

## Introduction to *Mirror*, Jeannie Baker (2010)

### Stage: 2

#### Rationale for using *Mirror*

This unique text compares in pictures the lives of two boys living on opposite sides of the world. One boy lives in a city in Australia the other in Morocco, North Africa. The book contains a short introduction written in English and Arabic and then proceeds to tell the story of a day in each boy's life through pictures.

The book illustrates how culturally different each boy's life is whilst at the same time highlighting the similarities. It touches on the concept of global trade and provides a look at the way in which the environment affects areas such as food supply and provision, architecture and local trade.

The global education learning emphases addressed in the book are identity and cultural diversity, globalisation and interdependence and sustainable futures. The book can be used to address the Australian Curriculum priority sustainability and general capabilities critical and creative thinking and intercultural understanding.

In terms of the NSW Board of Studies curriculum the book can be used as a resource to create of units of work within the following KLA's:

- English
- Creative Arts
- HSIE
- Science & Technology

The value of using this text as a basis for teaching and learning is that it exposes students to at minimum one way of life, which is very different to their own. In doing so it allows students to investigate, analyse and develop knowledge and skills around a range of outcomes referenced in the NSW Board of Studies syllabuses.

#### Identifying KLA's and outcomes

*Mirror* can be used within a number of KLA's, but is probably best applied to cross-curricular teaching and learning activities. A broad range of syllabus outcomes can be addressed through study of the book, which lends itself to the creation of integrated units of work.

#### Note

The following lessons are a suggested approach to teaching and learning using the text *Mirror*. An assumption has been made that the lessons will be adapted where necessary to address time constraints, access to resources, the needs of individual students, their cultural background and experiences.

# Activities for teaching and learning

## Lesson 1 – Pre reading

<b>KLAs:</b> Visual Art, English, HSIE, Science & Technology	<b>Topic:</b> Looking at pictures	<b>Stage:</b> 2	<b>Duration:</b> 1 – 1.5 hours
<b>Prior learning</b> Students may be familiar with the materials/techniques used to create the artworks.			
<b>Learning intention(s)</b> To view and describe a range of images - concrete and abstract elements, what they like/dislike about the images To interpret the content of selected images To generate discussion around the themes which the images may represent To develop a list of descriptors for interpreting images To understand how visual stimuli can be used to create a unique artwork		<b>Learning outcomes</b> Visual Art – Recognises that artists make artworks for different reasons and various interpretations are possible. Begins to identify connections between subject matter in artworks and what they refer to, and appreciates the use of particular techniques. HSIE – Can describe different ways of living and belief systems in selected communities Science & Technology – Know and understand that: people create specialised environments to meet specific needs, structures are built from natural and processed materials and components, environments are sometimes modified to fulfil new and different requirements, there are benefits and problems associated with human changes to the physical environment English – Speaking and Listening, visual literacy (see syllabus for descriptors)	
<b>Global Education learning emphases</b> Identity & Cultural Diversity, Globalisation & Interdependence	<b>Australian Curriculum general capabilities</b> Critical and creative thinking, Intercultural understanding		
<b>Mode of differentiation</b>		<b>Behaviour management strategies</b>	
<b>Resources (incl. adult support)</b> Images – please see list of links to suggested images at the end of this document. Ensure you check links before using with students. Copies of three different images for five groups of four students 3 x mind maps per group Textas, colouring pencils, crayons Image for focus activity – Australian sand dunes/dirt road			

## Lesson 1 continued

### Introduction

As a group students view a range of images. T elicits observations from students on images (use abstract images first) – begin with features, eg – colours (what colours represent), textures, materials used, the sound and/or movement suggested; move on to what they think images are about include location - city/country. Record observations on IWB/large sheets of paper. Write up the vocabulary used by students to understand how artwork was created.

### Main activity

Divide students into mixed ability groups. Each group is given three images (see resources for distribution). Each group assigns a scribe. In groups students discuss and record on the mind maps what they think the images represent, what they think the artist is trying to convey. Each group member to contribute a group of descriptive words/sketch/groups of sounds to interpret the image. Scribe records the words on mind maps. From the words recorded groups create a tableau representing their interpretation of one of the images. Each group member then steps out of the tableau and identifies a sound which they think represents the tableau. Students agree on sound(s) to present to class.

### Plenary

Groups present work to class, and discuss the different interpretations. Students draw conclusions about thinking behind creation of artworks/composition of photographs.

Focus activity: Students view an image and decide in which country photograph was taken a) Australia or b) Another country tally answers. Elicit – What made you choose x country? T lists information elicited.

