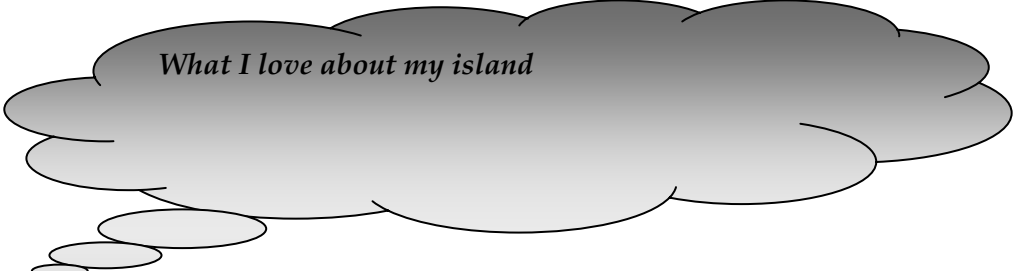







# People and culture

Historically the lack of contact with the outside world has led to the development of cultures which are unique to the island context. This uniqueness can be seen in areas such as governance, housing, agriculture and traditions.

STRATEGY	SUGGESTED IDEAS:
<p><b>ANALYSIS</b></p>	<ul style="list-style-type: none"> <li>▪ Prepare a profile of yourself to share with other students around the globe.</li> <li>▪ What is it you long for on your island when you leave it for a period of time? Show your response in a large dream bubble. Give it an appropriate title and share your 'island dream bubbles' on the web. See if students on other islands appreciate similar things to you about their island.</li> </ul> <div style="text-align: center; margin: 20px 0;">  </div> <div style="display: flex; align-items: flex-start; margin-bottom: 20px;"> <div style="width: 150px;">  </div> <div style="margin-left: 20px;"> <ul style="list-style-type: none"> <li>▪ Read the story 'Island Kids' by Willard Manus about two American children growing up on a Greek island. Using the story's writing style write your own autobiography of growing up on your island.</li> <li>▪ Analyse what has been important to you about growing up on an island. Write a short photographic diary of your life during 2007. Share with others.</li> </ul> </div> </div> <ul style="list-style-type: none"> <li>▪ Make a flow chart or a series of dioramas to show the stages of settlement on your island. Are the stages similar to those on other islands?</li> <li>▪ Learn more about islands and your own island by studying who and / or what is represented on the currency.             <div style="float: right; text-align: center; margin-top: 10px;">  </div> <ul style="list-style-type: none"> <li>○ Compile a background of the people or items that are on the coins and notes of your island. What types of people are represented?</li> <li>○ Are some people common to several island currencies?</li> <li>○ Does the currency provide a broad background of your island's life?</li> <li>○ Collect currency from other islands or search the Internet for images for a comparative study. What have you learned about the island from the currency?</li> <li>○ What do students from other islands think of your island's notes?</li> <li>○ Discuss with students on other islands how their currencies have changed over time. Think about the reasons for such change.</li> <li>○ What security against forgeries are on the notes?</li> <li>○ Design your own currency for your island that best represents your views.</li> </ul> </li> </ul>
<p><b>SYNTHESIS</b></p>	<ul style="list-style-type: none"> <li>▪ Draw an 'island web'. On a very large map of the world or using a MindMap, connect your island to another island where you know there is a personal or general link, such as coconuts from this island are imported to my island or my grandfather was born on this island, etc. Label your map with the connection. Connect to as many islands as you possibly can. Join your web to a class web. From this you will gain an appreciation of how interconnected your island is with others.</li> <li>▪ Read the stories of ordinary individuals from small islands with big dreams at: <a href="http://www.un.org/works/smallislands/index.asp">http://www.un.org/works/smallislands/index.asp</a> (See References for a link to small island states). What big dreams do you have for your island? Write these in a creative essay.</li> </ul>

