

Things That Matter: poster based teaching and learning strategies

Dr Grant Kleeman

Senior Lecturer in Education, Sydney's Macquarie University
Director, Australian Geography Teachers' Association

The activities featured below are based on the Things That Matter poster series published by AGTA in 2007. Each poster deals with an important, contemporary geographical issue. The posters on which these activities are based can be purchased from your state-based AGTA affiliate. AGTA would like to acknowledge the support of Peter Nicholson, cartoonist for The Australian newspaper, for his support of this important initiative.

Geographers use a variety of visual text (cartoons, maps, photographs, illustrations, flow charts, diagrams, maps, graphs and web pages) to engage the interest of students, communicate information and enhance student understanding. 'Reading' such visual texts requires students to move beyond simple descriptions of the images or representations to critically engage critically with the issue being addressed. It also requires them to analyse the ways in which such images are constructed and their intended purpose.

*To be visually literate students need to understand the signs and symbols that are used to construct meaning, and that these symbols make us understand things and react in particular ways. To analyse the meaning or meanings embedded within images, we need a shared, technical language that enables the reader/viewer to discuss the different choices that have been made in the construction of the image. For a more detailed account of the role of cartoons in the Geography classroom see Kleeman, G. (2006). Not just for fun: Using cartoons to investigate geographical issues. *New Zealand Geographer* (62), pp. 144-151.*

Cartoon analysis is an effective tool for developing students' critical thinking skills. The term 'critical thinking', as used in this particular context, refers to the processes by which individuals use reflective thinking to gather, interpret and evaluate information in order to formulate an informed opinion or judgment. By analysing the ways in which visual texts, including cartoons, manipulate a person's feelings, attitudes and values, we enhance the individual's ability to identify, and perhaps challenge, dominant discourses. It also builds their capacity to evaluate various alternatives. Empowered by these understandings, we are better placed to act as an agent of social change working towards the removal of inequalities and injustices.

The following activities assist students to develop their critical cartoon interpretation skills as well as enhancing their knowledge and understanding of specific geographical issues.

Poster Activity 1

Things that matter: Global Climate Change

Rising global temperatures, melting glaciers, shrinking areas of sea ice and rising sea levels. Little by little the evidence is mounting that the Earth's climate is changing and scientists are almost certain that people are to blame.

A number of activities, from the burning fossil fuels to farming, pump heat-trapping gases (greenhouse gases) into the atmosphere. Once in the atmosphere, these gases stay there for thousands of years, absorbing the heat that comes from the Earth and re-radiating it back to the surface, enhancing Earth's natural greenhouse effect.

Between 1906 and 2006, the average surface tem-

perature of the Earth rose by 0.6 to 0.9 degrees Celsius, while greenhouse gas concentrations reached their highest levels in at least the past 650,000 years.

Scientists believe that this trend continues temperatures are likely to go up 2 to 6 degrees Celsius by the end of this century. While this might seem like a small change, it will probably lead to big changes in our environment.

Global climate change is likely to lead to more frequent heat waves, bigger storms, including more intense tropical cyclones (or hurricanes), and more widespread drought. Since water expands as it

heats, and melting glaciers and ice caps have dumped more fresh water into the world's oceans, sea levels have already started to rise. Higher sea levels increase coastal erosion. As much as 10 per cent of the world's population lives in vulnerable coastal regions that have an elevation less than 10 meters above sea level.

Activities:

