Stage 3 Units

Overview of Outcomes

Outcomes in Units of Work

Units of Work

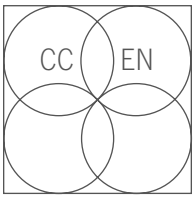
- Gold!
- Global Environments: Rainforests
- State and Federal Government
- Global Issues: Antarctica
- Australian Democracy
- Study of a Cultural Group: Bali
- Identify and Values
- Global Connections

Stage 3 Overview of Outcomes

	Change and Continuity
Significant Events and People	CCS3.1 Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.
Time and Change	CCS3.2 Explains the development of the principles of Australian democracy.
	Cultures
Identities	CUS3.3 Describes different cultural influences and their contribution to Australian identities.
Cultural Diversity	CUS3.4 Examines how cultures change through interactions with other cultures and the environment.
	Environments
Patterns of Place and Location	ENS3.5 Demonstrates an understanding of the interconnectedness between Australia and global environments and how individuals and groups can act in an ecologically responsible manner.
Relationships with Places	ENS3.6 Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.
	Social Systems and Structures
Resource Systems	SSS3.7 Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.
Roles, Rights and Responsibilities	SSS3.8 Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.

Stage 3 Outcomes in Units of Work

	CCS3.1	CCS3.2	CUS3.3	CUS3.4	ENS3.5	ENS3.6	SSS3.7	SSS3.8
Gold!	■	■				■		
Global Environments: Rainforests					■	■		
State and Federal Government								■
Current Issues: Antarctica						■		
Australian Democracy	■	■						
Study of a Cultural Group: Bali				■		■		
Identity and Values	■		■	■				■
Global Connections							■	



Gold!

This unit provides opportunities for students to explore the influence of the discovery of gold on Australian identity, environment and heritage. The unit focuses on significant events, actions and people as well as lifestyles and perspectives of the people and groups living at that time.

Unit Duration *Approximately 8–10 weeks*

Subject Matter Focus *In this unit, students learn about:*

- origins of days/weeks, events and places remembered nationally
- world achievements by Australians, past and present
- significant events that have shaped Australia's identity, including the discovery of gold, colonial exploration and expansion
- cultural influences and other factors affecting identity
- changes in work practices and industry in Australia
- patterns of human involvement and use of environments
- effects of human and natural changes on environments
- different perspectives about the maintenance and improvement of environments.

Implications for Learning *In this unit, students have opportunities to:*

- critically investigate the contributions of significant events and people to Australian heritage, using a variety of primary and secondary sources
- examine different viewpoints about significant events and issues and demonstrate these viewpoints through debates, discussions and expositions
- investigate and report on the discovery of gold in Australia and the consequences of this discovery
- present information and demonstrate their understandings in various ways
- explore changes in the roles of men, women and children
- construct sequences of events and periods, using timelines
- identify the development of the rights and responsibilities of being an Australian citizen
- clarify and reflect on varying perspectives about the use of environmental resources.

Literacy Notes

This unit provides opportunities for students to explore information reports, literary and factual recounts, explanations, expositions and discussions.

The HSIE teaching strategies/practices in this unit include role-plays, learning games, graphs, mapping and flow charts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Products and Services and the Earth and Its Surroundings strands. The units 'Ancient Land', which explores landform, rocks and elements in the local area, and 'Environment Matters', which looks at the effects of human activities on environments and how environmental damage can be addressed.

Mathematics: Constructing scale models, position and mapping, interpreting and drawing graphs, distances, areas, volume, mass, measurement, temperature, timelines, money.

Resources

The Board's website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Resources about the discovery of gold in Australia and in other countries, and about life in the past, including life in the goldfields. Primary and secondary sources such as photographs, videos, websites, paintings and newspaper articles.

Local museums, historical societies and art galleries.

Experts who can talk about information and issues related to the discovery of gold in Australia.

Excursions to places and sites that had significance during the goldrush period and where students can see the effects of gold mining on the environment.

Gold!

Outcomes and Indicators

CCS3.1

Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.

- *describes some aspects of colonial exploration and expansion and its impact on all Australians, including Aboriginal peoples*
- *identifies the origins of events, days and actions of national significance to Australian citizenship and examines these events from different perspectives*
- *examines viewpoints of women, and of Aboriginal, Chinese and British people about events, people and actions associated with the goldrush era in Australia*
- *describes ways of life associated with the goldrush era and colonial expansion from different perspectives, including those of women, children, Aboriginal people, Chinese people, miners and settlers*
- *identifies places associated with nationally significant events and people*
- *outlines the effect that events from the past have had on a particular issue of significance*
- *examines countries that have influenced Australia's heritage.*

CCS3.2

Explains the development of the principles of Australian democracy.