	 <ul style="list-style-type: none"> <li>▪ Dress a doll in your island's national costume or most typical clothing if there isn't a national costume. Photograph the doll and add the photograph to an online collection. Investigate the national costumes of other islands. Outline the ways in which national costumes reflect island cultures.</li> <li>▪ What are typical uniforms on your island: military, police, school etc? Compare these with other island uniforms.</li> </ul> <ul style="list-style-type: none"> <li>▪ Create a photographic essay of the clothes that people on your island are currently wearing. Organise and video a fashion parade of people wearing clothes that they would wear everyday and fashions that they would wear to a special event. Share these videos with students on other islands. Compare the typical clothing worn with that of other islanders.</li> <li>▪ Research what other islanders around the world would typically wear to their workplace, for their leisure activities, to school and for special occasions. Compile a scrapbook of images of the clothing to enable a comparison.</li> </ul>
<b>PARADOX</b>	<ul style="list-style-type: none"> <li>▪ Discuss the statements below. Deepen your understanding of why and when people saw (or currently see) islands as a paradise, hell or as a land of promise. Create a MindMap of your findings and present to an audience.</li> </ul> <p>Is paradise an island? The ancient Greeks believed that the spirits of their dead heroes inhabited the Elysian fields in the Isles of the Blest, far away to the west near the Pillars of Hercules. Centuries later, searching for paradise, the Irish monk Saint Brendan (484-578) sailed far into the Atlantic Ocean, where he came upon an island of unsurpassed beauty which he believed to be the 'Promised land of the Saints'. Saint Brendan's sacred island remained clearly marked upon most maps for over a thousand years. Even today, most travel agents have at least one 'island paradise' inscribed on their books with which to entice clients anxious 'to get away from it all'.</p> <p>Is Hell an island? For millions of Africans sold into slavery, the island of Gorée, off the coast of Senegal, near Dakar, where they were held before being transported across the Atlantic, was the gateway to Hell. And names such as Devil's Island and island prisons such as Alcatraz and Sarah Island all evoke images of hell.</p> <p>Is desperate hope an island? Hundreds of thousands of ragged immigrants trembled on Ellis Island at the entrance to New York harbour where, as they had their first glimpse of the hoped-for land of promise, they waited to have their immigration applications processed.</p> <p>Source: adapted and expanded from Island Agenda: An Overview of UNESCO's Work on Island Environments, Territories and Societies. UNESCO, Paris (1994).</p>
<b>ATTRIBUTE LISTING</b>	<ul style="list-style-type: none"> <li>▪ List the main sports (including extreme spots) available on your island. Share your research with students on other islands, including your findings about the following questions. Discuss the similarities and differences. <ul style="list-style-type: none"> <li>○ Is there a common way in which these sports were introduced to the islands?</li> <li>○ What percentage of sports listed are related to water?</li> <li>○ What sports are unique to your island? Describe how to play the sport to students on other islands.</li> <li>○ Organise an island sports day where your school plays sports that are new to your island and specific to some islands.</li> <li>○ What sports originated on your island? In Tasmania for example, woodchopping was first introduced as a competitive sport at Sprent in 1870.</li> </ul> </li> <li>▪ Research the success and participation of islands at the Olympic Games and Commonwealth Games (where applicable). <p>Are there sports unique to some islands? For example the nation of Nauru is mainly known for its weightlifting tradition and all seven athletes that have competed for Nauru at the Olympics have been weightlifters.</p> <p>Which islands have the greatest participation and / or success medal tally? Who have been the most significant competitors from island nations? What have been the most unusual island entries? For example, Mathieu Razanakolona represented Madagascar in the 2004 Winter Olympics, competing in skiing events.</p> </li> </ul>  

- In what ways do islanders entertain themselves? What entertainment is unique to particular islands? Develop and conduct a survey where people rate how often they engage in specific entertainment. What entertainment is most common on your island, for which age groups? Compare your findings with those from other islands.



- List the video or online games that are centred on islands. Why do you think islands provide a popular theme for games? Using the software GameMaker: <http://www.gamemaker.nl/> develop your own online game that focuses on your island and specific themes that make your island special to you.
  - What are the 10 top rated films on your island? What are the top 10 on other islands? Discuss any differences and similarities.
- What are the most favourite fiction books on your island? Australia's Top 10 and top 100 books rated in 2005 are listed at: <http://www.abc.net.au/myfavouritebook/top10/default.htm> and Australia's Top 10 Children's books are:

