

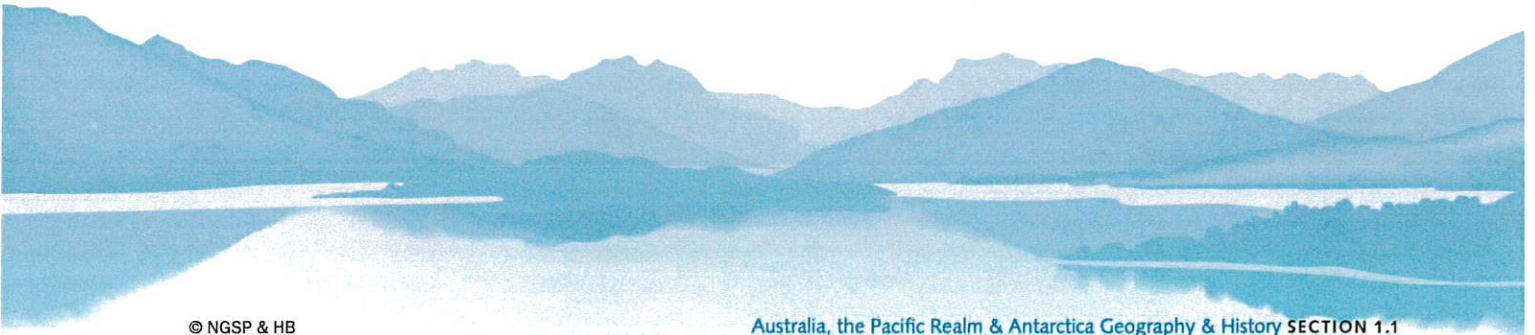
Ch. 23

SECTION 1 GEOGRAPHY

*Use with Australia, the Pacific Realm & Antarctica Geography & History, Section 1.1, in your textbook.***1.1 Physical Geography****Reading and Note-Taking Take Notes**

As you read Section 1.1, use the Section Map below to take notes and answer questions about Australia, the Pacific Realm, and Antarctica.

What is the title of the section? _____		
What is the Main Idea?		
What is the "Australia" passage about?	What is "The Pacific Realm and Antarctica" passage about?	What do the maps show?
What do the photographs show?		



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SECTION 1 GEOGRAPHY

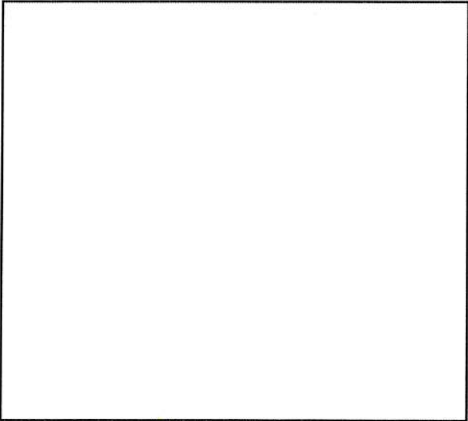
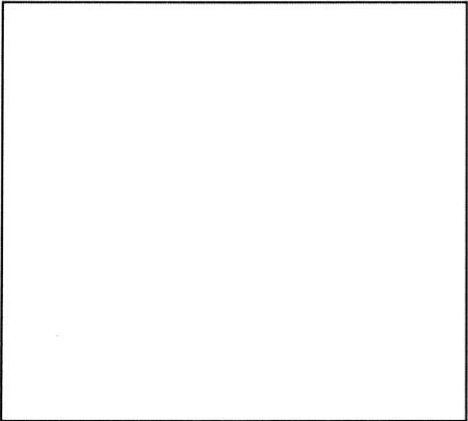
Use with Australia, the Pacific Realm & Antarctica Geography & History,
Section 1.2, in your textbook.

1.2 Indigenous Plants and Animals

Reading and Note-Taking Categorize Indigenous Species

Read Section 1.2 and use the T-Chart below to categorize the different types of plants and animals native to this region. Add details about each plant and animal. Then pick one plant and one animal, and draw a picture of each.

Plants	Animals
<i>eucalyptus trees—oil in the leaves</i>	
<i>is used in medicine; can reach</i>	
<i>300 feet tall</i>	