- *examines issues that have influenced the development of Australian democracy.*

ENS3.6

Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

- *evaluates alternative views about the use of the natural and built environments*
- *examines how natural, cultural, religious, historical, economic and political factors can influence people's interactions with environments*
- *identifies the different viewpoints of groups and individuals, including Aboriginal people, farmers and miners, about uses of land*
- *expresses a personal point of view on an environmental issue and provides supporting evidence.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: Discovery of Gold – a Significant Event

- Provide texts for students to read and view. Have students construct 'What I Know' and 'What I Would Like to Know' charts about gold and gold discoveries. They should categorise the information under suitable headings, eg significant events, significant people, inventions, disasters, celebrations.
- Have students bring in any sources and resources that they can find about gold and gold discoveries within and outside of Australia.
- Jointly read and view literary and factual texts about different events and aspects of life that relate to the discovery of gold. Include ballads, poems and songs.
- Jointly construct a flow chart showing major global events related to gold discovery and use. Use world maps to locate and mark countries and regions that relate to these major events.
- Drawing on primary and secondary source material, ask students to gather information and report on an individual or group involved in the discovery of gold. Develop research questions such as: Where did he/she/they find gold? What was the geographic area like? What were the weather conditions like? How much gold was found? What methods were used to mine the gold? What happened to him/her/them?

Learning Sequence 2: Effects of the Discovery of Gold

- Have students find out the name of the Aboriginal language group in the Bathurst area and other areas where gold was discovered. Discuss the impact of the discovery of gold on Aboriginal peoples, eg loss of land, food. Discuss government policies and their effects on indigenous people at that time.
- Using statistics taken at the time, ask students to graph such phenomena as the increase in population. Discuss the possibility of bias in the collection/recording/reporting process.
- Ask students to choose an event during the goldrush period in Australia and to write a diary or journal entry from the perspective of someone who lived through the event. ☆

- Make up cards that name people, groups and events from the goldrush period. Play 'Celebrity Heads'. (Choose three students at a time. Place an 'identity' card on the head of each. These students then ask questions of the class in an attempt to determine their 'identity'. The class may only answer 'yes' or 'no'. If the answer is 'no', then the next student has a turn until a student finally guesses their 'identity'.)
- Have students role-play or dramatise significant events during the goldrush era. They could also make 3D models of goldfield scenes.
- Jointly compile a list of significant events from the goldrush period in Australia, demonstrate the structural and organisational features of newspaper articles and have students write a newspaper article from the goldrush era. A class newspaper could then be constructed using publishing software. ☆
- Ask students to locate, on a map of Australia, significant places associated with gold discoveries, noting the towns that were established during this period.

Learning Sequence 3: Influences on Australian Identity and Heritage

- Provide opportunities, through excursions to museums, by listening to and questioning visitors, and through written and visual source material, to explore the effects and influences of the discoveries of gold in Australia on Aboriginal people. Ask students to compare the colonists' view and Aboriginal peoples' view of the land. Organise for students to find out about conflicts that occurred, especially in their local areas, as well as the skills and assistance that Aboriginal people provided on the goldfields. ☆
- Provide students with information such as graphs and statistical data, as well as photographs and other texts, to enable them to look closely at the changing patterns of immigration and settlement during the goldrush era. Ask students to pose their own questions about the motives of migrants, diversity within the migrant population and the difficulties migrants faced. They should also explore the religious beliefs and practices and cultural traditions of different migrant groups, using source material such as paintings, biographies, autobiographies, diaries, journals and letters. ☆
- Draw on primary and secondary source material to explore the events leading up to the Eureka Stockade and their significance in the development of Australian democracy. Ask students to gather information about the sort of society that existed in the goldfields and in the large cities. Ask them to pose and discuss questions such as: How democratic were these societies? What rights did all individuals have? What were their roles (eg military, miners, police)?
- Provide opportunities for students to identify influences of the goldrush era on Australia today, including the development of transport (eg roads, railways, shipping, towns) and construction (eg use of materials, drainage, sewerage). Have students choose one aspect of Australian life today that was influenced by the goldrush era and give a written or oral presentation. ☆