1. *The Lord of the Rings* by J.R.R. Tolkien
2. *Harry Potter and the Order of the Phoenix (Book 5)* by J.K. Rowling
3. *Harry Potter and the Prisoner of Azkaban (Book 3)* by J.K. Rowling
4. *Captain Underpants and the Invasion of the Incredibly Naughty Cafeteria Ladies from Outer Space* by Dav Pilkey
5. *The Lion, the Witch and the Wardrobe* by C.S. Lewis
6. *The Wind in the Willows* by Kenneth Grahame
7. *The Hobbit* by J.R.R. Tolkien
8. *Deltora Quest Series* by Emily Rodda
9. *Harry Potter and the Goblet Of Fire (Book 4)* by J.K. Rowling
10. *Anne of Green Gables* by L.M. Montgomery

Read your top ten books if you haven't already, and share this list with students from other islands. Read the favourite books nominated by students from other islands. Discuss any differences in the favourite books and possible reasons for the differences.

- List the pets that you have. Survey students and teachers at your school to see what pets they keep. Compile a pictograph of the results. Compare this with students from other islands. Discuss any differences in the results.  
Are there any unusual pets kept on different islands? What are typical pet names across islands?  
Compile and collate stories about island pets. Have any been famous?  
What are the most common illnesses of pets on islands? Collate your findings.






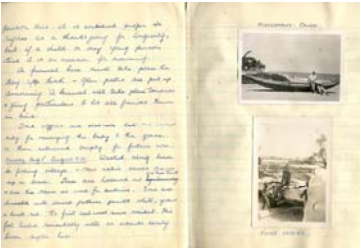


- List the main occupations on your island. Use the occupation categories listed at: [http://www.bls.gov/soc/soc\\_majo.htm](http://www.bls.gov/soc/soc_majo.htm) to analyse your list. Graph your findings and compare with other islands. Conduct a survey at your school to find the main occupations of parents. Graph and compare with students on other islands. Discuss any differences and similarities.


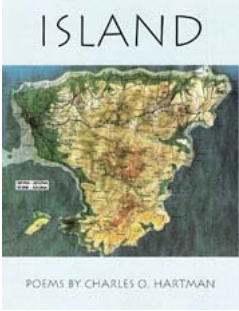







- Have the occupations on your island changed over time? Show your research findings about any changes in a PowerPoint presentation and present to an audience.


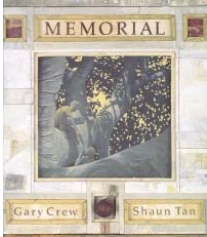
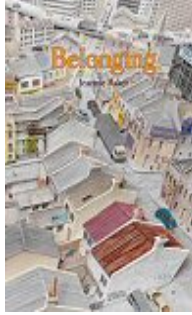

