. What are some ways that might reduce the impact of motor vehicles on the environment?
<b>The Picture</b>	Choose a picture of nature. What does it say about the environment?	<b>The Construction</b>	Construct a flytrap using readily available recycled materials.
<b>The Prediction</b>	Suggest how things would be different if the Murray River became saltier than the sea.	<b>The Forced Relationship</b>	List attributes of a common household item. Use this to work out some novel ways to protect a beach or an endangered species.
<b>The Different Uses</b>	Find 10 different uses for empty plastic 2-litre bottles.	<b>The Alternative</b>	List some ways that you may support a campaign to save native vegetation without giving money.



# Thinker's Keys: Infusing Higher-Order Thinking Into Content

Topic: \_\_\_\_\_

Target Group: \_\_\_\_\_

<b>The Reverse</b> 	
<b>The 'What if . . .?'</b> 	
<b>Alphabet</b> 	
<b>The BAR</b> 	
<b>The Construction</b> 	
<b>The Disadvantages</b> 	
<b>Different Uses</b> 	
<b>The Prediction</b> 	
<b>The Picture</b> 	

Reproducible

# Diamond Ranking