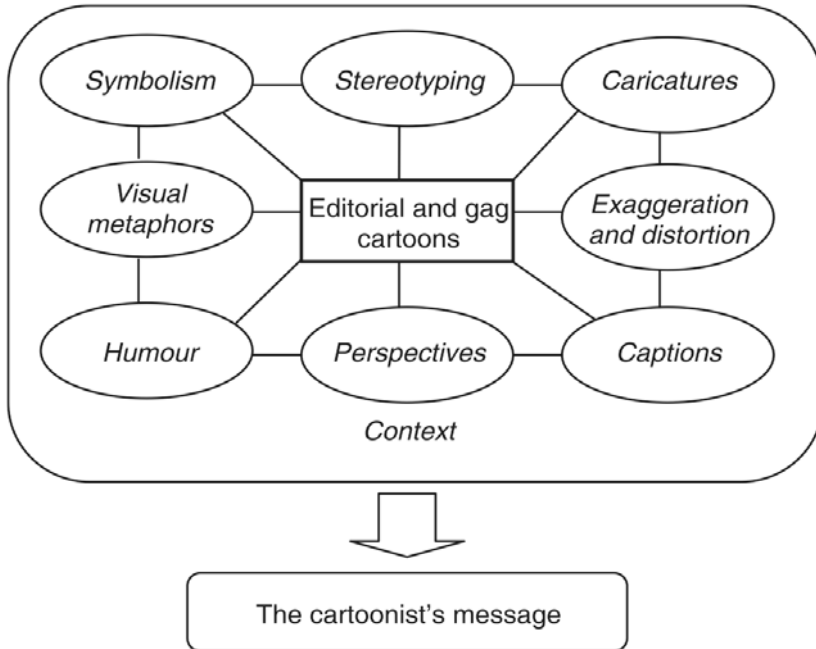


Figure 1 Elements of editorial cartoons

- 1. Pre-cartoon analysis task:** Study Figure 1 featuring the elements of cartoons or the 'tools' cartoonists use to communicate with their audience. Using the information provided on Resource Sheet 1.1 construct your own 'Elements of Cartoons' diagram. As a class discuss each of the elements or tools. Find examples of each in the Nicholson cartoons featured in the series of Things That Matter posters.
- 2. Cartoon analysis.** Study the Nicholson cartoon on the Things That Matter poster and then complete the following tasks:
 - *Groupwork.* Working in groups, complete the 'Cartoon Analysis Scaffold' – Resource Sheet 1.2.
 - *Report back.* Share your group's findings to the rest of the class.
 - *Writing task.* Based on the findings of the class discussion write a paragraph explaining the point Nicholson is trying to communicate in his cartoon.
 - *Class debate.* Topic: That people in developing nations must continue to accept a lower standard of living than that enjoyed by people living in developed countries as part of their contribution to global reductions in greenhouse gas emissions.
 - *Brainstorming.* Working in groups brain-

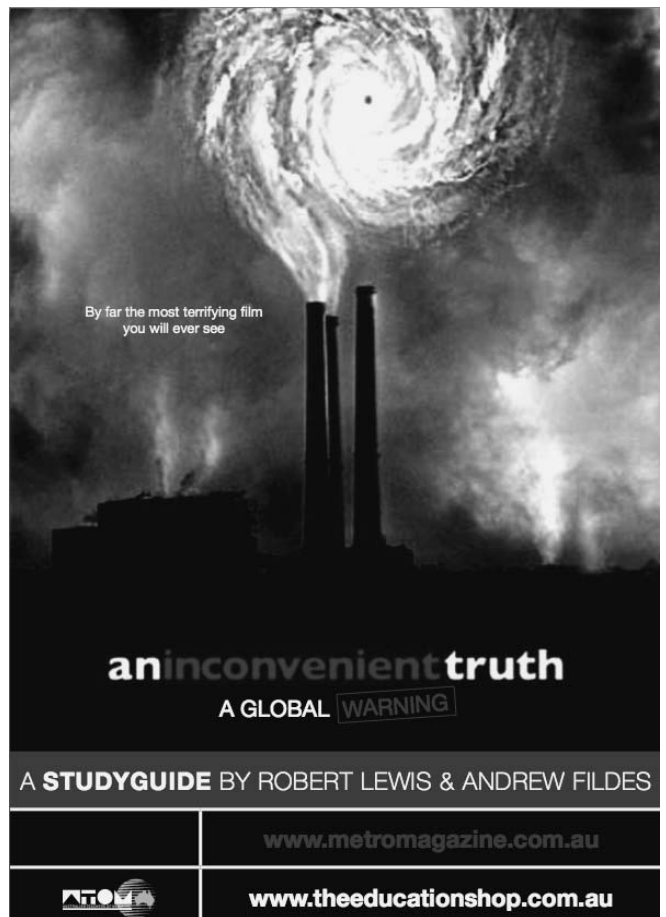
storm what you and your family can do to reduce greenhouse gas emissions. Make a list of the suggestions and share them with the rest of the class.