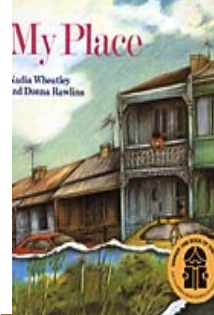



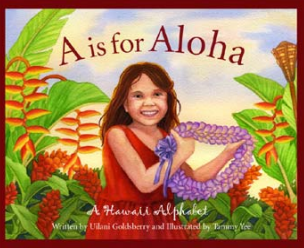
<p><b>ANALOGY</b></p>	<ul style="list-style-type: none"> <li>The writer Lawrence Durrell first coined the term 'islomaniac' in his book 'Reflections on a Marine Venus' to describe people who are drawn to spend their time on an island. He wrote:  'Somewhere among the notebooks of Gideon I once found a list of diseases as yet unclassified by medical science, and among these there occurred the word islomaniac, which was described as a rare but by no means unknown affliction of spirit. These are people, Gideon used to say, who find islands somehow irresistible'.  Find the islomaniacs on your island. Interview them and see why they are passionate about living on an island. Are you an islomaniac? If so, list the reasons why. If not, list the reasons why not. Share these views with other students on islands around the world and compare similarities and differences in response.</li> </ul>
<p><b>DISCREPANCY</b></p>	<ul style="list-style-type: none"> <li>What are the traditional roles of males and females on your island? Have the roles changed over time? Compare the roles with those on other islands.</li> <li>What does a typical day look like for children, teenagers or adults on your island? Does this look similar to a day on other islands?  Organise with students on other islands to take one photo that represents a typical day on their island during 2007 for them. Compile these into an online gallery or book titled:  'A day in the life of islands around the world'.</li> <li>What knowledge, skills, inventions or resources has your island given to the world? In what ways has this gift benefited other countries and cultures? How has it affected your way of life at home?</li> <li>Just like the people of the 1910s and 1920s, people today need recreational time. However, because technology and the world have changed so drastically, this recreational time is handled differently than it was in the past. Undertake the activity at:  <a href="http://www.pbs.org/wgbh/aso/tryit/tech/#">http://www.pbs.org/wgbh/aso/tryit/tech/#</a> Record 10 technological changes that have occurred in the house between 1900 and 1998. Draw or create digital images that show the development of technology on your own island.  Based on your this research, what changes do you think occurred in technology, family, the job market, the economy, transportation and the ecosystem during this time period? How do you think these technological changes, such as faster trains, television, and air-conditioning, affected all aspects of people's everyday lives? Specifically, how have these changes impacted family, home and leisure time?</li> </ul> 
<p><b>PROVOCATIVE QUESTION</b></p>	<ul style="list-style-type: none"> <li>Many islands around the world are for sale or rent ranging in price from \$US60,000 to \$700 million see:  <a href="http://www.privateislandsonline.com/islandsforsale.htm">http://www.privateislandsonline.com/islandsforsale.htm</a>  Which island might you select? Describe what you would do with the island. Draw up plans and designs. Should islands be available to anyone who wants to live there? Discuss this question.</li> <li>Why have some islands been listed in Wikipedia and not others? Using the island links in the Reference, sort your own ways of classifying islands. Research the lists and determine why your island may or may not be on a particular list/s or not on any list.</li> <li>Montgomery Burns suggested 'Let's.....purchase a small island somewhere, and start our own country' at: <a href="http://www.worldislandinfo.com/Starting%20island%20country.html">http://www.worldislandinfo.com/Starting%20island%20country.html</a>  People thinking about forming their own nation often turn to islands: they appeal to people's sense of dominion, and their borders are clear. One just might get away from it all, and start something new.  Brainstorm the problems that you might encounter. Provide some creative solutions. Use the internet to help identify the potential problems and some possible solutions. Is achieving sustainability on small tropical islands possible given that progress is often aggravated by stagnant economies, growing populations and fragile environments? Discuss this question by researching how some islands are approaching sustainability issues.</li> <li>Are people on islands inextricably linked to the sea and / or ocean? Discuss your thoughts after undertaking some research.</li> <li>Has colonisation of islands caused problems? Present your thoughts on this issue in a creative way.</li> <li>Undertake the Webquest titled 'Island colonisation' to deepen your understanding of this issue. Was your island part of a colony? How might colonisation have impacted on your island?  <a href="http://teacherweb.com/TW/TaipeiAmericanSchool/IslandColonizationWebquest/">http://teacherweb.com/TW/TaipeiAmericanSchool/IslandColonizationWebquest/</a></li> </ul> 