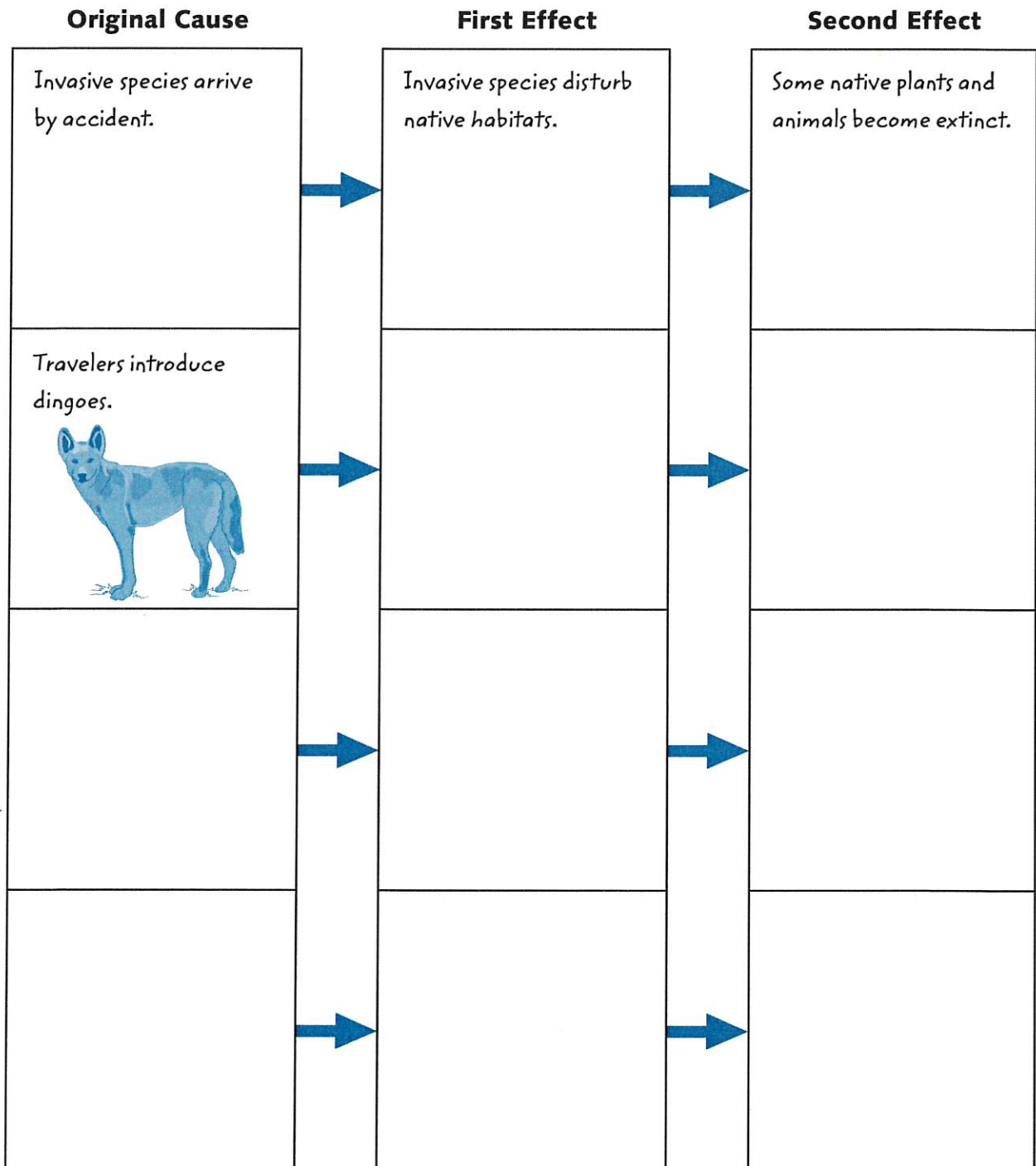
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SECTION 1 GEOGRAPHY

Use with Australia, the Pacific Realm & Antarctica Geography & History, Section 1.3, in your textbook.

1.3 Biological Hitchhikers**Reading and Note-Taking Analyze Cause and Effect**

As you read Section 1.3, complete a Cause-and-Effect Map to take notes about the ways invasive species were introduced into this region and the effects of their introduction.