### Assessment

## Lesson 2 – Exploring the globe

<b>KLAs:</b> HSIE, English	<b>Topic:</b> Exploring the globe	<b>Stage:</b> 2	<b>Duration:</b> 1 – 1.5 hours
<b>Prior learning</b> Students will have skills required to complete compare and contrast activity.			
<b>Learning intention(s)</b> To identify the similarities and differences between countries To respect the differences and similarities between communities in other countries		<b>Outcomes and Indicators</b> HSIE <ul style="list-style-type: none"> <li>compares natural and built features, sites and places in their local area with other locations in Australia or the world (ENS2.5)</li> <li>describes some similarities and differences between communities in Australia, Asia and other places in the world (CUS2.3)</li> </ul> English Speaking and Listening, (see syllabus for descriptors)	
<b>Global Education learning emphases</b> Identity & Cultural Diversity, Globalisation & Interdependence	<b>Australian Curriculum general capabilities</b> Intercultural understanding		
<b>Mode of differentiation</b>		<b>Behaviour management strategies</b>	
<b>Resources (incl. adult support)</b> World map displayed on IWB/globe/large format map Comparison sheet Website – <a href="http://kids.nationalgeographic.com/kids/games/puzzlesquizzes/brainteaserafrica/">http://kids.nationalgeographic.com/kids/games/puzzlesquizzes/brainteaserafrica/</a> KWL chart			

## Lesson 2 continued

### Introduction

As a group, students identify countries or places they have been on holiday to, lived, where their family (parents/grandparents) are from or where they have relatives. Discuss the things they liked and or found interesting about the countries or places. Guide discussion towards food, climate, where they stayed, people, types of shops, types of buildings, transport, clothing and activities. T records selection of items shared.

1. Distribute comparison sheet. Each student writes down three to five interesting things about 'their country or place' using some of the areas/features previously discussed
2. Divide students into small groups and ask them to discuss the similarities and differences between their local community and the places they visited/know about. Students record similarities and differences on the activity sheet.
3. Groups agree on an interesting feature about the country or place from each student's activity sheet to present to class. As a whole class students discuss similarities and/or differences between the country or place and their local community. T records on comparison chart (IWB/butchers' paper)

### Main activity

T shows students world map/globe and asks them to locate Africa.

Whole class activity - students complete the National Geographic Kids brainteaser on Africa (can be done on paper)

<http://kids.nationalgeographic.com/kids/games/puzzlesquizzes/brainteaserafrica/>

T initiates discussion on following facts – Africa is second largest continent, home to the world's largest desert, 1,000 languages including Arabic spoken, 53 countries in Africa. T asks students to name some countries in Africa and lists answers. If Morocco is not mentioned T adds it to list and introduces it as a country which they will study in more detail.

### Plenary

KWL Morocco – students complete the K and W columns. This can be done in pairs or individually. Students share some of the information with the class.

### Assessment

## Suggested images

N.B. Please check these weblinks before showing to your classes, as websites can change. At the time of publishing, these links are to appropriate images, but no responsibility will be taken for these externally maintained sites.

<http://www.hundertwasser.de/deutsch/werk/graphic/graphik.php>

<http://culthub.com/2012/01/david-hockney-a-bigger-picture-review/>

<http://www.istockphoto.com/stock-photo-3030518-sao-paulo-city-brazil.php>

<https://www.tate.org.uk/art/artworks/gursky-bahrain-i-p79322>

Suggested images continued

<http://www.artgallery.nsw.gov.au/collection/works/201.2004/>

<http://www.mroper.net/id100.html>

<http://www.istockphoto.com/stock-photo-3849488-market-in-chiapas.php>

<http://www.artgallery.nsw.gov.au/collection/works/89.1989.a-c/>

<http://www.artgallery.nsw.gov.au/collection/works/278.1994/>

[http://www.artble.com/imgs/b/e/4/420815/vik\\_muniz.jpg](http://www.artble.com/imgs/b/e/4/420815/vik_muniz.jpg)

[http://www.artgallery.sa.gov.au/agsa/home/Exhibitions/your\\_gallery/YOUR\\_Gallery\\_Week2](http://www.artgallery.sa.gov.au/agsa/home/Exhibitions/your_gallery/YOUR_Gallery_Week2) (artwork 10)

<http://www.mediabakery.com/MKP1272575-fruit-and-vegetables.html>

<http://www.artgallery.nsw.gov.au/collection/works/133.1984/>

<http://www.artgallery.nsw.gov.au/collection/works/29.2005/>

<http://www.hundertwasser.de/deutsch/werk/malerei/malerei.php>

<http://www.richardlong.org/Exhibitions/dec11exupdate/sgravity.html>

[http://www.hundertwasser.at/english/oeuvre/arch/arch\\_waldspirale.php](http://www.hundertwasser.at/english/oeuvre/arch/arch_waldspirale.php)

<http://www.artgallery.nsw.gov.au/collection/works/1.1980/>

[http://www.moma.org/collection/browse\\_results.php?criteria=O%3AAD%3AE%3A28098&page\\_number=7&template\\_id=1&sort\\_order=1](http://www.moma.org/collection/browse_results.php?criteria=O%3AAD%3AE%3A28098&page_number=7&template_id=1&sort_order=1)

<https://www.flickr.com/photos/97685587@N00/417520879>

<http://safcoservices.com/Images/trucking.jpg>

[http://www.moma.org/collection/object.php?object\\_id=132401](http://www.moma.org/collection/object.php?object_id=132401)

<http://imgfave.com/view/1626365?c=168566>