<b>TOLERANCE FOR AMBIGUITY</b>	<ul style="list-style-type: none"> <li>What if everyone in the world decided that they wanted to live on an island?</li> <li>What if everyone in the world decided they didn't want to live on an island any longer?</li> </ul>
<b>EXAMPLES OF CHANGE</b>	 <ul style="list-style-type: none"> <li>Create a series of collages that depict the changes in your local area over the period of your lifetime. Consider the key changes and what they mean to you.</li> <li>Analyse the housing on your island. What do older homes look like? What materials were used to build them? Using various sources, arrange a pictorial timeline of housing on your island to show change. Has housing on other islands changed over the past 100, 200 or more years? With students from other islands, provide reasons for possible changes.</li> </ul> <p>Conduct a survey of your class about the building materials for homes. What are the most common building materials? How does this compare with students' data on other islands?</p>
<b>EXAMPLES OF HABIT</b>	 <ul style="list-style-type: none"> <li>Keep a digital or handwritten diary of everything you do at school during one day and on Saturday and Sunday. Illustrate your diary page and share it with students from other islands. In what ways do your school day and weekend differ from that of students on other islands?</li> <li>Given the choice, what would be the way you would spend a day on your island? Write about and illustrate your ideal day. Share your work with others.</li> </ul> <p>List the main public celebrations of the seasons, celebratory events or special holidays on your island.</p> <p>Compare the calendar of your island's events with that of other islands, e.g. the Caicos Island 2007 calendar <a href="http://www.turksandcaicos.tc/calendar/index.htm">http://www.turksandcaicos.tc/calendar/index.htm</a> and the Virgin Islands calendar <a href="http://www.bvitourism.com/events">http://www.bvitourism.com/events</a> and Tenerife's 27 days of the carnivals. What are the main similarities and differences? Read about the celebrations and festivals of other islands. Are there any common themes, e.g. the sea, wooden boats, religion, family, nature?</p> <p>Write and present a quiz show about your island's celebrations. Plan and undertake some of these festivals in your school community to enable others to understand and enjoy the festivals of other islands.</p>   <ul style="list-style-type: none"> <li>'10 Days on the Island' provides a unique festival of island culture. This festival brings island people from around the world to Tasmania to celebrate what being an islander is all about. The program enables people to tell the stories of how island life has shaped their dance, theatre, music, opera, film, literature, and gastronomy. Review the programs and share personal experiences about how well you gain a sense of other islanders' cultures.</li> </ul> <p><a href="http://www.tendaysontheisland.com/">http://www.tendaysontheisland.com/</a></p> <ul style="list-style-type: none"> <li>Take a personal inventory of what you do in your free time. Where do you go? How much free time do you have? How are your activities different from that of students on other islands? Discuss these inventories in the large group. What can these inventories tell us about the society we live in today?</li> <li>Think about whether an island location might affect the culture of a people. Reflect on the location of islands such as Great Britain, Japan, Singapore and Cuba. How do people overcome geographic barriers? Consider related issues such as trade and language. Convey your thinking about this topic in a creative but accurate way.</li> <li>What are the main illnesses of people on your island? What is the commonest cause of death? What is the average lifespan of a male and female on your island? Compare your findings with those on other islands. Write a report of your findings.</li> <li>Islands such as Tasmania, Iceland and Tonga have a reasonably isolated gene pool which enables significant research to be conducted on hereditary and medical conditions. Tasmania, for example, has a stable population with good genealogical and medical records. About two-thirds of its 470,000 population can trace direct links to the founding families of the early 19th century. Islands such as these provide scientists with</li> </ul>

	<p>opportunities to identify genes for multiple sclerosis, osteoarthritis, prostate cancer, diabetes, glaucoma and cataracts, as well as other studies.</p> <p>Debate the ethics of companies buying gene pool data. What benefits are there as a result of this research? Present your findings in an information session.</p> <p><a href="http://www.samsloan.com/icelandg.htm">http://www.samsloan.com/icelandg.htm</a> <a href="http://news.bbc.co.uk/1/hi/sci/tech/1037854.stm">http://news.bbc.co.uk/1/hi/sci/tech/1037854.stm</a></p>
<p><b>CREATIVE WRITING SKILLS</b></p>	<div style="display: flex; justify-content: space-between;"> <div style="width: 30%;">  </div> <div style="width: 65%;"> <ul style="list-style-type: none"> <li>▪ Craft an extended narrative based on the book 'Window,' by Jeannie Baker which explores place in one or more of the following ways: across different times, from the perspective of different characters and through different literary genres.</li> </ul> <p>Create a 'Window book' of your own time and place.</p> <ul style="list-style-type: none"> <li>▪ Read 'Island Poems' by Charles Hartman. List your favourite island poem from this book. Describe how the poem links to your island. Record your recitation of the poem.</li> </ul> </div> <div style="width: 30%;">  </div> </div>
<p><b>SKILLS OF SEARCH</b></p>	<ul style="list-style-type: none"> <li>▪ View the series of history timelines from 6500BC to 2000AD, of the Channel Islands: <a href="http://www.islandlife.org/history_line.htm">http://www.islandlife.org/history_line.htm</a> Create a timeline of your island. Compare it with timelines from other islands to see any similarities or differences.</li> <li>▪ Who were the first inhabitants / indigenous people/s of your island? Prepare a brief documentary about the earliest inhabitants; include who they were, where and how they lived and some of their culture; for example, the Tasmanian Aborigines: <a href="http://www.aboriginalartonline.com/regions/tasmania.php">http://www.aboriginalartonline.com/regions/tasmania.php</a></li> <li>▪ The notion of an island as an exotic place to which to escape has not always been a realistic one. Throughout history, islands were viewed as ideal enclosures for criminals as an island's remoteness was seen as being perfect for isolating criminals and prisoners of war from society. Research some famous island prisons throughout history and compile a summary of their use, some historical details and the effectiveness or otherwise of the site for the purpose. Include in your research: Alcatraz, Robben Island, Devils Island, the whole of Tasmania (including Sarah Island, Maria Island), Cockatoo Island, St Helena and islands that were used by the Union as prison camps for captured soldiers during the American Civil War, such as Governors Island, Johnson's Island and Rock Island. Read some of the stories and view the films / DVDs of the island prisons. Include in your research the use of Guantanamo Bay as a holding place for terrorists.</li> <li>▪ Islands are and were also used to isolate people and animals with diseases. Research this issue and include the following: Molokai Island and leprosy; The Leper of Somes Island, New Zealand, Saint Martin Quarantine and Rottenest Island. Share this information and your thoughts about this use of islands in a variety of ways.</li> </ul> <div style="display: flex; justify-content: space-between; margin-top: 20px;"> <div style="width: 65%;"></div> <div style="width: 30%;">   </div> </div>
<p><b>INTUITIVE EXPRESSION</b></p>	<ul style="list-style-type: none"> <li>▪ Imagine you found yourself transported to an island where language and culture were totally foreign to you. What elements of your own culture would you find the hardest to be isolated from? Which ones would you be happy to divest yourself of? What aspects of life and living are common to all cultures?</li> <li>▪ Write a short story which features an island populated by a people whose description, customs and traditions arise from your imagination.</li> </ul>
<p><b>STUDY CREATIVE PROCESS</b></p>	<ul style="list-style-type: none"> <li>▪ Creative people, e.g. writers or artists often choose to live on islands. Interview a local author or artist and explore their view of the connection between the island context and creativity.</li> <li>▪ We are, to a certain extent islands, separate, distinct, and disconnected from other people. We have our own thoughts, feelings, and perceptions, not all of which are shared with other people. However, every person that lives within communication range of other people does exert some degree of influence upon others. Are there times when you would prefer to be an island?</li> <li>▪ What makes you laugh? Share funny stories that have happened on your island and jokes that are common on your island. Be careful to choose ones that will not offend others. Conduct an internet search of island cartoons. Collate the cartoons that appeal to you.</li> </ul>