Learning Sequence 4: Way of Life

- Have students research significant goldrush towns and identify reasons why some of these endured while others flourished for a short period and then quickly diminished. Have them pose questions about why people would settle where they did. They should consider such factors as water supply, protection from the weather and availability of particular resources.
- Explore the interaction between settlers, miners and the local Aboriginal people, eg the Wiradjuri.
- Have students research the different roles played by men, women and children during the goldrush period. They should investigate family life, educational opportunities, leisure, living conditions, housing, work, dress, transport, chores. They should analyse the differences in family status and wealth and how these factors influenced roles. Have students view and analyse texts such as photographs and paintings of families during this period to determine what they reveal about relationships between parents and children, and family and gender roles. Compare family life in the goldfields to family life today. ☆
- Sources such as photographs and recounts (biographies and autobiographies) of life on the goldfields should be used by students to gather information about aspects of life such as transport, waste disposal, food supplies, water supplies, housing, disease, medical and hospital facilities. General inadequacies should be explored as well as inadequacies that existed for particular groups, eg women, migrants, Aboriginal peoples. ☆
- Have students explore and identify the effects of prosperity and poverty on the colony.

Learning Sequence 5: Influences on the Environment

- Have students gather evidence of the effects of gold discoveries on the environment, ecosystems and biodiversity, using photographs and paintings. They should be encouraged to look closely at examples such as erosion, deforestation and damming. They could present the information found as part of a spoken or written discussion on the legacy of the goldrush era for Australia today. ☆

Student Work Sample

Context

The students gathered evidence of the effects of gold discoveries on Australia's environmental, social and economic condition, and formed a class display. They worked in groups to identify the main advantages and disadvantages of the discovery of gold in Australia. A class list was then compiled and displayed. The students later wrote letters to 'relatives' from the perspective of a young person living in the goldfields.

- *explains the effects of one significant event on the environment (ENS3.6)*
- *outlines the legacy of events from the past (CCS3.1)*
- *examines points of view of women in the goldrush era (CCS3.1)*
- *describes ways of life associated with the goldrush era from different perspectives (CCS3.1)*

19 June 1853

Mr & Mrs R. Di Donato
No. 1 Ellery Parade
Oxford. England. 1897

To my beloved father and Mother,

I am writing to you from the gold fields of Hill End in New South Wales. Since I have arrived I have established many routines of the harsh daily gold digger's lifestyle. I have a special licence costing £30/- to search a certain amount of land for gold. I have met a kindly young English gentleman a Mr David Jones, whom I have fondly became friend and so we share a tent, tools, food and hopefully fort.

Everyday we rise early with the sun rise who its cool and make breakfast of porridge in a stewpot dress and wash in the near by river. We take our too a pick, bucket, shovel, cradle and our strong backs down to the river to pan for gold on down underground for me of the day to dig for gold on traces of gold dust.

After a day panning in the heat, with the flies we are exausted eat tea early and two for the night.

The other day luck shone upon me when I found 3 ounce of gold nugget dust. We celebrabrated that night with my new found friends by buying extra food like boiled mutton, damper and legs of hamat nearby grocery store where you can buy the bearest essentials and basic food.

Life here is quite hard and expensive but I feel I have adjusted well, and love the wide open spaca and I am determined to make a go of it and make my fortune here and bring it back to you.

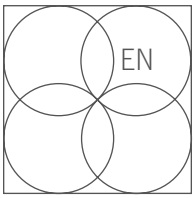
I hope all is well at home
Miss you both terribly.

Yours sincerely
your beloved daughter

Elisa

Where to from Here?

Jointly explore aspects of gold mining today, such as technologies, people involved, lifestyle, global connections and environmental issues. This information could then be compared with information relating to the goldrush era.



Global Environments: Rainforests

The unit provides opportunities for students to investigate a rainforest environment in Australia. The unit focuses on comparing environmental patterns in Australia with those in other places in the world.

Unit Duration *Approximately 7–8 weeks*

Subject Matter Focus *In this unit, students learn about:*

- physical, political and cultural regions and main reference points in Australia and the world, including the continents and some capital cities
- geographic terminology
- communities, regions and environments in Australia and the world
- patterns of human involvement and use of environments
- effects of human and natural changes on environments
- different perspectives about the maintenance and improvement of environments.

Implications for Learning *In this unit, students have opportunities to:*

- investigate some environments in Australia
- compare environmental patterns in Australia, Asia and elsewhere
- locate features on world maps, including political boundaries, latitude and longitude, major cities
- explore changes that occur in environmental areas, incorporating a case study
- clarify and reflect on various perspectives about environmental use, including negative aspects
- participate in activities that contribute to environmental sustainability
- investigate some case studies of Australia's global interdependence, including some indications of our export and import industries.

Literacy Notes

This unit provides opportunities for students to explore descriptions and information reports.