- 3. Contrasting perspectives.** Despite the weight of scientific evidence there are still those who refuse to acknowledge that the world's climate is changing as a result of human activity.

Visit the EnviroTruth.org website (an initiative of one America's most conservative Think Tanks – the National Centre for Public Policy Research) – www.envirotruth.org. Study the information provided on the site. Outline the arguments the organization uses to debunk concerns about global climate change. Undertake your own research to test the validity of the arguments.

- 4. Internet scavenger hunt.** Using the Internet, locate cartoons dealing with climate change.

- 5. Extension activities.** View Al Gore's An Inconvenient Truth and complete the activities featured in the workbook published by Australian Teachers of the Media (ATOM) in its Metro Magazine and Australian Australian Screen Education [www.metro magazine.com.au].



**CONTEXT**

The circumstances that 'surround' the issue being addressed in a cartoon. The context might include the political, social, cultural, historical and institutional factors that influence the way we understand an issue.

SYMBOLISM

The use of signs or objects to stand for something other than itself. In other words, the inclusion of something that has meaning beyond what is obvious and immediate.

Commonly used examples of symbolism include the dove or olive branch to symbolise peace; the Statue of Liberty (freedom and democracy); a heart, cupid or Venus (love); Uncle Sam and the Stars and Stripes (the United States of America); a bear (Russia); a dragon (China).

VISUAL METAPHORS

Artistic devices **used** to help our minds come to grips with complex ideas by relating them to something more familiar and readily understood.

Examples of visual metaphors include the use of a sinking ship, a wilderness (desert) setting or circled wagons to suggest that a government or political party is experiencing a downturn in its electoral fortunes; a storm as a metaphor for chaos, confusion, fear and destruction; and the grim reaper, vulture, shroud or skull and crossbones as a metaphor for evil, disease and death.

CARICATURES

Humorous illustrations that exaggerate or distort the prominent physical features of a **subject** to create an easily identifiable visual likeness – help us to identify public figures quickly. The best caricatures provide an insight into the character of the person being drawn.

Examples of features subject to exaggeration in caricatures include Prime Minister Helen Clark's teeth, lips, nose and hairstyle and Australian Prime Minister John Howard's bushy eyebrows, glasses and small stature.

Activity: Create your own cartoon element diagram by cutting out each of these cards and **then** arranging them in a meaningful pattern similar to that shown in Figure 1.

PERSPECTIVE

The position, stance or point of view adopted by the cartoonist. The cartoonist might take the opportunity to advance **his** or her own view on a particular issue or topic or he or she might seek to portray (often in a satirical way) the perspective associated with a key player.

The mood or tone created by cartoon provides important insights to the cartoonist's attitude towards the subject and his/her audience.

EXAGGERATION AND DISTORTION

Cartoonists often exaggerate or understate the size of people and objects they **draw**. They do so to emphasise the relative power, importance and vulnerability of an individual, group or social force. It can also be used to draw attention to aspects of an issue being addressed.

STEROTYPING

Creating an oversimplified image of a particular group of people while suppressing anything uniquely individual is known as stereotyping. Cartoonists often use stereotyping when seeking to highlight the dangers of generalising. In other instances they use it as a 'short-hand' way communicating generalisations.

Cartoonists must be careful when using stereotypical symbols. They have the potential to reinforce and perhaps inflame harmful prejudices.

HUMOUR

Irony (an expression in which the true meaning is the opposite of the literal meaning) and satire (the use of ridicule or scorn, often in a humorous or exaggerated way, to expose vices and follies) are often employed to give a cartoon a humorous edge. They can be used to poke fun at public figures or create a dynamic that draws the reader into a more active engagement with the issue addressed in the cartoon.

CAPTIONS

Text-based statements (or captions) are sometimes used to reinforce and put in context a cartoon's non-verbal elements. In other words, they complement, rather than make **obsolete**, the other elements of a cartoon, which taken together communicate a social or political opinion.

Things that matter: Global Climate Change

Cartoon analysis worksheet: Page 1

Newspaper, magazine or URL: *The Australian newspaper*

Cartoonist: Peter Nicholson

Visual elements

1. Identify any symbols or visual metaphors used by the cartoonist. What do these symbols and visual metaphors represent?