	<p>Acknowledging copyright, present these in a collage, subject to copyright conditions, and have an exhibition of island humour. Design your own. Download the free cartoon creator from: <a href="http://www.soft32.com/download_155646.html">http://www.soft32.com/download_155646.html</a></p>
<p><b>ADJUSTMENT TO DEVELOPMENT</b></p>	<ul style="list-style-type: none"> <li>▪ A key element of island life relates to the way in which it is governed and the processes by which laws are made and enforced. Over time many island communities have moved from a traditional or tribal government structure towards more democratic processes. This shift has sometimes been accompanied by dislocation and dissent from those who favour the traditional methods. Research the history of the governmental structure of your island. What are its origins? To what extent are the traditional ways reflected in the current structure? Are there multiple layers of government? How are leaders determined? By what process are laws developed, and how are they enforced?</li> </ul> <p>Collate your findings in a table to show islands, governments and any changes in government structures over the years. Discuss the data in the table.</p> <ul style="list-style-type: none"> <li>▪ What is the greatest engineering feat on your island? Photograph and describe it. What makes it special? How has it impacted on your island? Consider the engineering designs on other islands, remembering that engineering involves more than buildings or bridges.</li> </ul>
<p><b>CREATIVE LISTENING SKILLS</b></p>	<ul style="list-style-type: none"> <li>▪ Create a tape of a series of statements by people you interview about ‘What I like best about the island of ... is.....’</li> <li>▪ At your school start a global island musical item by preparing a thirty second track for instrument/s of your choice and then pass this on to the next island. After maybe 10 islands have contributed, listen to the composition. Explore technology that will assist you to do this.</li> <li>▪ Choose a local island song (or representative song) with many verses. Share the song with students on other nation islands. Each record the singing of one verse. Compile the singing on one recording.</li> <li>▪ Arrange a list of music you would play at a party on your island.</li> <li>▪ Write a patriotic song for your island.</li> <li>▪ Does your island have traditional songs and ceremonies? Record the sounds of a traditional ceremony to share with other islanders in an online community. Create an audio presentation that explains the history and significance of the ceremony to others.</li> </ul> 
<p><b>VISUALISATION</b></p>	<ul style="list-style-type: none"> <li>▪ Video yourself or a group doing a local island dance. Provide commentary about the dance and its origin and meaning. Add this to a video gallery.</li> <li>▪ Research and share information about the dances from other islands and learn how to do the dance/s, e.g. the New Zealand haka, Hawaiian hula, Caribbean limbo and so on.</li> <li>▪ Make a display of pictures of changing fashion on your island over the years. You might use actual clothes, archival photos and film. When viewing those images, it is clear that fashion has changed dramatically since the 1920s, especially when it comes to bathing suits and leisure-time clothing. How does fashion reflect the values of the society? What can you learn about your island based on popular fashions? Do a photographic essay of your island’s fashion over time and compare it with a similar essay by students from other islands.</li> <li>▪ As a class visit <a href="http://bensguide.gpo.gov/k-2/symbols/">http://bensguide.gpo.gov/k-2/symbols/</a> and discuss the meaning of the various patriotic symbols. Visit some of the sites mentioned above and discuss the design of the flags (differences, colours, shapes, etc.), and find out about the meaning of the designs for flags on different islands around the world. Design a new flag for your island. What would the symbols and colours represent?</li> </ul> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;"> <ul style="list-style-type: none"> <li>▪ Depict head decorations and attire on various islands around the world. Include in your research masks and traditional headwear. Prepare an exhibition of island headwear that comprises photographs, research and headwear that you have made. Include a display of headwear on your island, both traditional and modern. Use local materials to make headwear.</li> </ul> </div> <div style="text-align: center;">  </div> </div>