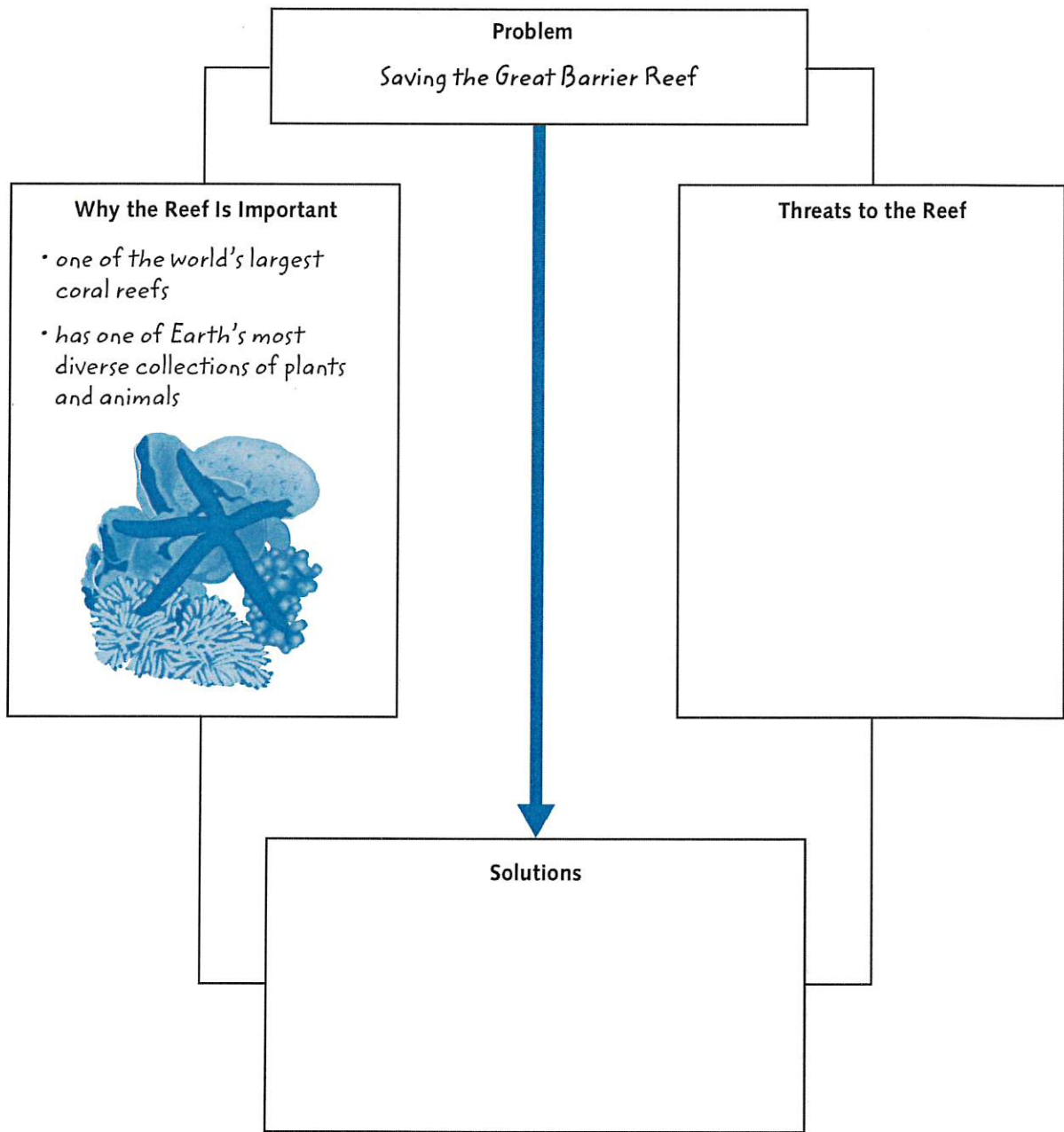
SECTION 1 GEOGRAPHY

Use with Australia, the Pacific Realm & Antarctica Geography & History,
Section 1.5, in your textbook.

1.5 Saving the Reefs

Reading and Note-Taking Identify Problems and Solutions

Complete the Problem and Solution Diagram below to identify the problems described in Section 1.5 related to protecting the Great Barrier Reef. Then describe the solutions people are working to find.



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SECTION 2 HISTORY

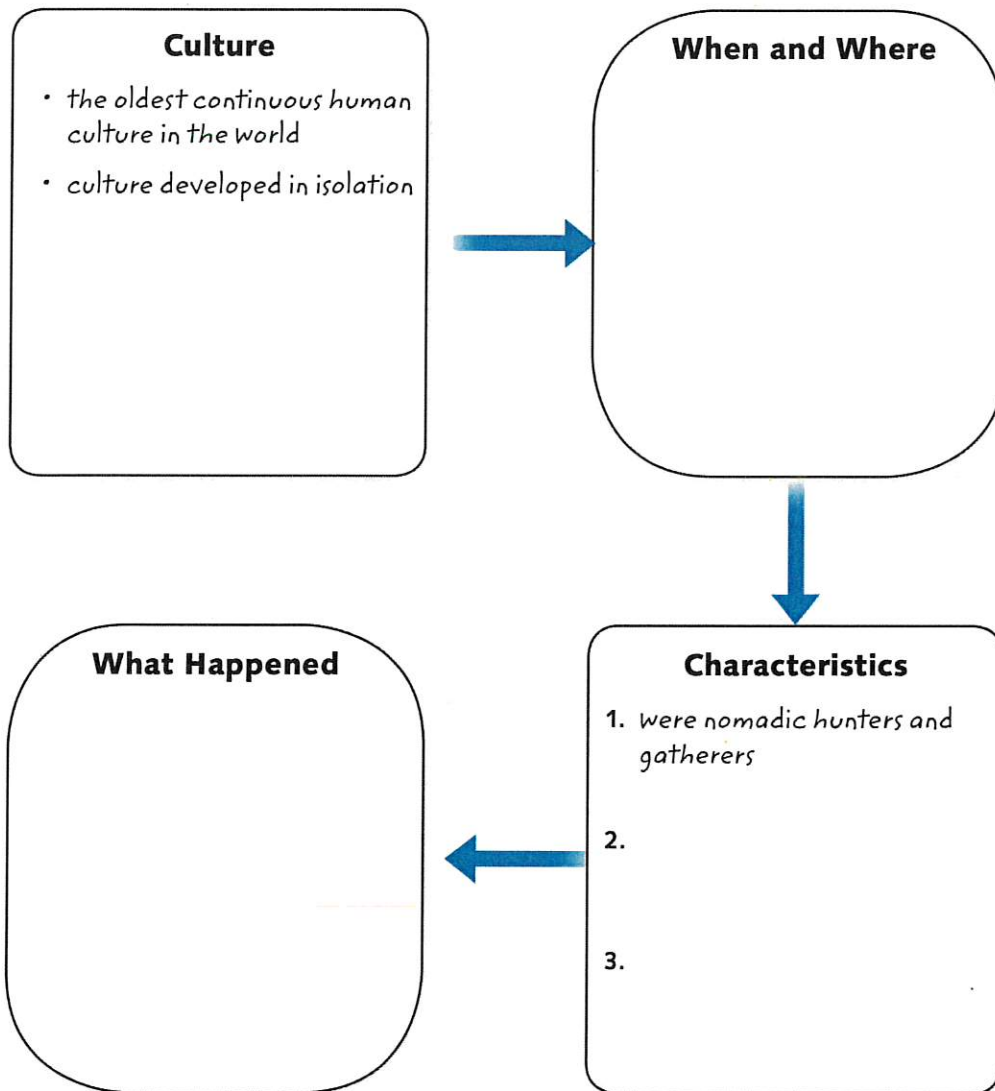
2.1 Indigenous Populations

Use with Australia, the Pacific Realm & Antarctica Geography & History, Section 2.1, in your textbook.