2. Has the cartoonist used caricature? If so, identify the people featured in the cartoon. What physical features has the cartoonist deliberately exaggerated? What is the impact of this exaggeration? What does it suggest about the people shown?

3. Is there evidence of stereotyping in the cartoon? If so, describe it.

Cartoon analysis worksheet: Page 2

Text-based elements

5. Does the cartoon have a caption? If so write it in the space provided.

6. Why is the caption important in the context of this particular cartoon?

General

7. Identify the issue addressed in the cartoon

8. Explain, in your own words, the opinion or point of view being advanced by the cartoonist

9. What interest groups would agree/disagree with the point of view advanced by the cartoonist

Key definitions:

Caption: A statement used to reinforce the cartoon's visual elements.

Caricature: The portrayal of an individual's physical features in an exaggerated or distorted way.

Visual metaphor: An image, object or setting that is representative of something else.

Perspective: The point of view adopted by the cartoonist.

Symbol: An element of a cartoon (eg an object or sign) used to represent something else.

Poster Activity 2

Things that matter: Salinity

Salinity is one of the most important land management issues facing Australia. While salt is naturally present in many of our landscapes, people's land use practices often make the problem worse.

European farming practices – which replace native vegetation with shallow-rooted crops and pastures – have, for example, resulted in increased concentrations of salt in many of the nation's soils and waterways.

Rising groundwater, caused by land clearance and the use of irrigation, brings dissolved salts (which have been stored in the ground for tens of thousands of years) to the surface.

Here it enters the root systems of native and introduced plants and eventually kills them. Salt also leaches directly into our wetlands, streams and river systems disrupting important aquatic ecosystems.

Rising salt also affects our infrastructure by damaging buildings, roadways, pipes and underground cabling. The cost of managing salinity and rising water tables is very high.

Activities:

1. **Internet research.** Use information sourced from the Internet to complete the Salinity Mind-map (Resource Sheet 2.1).
2. **Class discussion.** As a class discuss Peter Nicholson's paraphrasing of Dorothy Mckellar's poem, My Country. How important is it to the observer's understanding of the cartoon?
3. **Cartoon interpretation.** As a class identify the type of salinity featured in the Nicholson cartoon. What impacts of salinity are evident in the cartoon?

Extension activities:

Research task. Research the recent extent of land clearance in Australia, and the regulations in place to control the clearing of native vegetation.

Video study. View the ABC's four-part television series, Salinity: Australia's silent flood and complete some of the educational activities found at: www.abc.net.au/learn/silentflood/edu.

- Episode 1: The Story
- Episode 2: The Land
- Episode 3: The Water
- Episode 4: The Future

My Country

*The love of field and coppice,
Of green and shaded lanes.
Of ordered woods and gardens
Is running in your veins,
Strong love of grey-blue distance
Brown streams and soft dim skies
I know but cannot share it,
My love is otherwise.*

*I love a sunburnt country,
A land of sweeping plains,
Of ragged mountain ranges,
Of droughts and flooding rains.
I love her far horizons,
I love her jewel-sea,
Her beauty and her terror -
The wide brown land for me!*

*A stark white ring-barked forest
All tragic to the moon,
The sapphire-misted mountains,
The hot gold hush of noon.
Green tangle of the brushes,
Where lithe lianas coil,
And orchids deck the tree-tops
And ferns the warm dark soil.*

*Core of my heart, my country!
Her pitiless blue sky,
When sick at heart, around us,
We see the cattle die-
But then the grey clouds gather,
And we can bless again
The drumming of an army,
The steady, soaking rain.*

*Core of my heart, my country!
Land of the Rainbow Gold,
For flood and fire and famine,
She pays us back threefold-
Over the thirsty paddocks,
Watch, after many days,
The filmy veil of greenness
That thickens as we gaze.*