	<ul style="list-style-type: none"> <li>The colourful mola blouse of the Kuna people of the San Blas archipelago is embroidered with designs of the animals and scenery of the islands. Design your own mola blouse that reflects an image/s of your island and make the blouse. Conduct a fashion parade of your handmade blouses and designs.</li> </ul> <p>Design a new pattern for curtain or dress material that reflects aspects of your island. Print the material and exhibit the design.</p> 
<p><b>STUDY CREATIVE PROCESS</b></p>	 <ul style="list-style-type: none"> <li>Read <i>'Memorial'</i> by Gary Crew and Shaun Tan. Explore the impact of time on place to the success of this picture book.</li> <li>Discuss the connection that artists have to the place in which they live and work. Have students use the Artists and Place learning object (see resources list). Examine one artist's story in depth. Reflect on the key questions: <ul style="list-style-type: none"> <li>What is meant by a sense of place?</li> <li>How are artists inspired by a sense of place?</li> </ul> </li> <li>How do artists represent a sense of place</li> </ul> <p>Work in pairs to read and discuss other picture books such as <i>'Window'</i> or <i>'Belonging'</i> by Jeannie Baker or <i>'My Place'</i> by Nadia Wheatley and Donna Hawlina which also explore time, continuity and change.</p>    <ul style="list-style-type: none"> <li>Music is central to island cultures. List and research the instruments that are unique to different islands. Using an instrument that is unique to your island, record the sound of one of these instruments.</li> <li>Develop a quiz for other students which asks them to match the name of musical instruments with the picture and with the island. A recording of the instrument sound would also be helpful, e.g.</li> <li>Arrange an island karaoke evening either at your school or online. Include a song from many islands. <a href="http://www.greatestplaces.org/medias/media_html/songs.html">http://www.greatestplaces.org/medias/media_html/songs.html</a></li> <li>Reflect on your island's artists. In a creative way, show how they have portrayed your island. Find a way of collating how they have described your island. For example, develop a blog about the arts and your island.</li> <li>Look at the crafts undertaken by students on other islands. Make one of the craft items and share a local craft from your island with students from other islands: <a href="http://www.chiptaylor.com/srmn0692.html">http://www.chiptaylor.com/srmn0692.html</a></li> <li>Investigate the jewellery design and decorations of people on islands around the world. Find out about traditional jewellery as well as modern. What is the meaning for some jewellery and decorations on some islands? Depict and make jewellery and decorations in the traditions of your island's indigenous people and explain the design and meaning to students on other islands.</li> </ul>
<p><b>EVALUATIVE SITUATIONS</b></p>	<ul style="list-style-type: none"> <li>Consider the main current issues facing your island. Rank them from 1 to 5 in terms of importance to the whole island. Compare your list with that from other island communities. Discuss the differences and similarities. Are these issues unique to islands?</li> <li>Write an essay about your future on your island. Include an accurate assessment of the type of future that you would like and the issues and concerns that you may have. Share this essay with others.</li> <li>Think about what contribution you have made to your island and what you might make in the future. List some goals that you might want to achieve in your life and how you might contribute to your island community. For your interest, consider the 127 life goals that John Goddard made when he was 15 years old. Now nearly 80 years old, John Goddard has achieved 109 out of the 127 goals he listed. See: <a href="http://www.johngoddard.info/life_list.htm">http://www.johngoddard.info/life_list.htm</a></li> </ul> 