Reading and Note-Taking Summarize Aboriginal History

As you read Section 2.1, use the Culture Map below to take notes about the culture and history of Australia's Aborigines.

The Aborigines



Write a sentence or two summarizing what you read in Section 2.1 about the Aborigines' strong attachment to the land.

Ch. 2.3

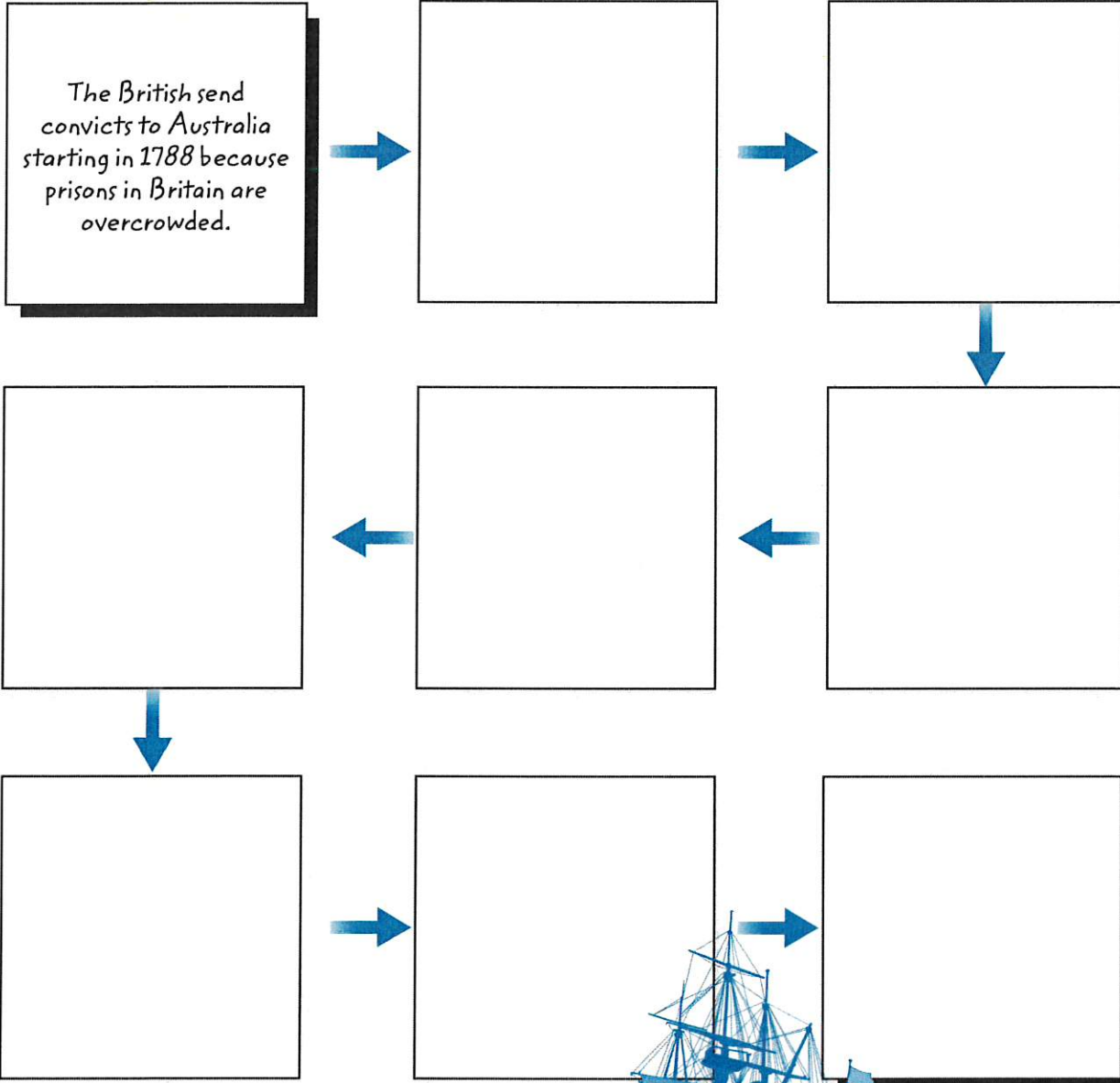
SECTION 2 HISTORY

Use with Australia, the Pacific Realm & Antarctica Geography & History, Section 2.3, in your textbook.

2.3 From Convicts to Colonists

Reading and Note-Taking Sequence Events

Use the Sequence Chain below to trace the events in Australian history described in Section 2.3. Draw additional boxes if needed.