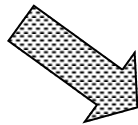
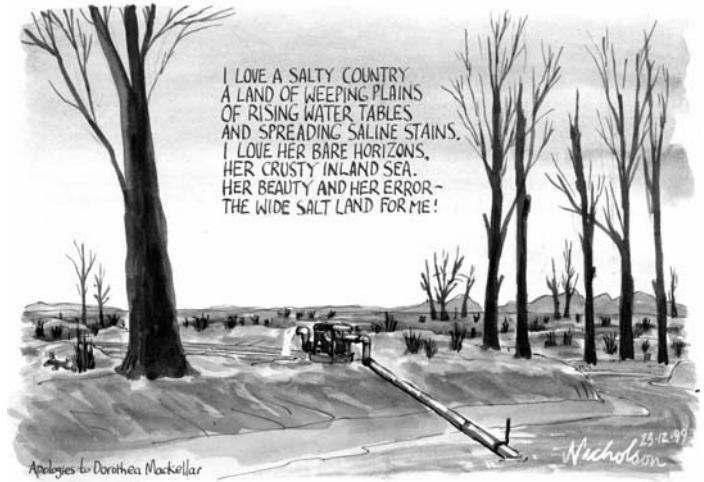
*An opal-hearted country,
A wilful, lavish land-
All you who have not loved her,
You will not understand-
Though earth holds many splendours,
Wherever I may die,
I know to what brown country
My homing thoughts will fly.*

Dorothea Mackellar

Things that matter: Salinity

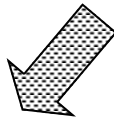
Distinguish between primary and secondary salinity.

- Primary salinity (cause & extent)
- Secondary salinity:

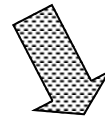


Secondary salinity:

- Dryland salinity
- Irrigation salinity



Dryland salinity: cause, impacts & extent



Irrigation salinity: cause, impacts & extent



Strategies to address dryland salinity:



Strategies to address irrigation salinity:

Poster Activity 3

Things that matter: Water Management

A key feature of the Australian environment is its unreliable and variable rainfall. The careful management of our water resources is, therefore, essential.

Because people rely on water to sustain life, it is important to appreciate that our activities in one part of a catchment can have far-reaching impacts on the quantity and quality of water in another.

Activities:

- 1. Class discussion.** As a class brainstorm the environmental issues highlighted in the Nicholson cartoon – Things That Matter: Water Management poster.
- 2. Class discussion.** Read the statements at the top of this page. What are the implications of these observations for the future management of Australia's water resources?
- 3. Research task.** Complete the following research-based cartoon mindmap. Websites such as that of the National Water Commission [<http://www.water.gov.au/>], Sydney Water [<http://www.sydneywater.com.au/>] and the Department of the Environment and Water Resources [www.environment.gov.au/] will assist you in this task.

Australia's water consumption is increasing as the inflows into its major storages are decreasing and it is not sustainable

The process of climate change has amplified the impacts of increasing consumption and declining water supplies

The Snowy River

The Snowy River – made famous by Banjo Paterson's poem, *The Man From Snowy River* – drains the eastern slopes of the Snowy Mountains in New South Wales.

The river has its headwaters on the slopes of Mount Kosciuszko, the highest mountain on the Australian mainland. The headwater tributaries of the Snowy River are the Eucumbene and Thredbo Rivers which meet near Jindabyne and then flow southwards eventually reaching the sea at Marlo, near Orbost in Victoria.

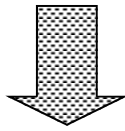
In its natural state the Snowy River had a huge seasonal flow caused by the melting of snow each spring. In the 1950s, as part of the Snowy Mountains Scheme, a network of dams and tunnels was built to collect and divert 99% of the Snowy River's flow westwards into the Murray and Murrumbidgee river systems where it is used for irrigation.

During the 1990s the low level of water in the Snowy River became a major political issue. Environmentalists, and the Snowy River Alliance interest group, campaigned for an increase in the amount of water diverted from Lake Jindabyne into the Snowy River from just one per cent to 28 per cent of its original flow.

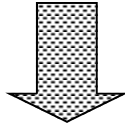
The Federal, Victorian and NSW state governments agreed in October 2000 to release environmental flows of 21% of the River's mean annual natural flow. The environmental flow, which is designed improve the physical and ecological integrity of the river, will be delivered to the Snowy River downstream of Jindabyne Dam. The first environmental flow was released from the Mowamba Weir in August 2002.

Define ecological sustainability

Catchment inputs: precipitation (mainly rain and snow)



What do we use water for?