<p><b>CREATIVE READING SKILLS</b></p>	 <ul style="list-style-type: none"> <li>▪ Read <i>A is for Aloha</i> by Uilani Goldsberry. Create an illustrated alphabet book that best describes your view of your island.</li> <li>▪ Who are the significant authors on your island? Read their books and share with students on other islands.</li> <li>▪ Read the words to Greenland's folk songs and sing along with the music at <a href="http://www.greatestplaces.org/medias/media_html/songs.html">http://www.greatestplaces.org/medias/media_html/songs.html</a></li> </ul> <ul style="list-style-type: none"> <li>▪ Use the words of the songs to imagine what Greenland is like and to portray it in pictures.</li> <li>▪ Read <i>The Game of Silence</i> by Louise Erdich, which tells the life story of Omakayas, a girl growing up in a small Ojibwe community in Minnesota in the 1840's and 50's. It is the story of a people who were in America before the white settlers came and who were driven from their homeland by the newcomers. Omakayas, watches as half-starved refugees arrive at her island in Lake Superior. Tell the story of people displaced to or off islands. Base your story on historical research.</li> </ul>
<p><b>STUDY OF PEOPLE</b></p>	<ul style="list-style-type: none"> <li>▪ Undertake the learning sequence 'How do artists interpret place'? In this learning sequence you can explore notions of time, place and change through a study of children's books, photographic essays and artist's lives. Develop your own narratives that deal with cycles of change.</li> <li>▪ Write a biography of a person on your island, who is significant to you.</li> <li>▪ View the art of island artists at the following exhibitions: <ul style="list-style-type: none"> <li>○ Strait Across art exhibition - <a href="http://www.kingisland.net.au/~cultural/">http://www.kingisland.net.au/~cultural/</a></li> <li>○ An Other Place exhibition - <a href="http://www.tendaysontheisland.org/subpage.jsp?pageID=eventdetail&amp;subID=915712">http://www.tendaysontheisland.org/subpage.jsp?pageID=eventdetail&amp;subID=915712</a></li> </ul> </li> <li>▪ Who are the significant scientists on your island? What is their field of study?</li> <li>▪ 'Islands have attracted creative individuals over the years'. Explore this statement in terms of your own island.</li> <li>▪ Read about Thomas Neale, from New Zealand, who has as his life's motto Thoreau's words of wisdom, 'A man is rich in proportion to the number of things which he can afford to let alone.' For nearly sixteen years he lived a relatively idyllic life alone on his tiny atoll, 400 kilometres from the nearest inhabited land. He became a legend, a man known throughout the South Pacific simply as the Hermit of Suwarrow. With him he took nothing but a couple of cats and some bric-a-brac to tie and bolt his meagre dwelling in case of hurricanes. Discuss Neale's life and debate the pros and cons of such a life.</li> <li>▪ 'When I am in Manhattan it is hard to remember that I am on an island' (Resident). Why would you forget you were on an island? Are there parts of your island where you forget that you are on an island?</li> <li>▪ What are the key artefacts of your island? Choose 10 artefacts that represent your island. Take photographs of your artefacts and share these with other students, Can students on other islands work out what island you live on by looking at your artefacts and undertaking an archaeological inquiry?</li> <li>▪ Read '<i>Weslandia</i>' by Paul Fleischman. The story is about a young nonconformist, called Wesley, who invents a self-sufficient civilization in his suburban backyard. If you were to do this, describe and map how you could become self-sufficient on your island. Visit people who are self-sufficient and describe how they achieved this. Compare your findings with those of students on other islands to see whether it is easier or more difficult to be self-sufficient on your island or others.</li> </ul> 