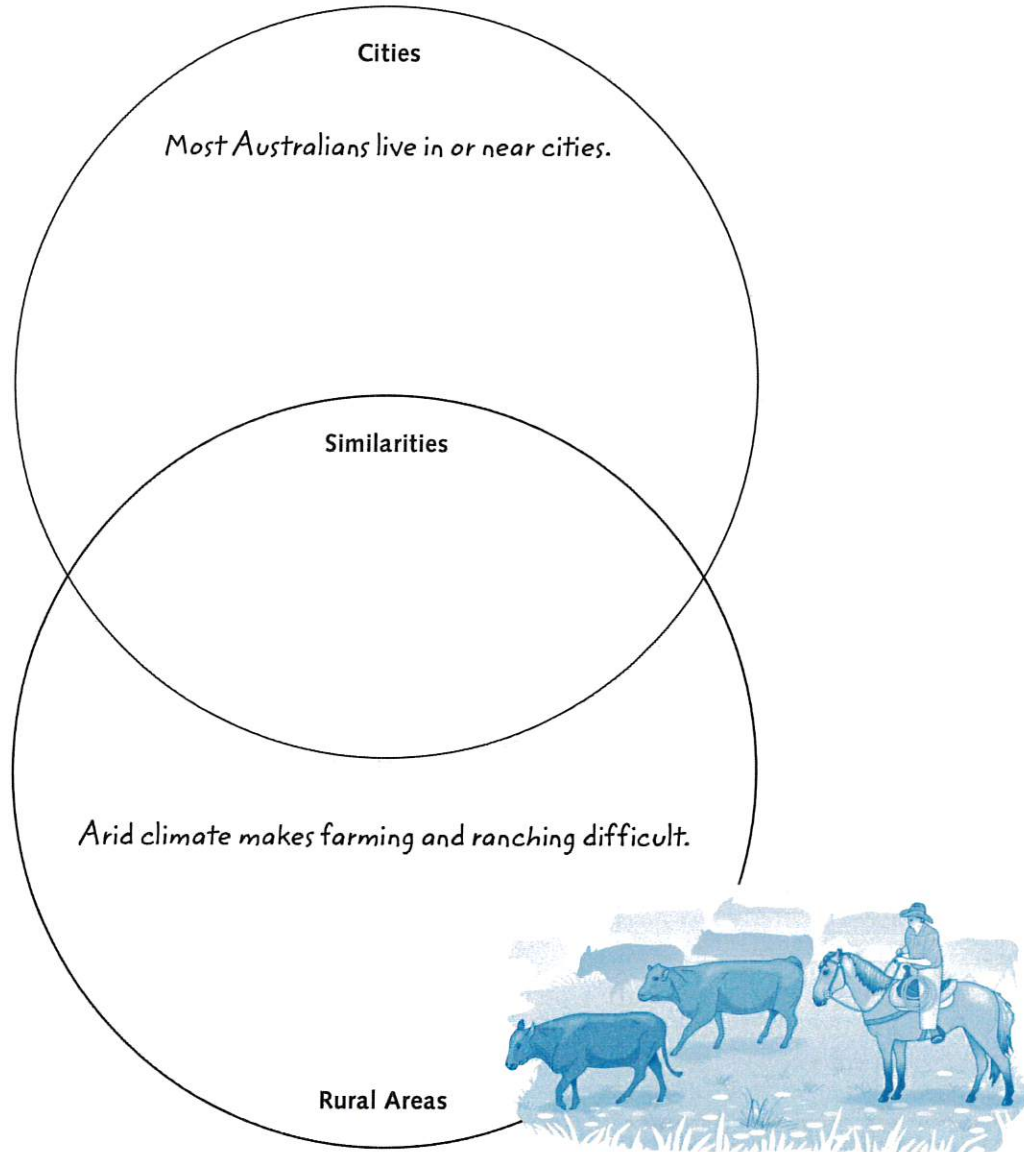
SECTION 1 CULTURE

1.1 From Ranch to City

Use with Australia, the Pacific Realm & Antarctica Today,
Section 1.1, in your textbook.

Reading and Note-Taking Compare and Contrast

Fill in the Venn Diagram below as you read Section 1.1 to note the similarities and differences between Australia's cities and rural areas. Write similarities in the areas where the circles overlap. Write unique features in the outer areas of the circles.