What is meant by the term *environmental flow*?

Catchment outputs: water lost to the system to the sea or through evaporation, transpiration (from plants) or human use

Outline various strategies for managing catchments

Outline the potential impacts that people's activities can have on water quantity and quality in catchments

Outline what is meant by *Total Catchment Management*

Poster Activity 4

Things that matter: Human Rights

Human rights are the basic rights to which all humans are entitled, irrespective of their citizenship, nationality, race, ethnicity, language, gender sexuality or ability.

Put simply, all humans are born free and equal to each other, regardless of whom we are, where we live or what we believe. Human rights are the basic freedoms that we need in order to live our lives with dignity. They ensure we have the freedom to make choices and to realise our potential as human beings.

Throughout the developing world many people live in poverty – even though they have paid employment. They earn low wages, have poor working conditions and are denied their basic human rights. When they try to organize and form trade unions – to campaign for better wages and conditions – they often face dismissal and sometimes violence. This is especially the case for workers in the global sportswear industry.

Workers producing shoes and clothing for companies such as Nike, FILA, Adidas, Puma and Asics are employed under conditions we would find unacceptable. Their wages are low and they are required to work long hours.

They are often subject to verbal abuse and work in dangerous conditions. They are denied access to trade unions and there is often a high level of sexual harassment (80 per cent of sportswear workers are women).

As well as campaigning for the rights of workers in the sportswear industry, non-government organisations (NGOs) such as Oxfam Australia support initiatives that educate workers about their rights, help them organise trade unions and mount campaigns to persuade governments and companies to respect the human rights of their employees.

Oxfam is an independent, not-for-profit, community-based aid and development organisation. Oxfam has as its vision a fair world in which people control their own lives and their basic rights are protected.

Activities:

1. **Define** in your own words, the term 'human rights'.

2. **Groupwork.** Working in groups, study Nicholson's Nike cartoon and, with the aid of Resource Sheet 1.1, identify examples of symbolism, stereotyping, visual metaphors, caricature, cap-

tions, and exaggeration and distortion. Compare your group's findings with those shown on Resource Sheet 4.1.

3. **Individual work.** Study Nicholson's Nike cartoon and then complete the following tasks:

a. State, in your own words, the issue that inspired the cartoon.

b. Write a paragraph outlining the cartoonist's point of view or perspective on the issue addressed in the cartoon.

c. Determine whether you agree or disagree with the cartoonist's opinion. Explain why.

d. Write a sentence outlining your thoughts on the cartoon.

4. **Internet research.** Access the Oxfam Australia website [<http://www.oxfam.org.au/>] and investigate the strategies the organisation employs to influence public opinion on the activities of transnational corporations in developing countries. List the other campaigns it is involved in.

5. **Internet research.** Investigate Nike's [www.nike.com] response to the campaign mounted by non-government organisations such as Oxfam Australia (specific information can be found at: <http://www.nike.com/nikebiz/nikeresponsibility/#workers-factories/main>)

6. **Internet research.** Investigate the fairtrade movement. What are its objectives?

7. **Cartoon scavenger hunt.** Use the Internet to locate cartoons that address human rights related issues. Select a cartoon that appeals to you and write a one-paragraph analysis of the cartoon focusing on the issue being addressed. Mount a wall display of the cartoons collected. Make sure that you acknowledge the source of the cartoon.

8. **Cartoon drawing.** Draw your own cartoon highlighting a human rights issue that is important to you.

Symbols and metaphors are amongst the cartoonist's most powerful tools

Cartoonist's perspective: Sympathetic to the plight of low paid workers in Nike factories. Critical of the employment practices of large corporations who contract the production of consumer goods to factories located in low cost (developing) countries.

Use of captions: Reinforces and helps contextualise the cartoon's non-verbal elements.

Use of caricature: Relative size of characters and an aggressive facial expression used to reinforce the unequal power relationship evident in the production process.

Use of caption: Corporate advertising slogan ("Just do it") assigned a new meaning – one that reinforces the cartoonist's principal message of workplace exploitation.

Use of visual metaphors and exaggeration: The boot in the worker's face reinforces the notion of worker exploitation and the suppression of organised labour (trade unions).