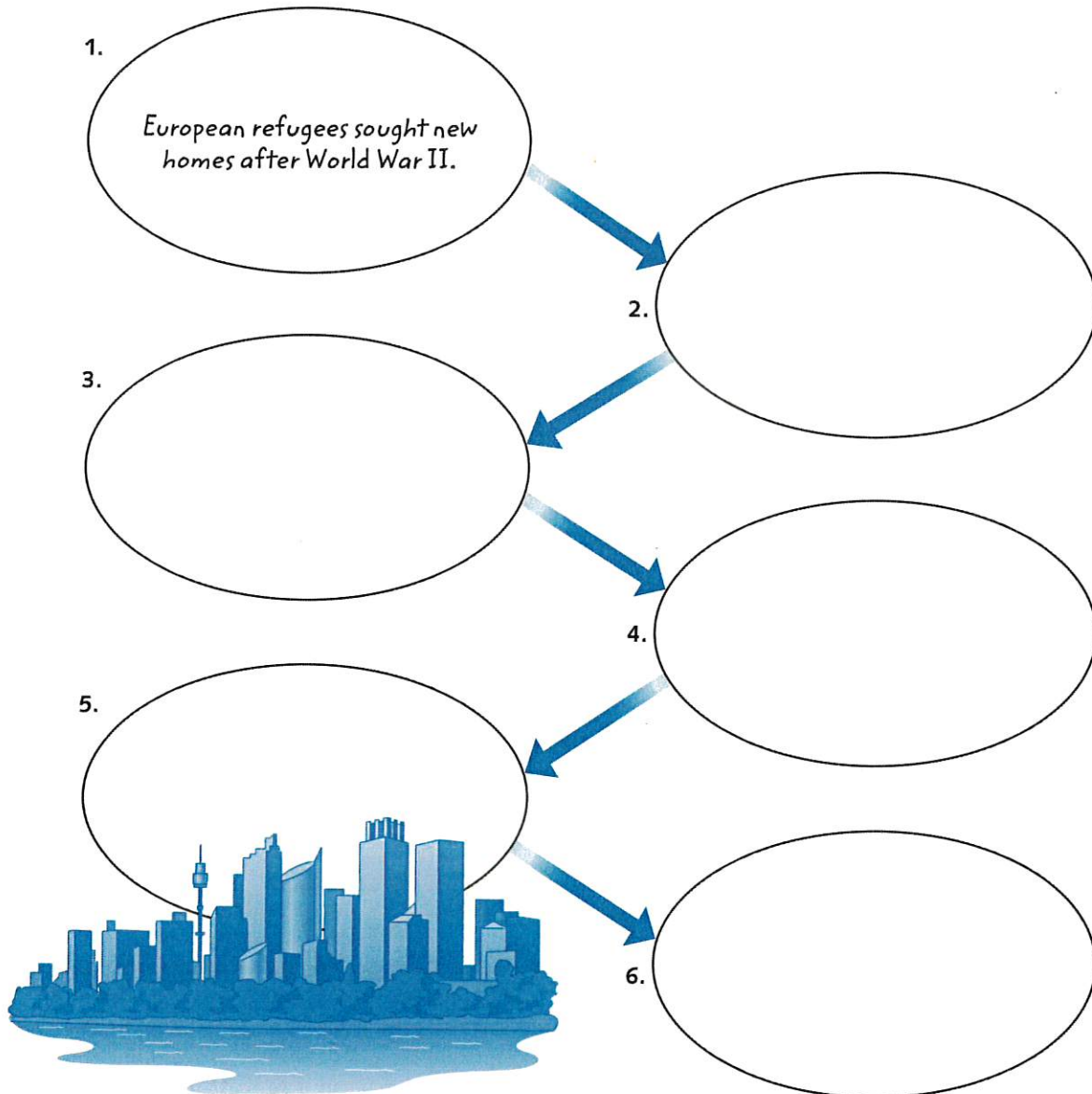
Analyze Cause and Effect Why does the interior rely for irrigation on sources of freshwater such as rivers instead of importing water from the ocean?

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SECTION 1 CULTURE

Use with *Australia, the Pacific Realm & Antarctica Today*,
Section 1.2, in your textbook.**1.2 Immigration to Australia****Reading and Note-Taking Sequence Events**

As you read Section 1.2, use the Sequence Chain below to note the main events or developments related to Australia's population changes since World War II. Write the events in the order that they occurred.



Draw Conclusions What languages might you hear if you were to visit Sydney and Melbourne today?

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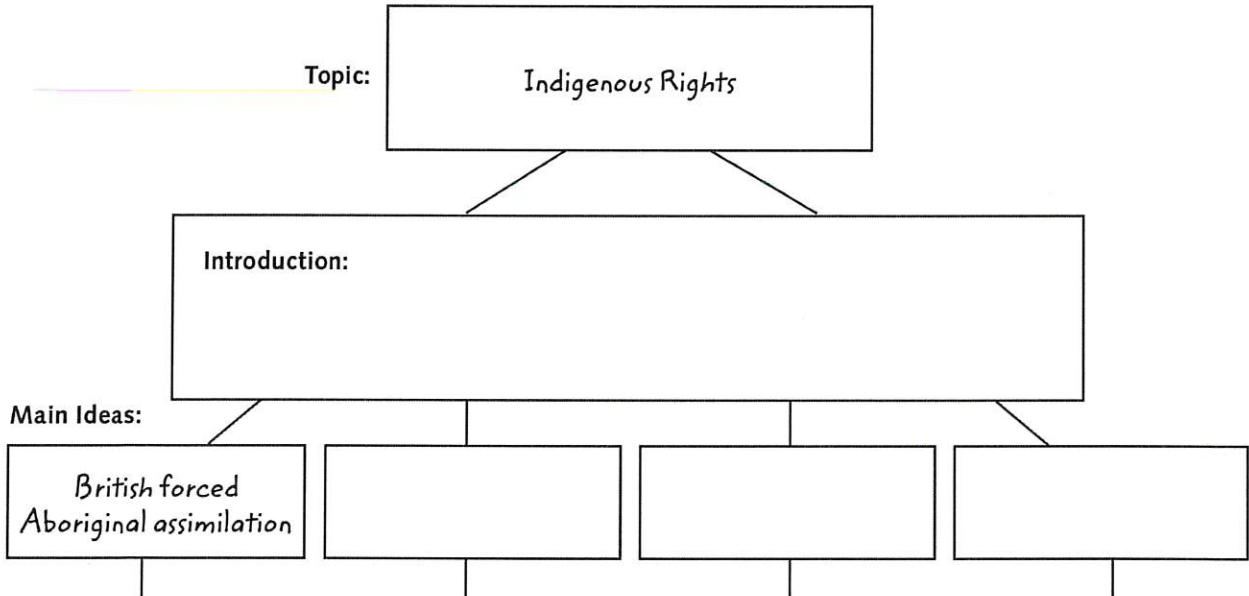
SECTION 2 GOVERNMENT & ECONOMICS

Use with Australia, the Pacific Realm, & Antarctica Today, Section 2.2, in your textbook.

2.2 Rights for Indigenous People

Reading and Note-Taking Draw Conclusions

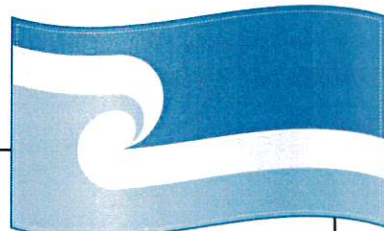
Fill in the Idea Diagram below as you read Section 2.2 to keep track of the information related to the rights of indigenous people in Australia and New Zealand. Then draw a conclusion about their political equality.



Details:

Aboriginal children
were separated from
their parents and
placed in mission
schools and homes.

Conclusion:



Maori Flag

1.2 INDIGENOUS PLANTS AND ANIMALS

Research Indigenous Species

What animals can survive in the harsh climate of Antarctica? Does New Zealand have the same kinds of plants as Tahiti? Work in teams to research the plants or animals in one of these four areas: Australia, New Zealand, the Pacific Islands, or Antarctica. Use the steps in the Project Organizer to prepare a report about wildlife in the area.

Step 1 Select and Develop Your Research Topic Use the questions in the first box to help you choose a topic. You might focus on plant or animal species that are rare or unique to the region. For example, a topic might be “the flying fox and its predators.” Write your topic in the Project Organizer.

Step 2 Identify Your Sources Work with your teacher or a librarian to find sources for your topic. Write your sources in the Project Organizer.

Step 3 Research and Take Notes Take notes from your sources. Write the most important fact from each source in Step 3 of the Project Organizer.

Step 4 Identify Your Main Idea Write your main idea in a complete sentence in the Project Organizer. The main idea should be about the topic you wrote in Step 1. The main idea for the sample topic might be “The flying fox’s predators include eagles, pythons, and crocodiles.”

Step 5 Present Your Findings Create a presentation of your research that supports your main idea. Use the ideas on the right to help you choose a format.

Project Organizer

Step 1 Select and Develop Your Research Topic

Among the plants and animals in the region, which is the most interesting? What does this plant or animal look like? What kind of conditions does it need to survive? Can it be found anywhere else in the world?

Step 2 Identify Your Sources

Source 1: _____

Source 2: _____

Step 3 Research and Take Notes

Source 1: _____

Source 2: _____

Step 4 Identify Your Main Idea

Step 5 Present Your Findings

Essay

- Create an outline.
- Use a formal tone.
- Read your essay to the class.

Blog

- Use a less formal tone.
- Post your blog entries.
- Respond to questions in comments section.

“Slide Show”

- Write clear, simple bullet points.
- Use visuals or animated text.
- Project your presentation in class.

Video or Photo Essay

- Stay under five minutes.
- Include charts or graphs.
- Play your visual essay for the class.

Presentation Format: _____

1.2 IMMIGRATION TO AUSTRALIA

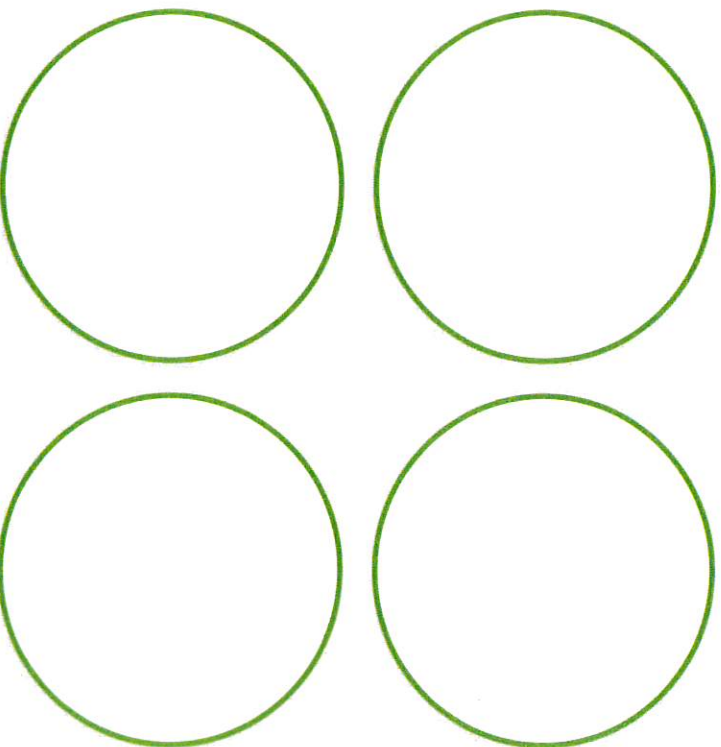
Graph Immigration Trends

The chart below shows the Australian immigrant population by region of birth over a period of 45 years. Study the chart and then answer the questions that follow.