The larger European figure is used to highlight the role played by Western-based corporations in the global economy.



Use of a visual metaphor: Covered workers representative of exploited labour in clothing and footwear factories located in developing countries.

Symbolism: Nike name, logo and advertising slogan used to highlight the issue of labour exploitation in developing countries. But the message is more general and indicative – Nike is not the only transnational corporation involved in such practices.

Context: Sports brands such as Nike promote healthy living but the lives of workers who make the shoes and clothes in Asia and Latin America are anything but healthy. Problems include low wages, long hours, verbal abuse, dangerous working conditions and the denial of the right to form trade unions. Campaigns such as 'NikeWatch' (mounted by Oxfam) are part of an international campaign to persuade sports brands to respect workers' rights.

Poster Activity 5

Things that matter: Australia's Population Debate

Australia's population debate centres on three key questions: What is an appropriate level of immigration, who should be allowed to come to Australia and what should Australia's total population be and should we set a target?

In June 2007 Australia's population reached 21,000,000. This growth came from a combination of natural increase and net immigration. How fast the country's population grows in the future will depend largely on the level of immigration. This is because of the rate of natural increase has slowed as a result of declining fertility rates (the average number of children women have during their lifetime).

Immigration is, therefore, the key to determining the future size of the Australian population. If the government wanted to double the population by 2050 it could achieve this objective by increasing the annual migration intake. If it decided to stabilize the size of the population it could decrease the immigration intake.

Public opinion polls show that a majority of Australians (about 70%) believe the level of immigration is too high. Some believe that the Australian way of life is threatened by the influx of people whom they often see as being different from themselves. Until relatively recent times Australian politicians have avoided exploiting people's concerns about immigration.

Pauline Hanson (founder of One Nation political party) sought to exploit concerns about the level of Asian migration during the 1990s. The events of 11 September 2001 shifted the focus to Australia's Muslim community. Taken together, these events initiated a widespread community debate about the nature and scope of Australia's immigration program.

The questions of illegal immigration (especially those who come by small boat) and the mandatory detention of asylum seekers proved to be a decisive issue in the re-election of the Howard Government in 2001.

Despite these divisions Australia continues to welcome more than 120,000 immigrants a year. Clearly, other considerations outweigh the concerns people have about the level of immigration.

Since World War II, Australia's immigration program has been supported by both the Australian Labor Party and the Liberal/National Party Coalition. With the support of the business community successive governments have sought to grow the Australian population to achieve the critical mass needed to sustain economic growth.

Business interests counter the concerns of environmentalists by arguing that technological advances will solve any problems that may arise from a substantial increase in Australia's population.

But can the Australian continent sustain a significantly larger population at the current standard of living and technology without damaging the environment our children will inherit? Will technological change be sufficient to accommodate a larger population? Or will Australians in the future be content with a lower standard of living?

These are the questions we need to consider when debating the future size of the Australian population.

Activities:

- 1. Class survey.** Investigate the cultural origins of the students in your class. On a large map of world show the cultural origins of each student. Discuss the contribution each culture has made to Australia.
- 2. Class discussion.** What would Australia be like today if we had not accepted immigrants from places other than the United Kingdom and Ireland?
- 3. Internet research.** Use the Google search function of your computer to locate definitions of multiculturalism ['define:multiculturalism']. Select what you consider to be the best five definitions of multiculturalism. Identify the concepts or ideas that are common to each definition. Use these to develop your own definition of multiculturalism. Using the same function find definitions of 'assimilation' and 'integration' as they apply to migration. As a class determine which is the most realistic social outcome in a nation that operates a large-scale immigration program.
- 4. Brainstorming.** As a class brainstorm the advantages of living in a multicultural society. Use this information to construct a mindmap.
- 5. Groupwork.** Working in groups, discuss the point of view Peter Nicholson is seeking to communicate in his cartoon. Report your group's findings to the rest of the class. Use the knowledge gained to write a paragraph outlining your understanding of the issue or
- 6. Individual work.** Answer the following questions:
 - a. Explain who and/or what the characters in the cartoon represent.
 - b. Identify the contradiction evident in the cartoon.
 - c. Suggest why the family is told that they can't stay in Australia.
- 7. Hypothetical.** Study the statements featured in Figure 1 and then complete the following tasks:

Businesswomen: Australia has a shortage of skilled labour. This affects my company's ability to invest in new plant and equipment.

Demographer: Increasing the population is fine but we need to look at where people are living and encourage them to move out of the already crowded cities.

Economist: Australia's future economic well-being depends on increasing the size of the market for goods and services. This enables companies to achieve economies of scale.

Social worker: Australia's immigration program has greatly enriched our culture. Multiculturalism is making Australia a much more interesting and tolerant

Environmentalist: Australia's population is already too big. The environment can't sustain any more people. We are already experiencing water shortages and climate change means that we may not be able to grow as much food as we have in the past.

Anti-immigration interest group: There are too many immigrants from Asia and the Middle East. They threaten the Australian way of life.

Politician: We must increase our population to secure our place on this vast continent.

Union official: Immigrants threaten the job security of Australian workers.

Figure 1: Views on Australia's population debate

The Department of Immigration is hosting a public forum on the future of Australia's population. At the forum various groups are represented, including:

- the government
 - business interests (employers)
 - trade unions (representing employees)
 - environmentalists
 - anti-immigration interest groups
 - experts such as economists and demographers
 - social workers supporting newly arrived immigrants
- a. As a class identify those interests supporting an increase of Australia's population and those against any substantial increase, especially if it involves an increase in immigration.
- b. Each of these groups has a different perspective, or point of view, on what needs to happen to Australia's population. Divide into seven groups.

Each group is required to adopt one of the perspectives listed above. Brainstorm and/or research the arguments you will advance to justify your position on the issue. Prepare a multimedia presentation you will deliver at the forum.

- c. Conduct a mock forum. Listen to the range of views presented and then conduct a class debate. Topic: "That the only way Australia can maintain its standard of living is to double the size of its population".
- d. Write a discussion outlining the arguments for, and against, substantially increasing the size of the Australian population.

Writing stimulus-based responses. Task: With reference to the Nicholson cartoon discuss the attitude of Australians to refugees and migration in general. Use the stimulus-based response scaffold to help you structure your answer.

Writing stimulus-based responses

When interpreting cartoons with a geographical theme, you should ask yourself the following three questions:

1. What information does the cartoon convey? This includes the issue being addressed and the perspective, stance or point of view adopted by the cartoonist.
2. What geographical concepts/generalisations are related to the issue addressed in the cartoon?
3. What are the geographical implications of the issue addressed by the cartoonist?

From a consideration of these three questions emerges a three-stage organisational framework or scaffold for the writing of a stimulus-based response.

Stage 1. Description. This stage involves the identification of the issue being addressed in the cartoon. In addition to naming the issue this statement should include a brief outline of its geographical significance and identify the perspective, stance or point of view of the cartoonist. It might also include an explanation of how the various elements of the cartoon contribute to the message the cartoonist is seeking to convey.

Stage 2. Analysis. In analysing the cartoon, students should first identify the geographic concepts/generalisations relevant to the issue being addressed. Students are then required to demonstrate their understanding of these concepts by using the appropriate terminology in context to discuss/explain the geographic processes/phenomenon central to the issue. Alternative perspectives can also be mentioned in this section of the response.

Stage 3. Implications. This stage involves the students applying their knowledge and understanding of the cartoon's subject matter to discuss the geographical implications of the issue addressed. In some instances students may be able to use the information obtained to draw inferences and construct generalisations. Where appropriate these implications, inferences and generalisations should be illustrated by reference to specific examples.

Things that matter: Australia's Population Debate

Cartoon Interpretation Scaffold

Description: A statement outlining the nature of the cartoon's subject matter. This might, for example, include a statement identifying the geographic issue being addressed and the perspective (or point of view) adopted by the cartoonist.

Analysis: In interpreting the cartoon you should identify the geographic concepts or generalisations relevant to the issue being addressed and use these to demonstrate your understanding of the issue. You might also evaluate the point of view or perspective adopted by the cartoonist and include reference to alternative perspectives relevant to the issue.

Implications: This part of your response requires you to apply your geographic knowledge and understanding to outline some of the geographical implications of the issue addressed in the cartoon.