REGION	1961	1976	1991	2006
Pacific Islands	55,496	110,867	336,527	496,158
Europe	1,604,788	2,221,234	2,272,771	2,077,942
Asia	86,767	240,496	844,502	1,459,270
North/South America	19,018	76,632	138,052	180,000
Africa	12,272	39,906	93,117	191,847
Total	1,778,341	2,689,135	3,684,969	4,405,217

Source: Australian Bureau of Statistics

- Calculate** For each year, determine the percentage of the total immigrant population for each region. Write the percentage next to each population number in the chart above.
- Create Charts** Using the percentages you calculated above, create a pie chart for the immigrant population for each year. Use the empty circles at right. Use a different color for each region and label each chart with the year it represents.



- Interpret Charts** Which region's percentage of Australia's population increased the most over the 45-year period? How can you tell?
- Make Predictions** What do you think will happen to the population from each region over the next 15 years?

2.2 RIGHTS FOR INDIGENOUS PEOPLE

Build a Time Line of Indigenous Rights

For generations, Australia's Aborigines and New Zealand's Maori were denied basic civil rights. Read about the struggles these groups undertook in the 20th century to gain their rights. Then answer the questions that follow.

The Struggle for Aboriginal Rights

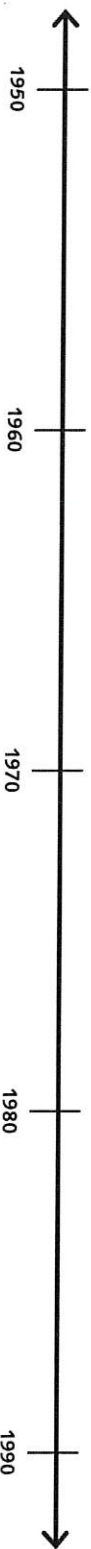
In the middle of the 20th century, Australia's Aborigines were not allowed to move freely in their country. They could not choose their own marriage partners or have legal responsibility for their own children. They had very few rights or legal protections. In 1957, a petition was circulated to amend Australia's constitution and guarantee Aborigines equal citizenship. The Aborigines gained the right to vote in federal elections in 1962, but they did not become full citizens until 1967. They continued in their efforts to have control over their property. This led to the passage of the Aboriginal Land Rights Act in 1976, which recognized traditional Aboriginal land ownership for the first time in Australian law.

The Rights Movement in New Zealand

The British guaranteed the Maori "the full, exclusive and undisturbed possession of their lands" when they first formed a colony in New Zealand. However, the Maori have struggled to maintain possession of their lands throughout the country's history. In 1953, the government passed the Maori Affairs Act, which seized Maori lands that were considered "unproductive." This act was made even more severe in 1967, leading to large Maori protests against unfair treatment. In 1975, a large group of Maori marched on Parliament, demanding that "not one more acre of Maori land" be taken. That same year, a tribunal was formed to hear official complaints about Maori land claims. Although this group could only advise the government at first, their powers were expanded in 1985. The Maori could now demand their traditional territories or compensation for lands that had been unfairly taken from them since 1840.

- 1. Create Time Lines** Underline key dates in both passages. Then put them in order on the time line below. For each key date, write a short phrase that summarizes the event.
- 2. Turn and Talk** With a partner, discuss how the rights that the Maori fought for are similar to and different from the rights sought by the Aborigines.

Time Line Title: _____



Name _____

Class _____

Date _____

SECTION 2 HISTORY
GeoActivity

Use with Australia, the Pacific Realm, & Antarctica Geography & History, Section 2.3, in your textbook.

Go to Interactive Whiteboard GeoActivities at
myNcconnect.com to complete this activity online.



2.3 FROM CONVICTS TO COLONISTS

Analyze Primary Sources: Australian Settlers

Life as a convict settler was not easy. Along with leaving family and loved ones behind, the transported settlers endured harsh living conditions both during and after their journey across the globe. Some convicts who could read and write told of their experiences in letters home. Those who were not literate told of their experiences in songs. Analyze the excerpts below to learn more about life as a convict settler in Australia.

Document 1: Mark Jeffrey on His Arrival in Australia

Mark Jeffrey was a British citizen who was convicted of burglary and sent to Australia in 1850. He spent the rest of his life as a prisoner and often spoke out about injustice in the prison system. Note that Van Diemen's Land was an early name for the island of Tasmania.

We arrived at Hobart Town in 1850, when Sir William Denison was governor. From our anchorage I gazed upon the savage grandeur of Van Diemen's Land with bitter disappointment. It seemed hard to be banished forever from the busy hum and gaieties of the old world; to be so utterly estranged [removed] from cherished scenes and associations. . . .

"Here is a pretty place to send a man to!" I exclaimed. "I would rather be dead than be compelled [forced] to live in a savage country like this!"

—from *A Burglar's Life: or, The Stirring Adventures of the Great English Burglar, Mark Jeffrey: A Thrilling History of the Dark Days of Convictism in Australia*, 1893



Document 2: The Convict Experience in Song

Oh when we sailed from England, we landed at the bay.
We had rotten straw for bedding; we dared not to say nay.
Our cots were fenced with fire (we slumber while we can)
To drive away the wolves and tigers upon Van Diemen's Land.

— from the folk song "Van Diemen's Land," c. 1820

1. Interpret Why is Jeffrey so disappointed upon his arrival in Van Diemen's Land?

2. Make Inferences In the folk song, why are the cots "fenced with fire"?

3. Compare and Contrast How do both Jeffrey's account and the folk song portray the convict experience?

4. Draw Conclusions Based on both excerpts, what conclusions can you draw about life as a convict settler?