The HSIE teaching strategies/practices in this unit include mapping, concept/mind maps, role-plays, diagrams/flow charts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Earth and Its Surroundings and Living Things strands.

Creative and Practical Arts: The natural beauty of the rainforest provides stimulus for all of the Creative and Practical Arts strands. Reflecting the colours and textures of the rainforest through visual art, and the serenity and atmosphere through music, dance and drama, provides students with opportunities to interpret information they gather about rainforests and express their responses.

Resources

The Board's website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Tourist departments, organisations and agents, for information about the tourist industry and rainforests.

Videos on rainforests, eg through the ABC, Film Australia and Classroom Videos. Posters, photographs, music and taped sounds of the rainforest are also available.

Texts such as *Where the Forest Meets the Sea* (Baker, 1988), electronic texts such as *Imagination Express: Destination Rainforest* CD-ROM (by Edmark, 1995).

Resources that include Aboriginal peoples' interaction with the rainforest.

Internet sites related to rainforests around the world, eg http://www.ran.org/ran/kids

Global Environments: Rainforests

Outcomes and Indicators

ENS3.5

Demonstrates an understanding of the interconnectedness between Australia and global environments, and how individuals and groups can act in an ecologically responsible manner.

- *uses maps and globes to locate global and Australian reference points*
- *locates and describes patterns of human involvement in environmental areas of Australia*
- *compares human use of an environmental area with uses in another area of the world*
- *explains the effects of human changes on an environment, evaluating the positive and negative aspects of these changes*
- *draws accurate sketch maps of a known area and includes title, key, scale and direction*
- *uses geographic terminology and tools to locate and investigate environments.*

ENS3.6

Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

- *examines factors that may give rise to different views about the care of places*
- *identifies the different viewpoints of groups and individuals, including Aboriginal people, farmers and miners, about uses of land*
- *expresses a personal point of view on an environmental issue and provides supporting evidence.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: What Is a Rainforest?

- Ask students what they know about rainforests. Brainstorm and list possible questions.
- Share written and visual texts such as *Where the Forest Meets the Sea* (Baker, 1988). Seek students' responses to such questions as: Have you been to a place/heard about a place like this? Where is it located? What might you hear, smell, feel, touch, see there? What does the text tell us about the rainforest?
- Have students independently construct a concept/mind map showing what they already know about the rainforest.
- Where possible, jointly visit a rainforest or view a video and/or visual texts that depict a rainforest. Provide opportunities for students to gain access to a range of texts on rainforests, including electronic texts.
- Have students write a description of a particular rainforest. They could include diagrams or flow charts about the interactions between elements of rainforests.
- Return students to their concept/mind maps and have them add their newly acquired knowledge in a different colour. ☆
- Provide students with atlases. Ask them to locate a rainforest on a map of Australia, eg the Daintree. Have students draw sketch maps of Australia, using a key and directional points to locate the rainforest region.
- Have students work in pairs to answer some geographical questions related to the location of the selected rainforest, eg What is the rainfall? What is the nearest town? What State is it in? What ocean is nearby? What roads run into it? What latitude and longitude is it near? What other geographical features are near it? Students should use the information gathered to add more detail to their maps of Australia.
- Organise for students to research aspects of Australian tropical rainforests such as insects, reptiles, birds, plants, frogs and fish, the ecosystem and interrelationships, using a range of sources. Have students present their findings as information reports or explanations.
- Develop a classroom display representing a rainforest with emergent growth, canopy, understorey and forest floor. Label where particular animals and plants would be typically located.
- Explain how sections of the rainforest are interdependent. Have students construct terrariums out of recycled plastic drink bottles as a simple model of an interdependent environmental system.
- Discuss and identify the main dangers affecting rainforests, including species extinction.

Learning Sequence 2: People and Rainforests

- Jointly research the life of Aboriginal peoples of the tropical rainforests of Australia. Use texts such as those written by Sue and John Erbacher, *Aborigines of the Rainforest* and *Survival in the Rainforest*, and the *Encyclopedia of Aboriginal Australia* (Horton (ed), 1994).
- Have students develop a concept/mind map to indicate the interdependence of the people and the forest, eg examples where the rainforest meets the needs of the people and where people maintain and manage the rainforest.
- Locate media articles/reports about the building of the road through the Daintree rainforest and the consequences associated with it. Have students critically examine the viewpoints expressed and visual images presented in these texts. ☆
- Ask students to locate examples of where human impact on Australian rainforests is minimised, eg ecotourism, sustainable logging. Students could present an example as a flow chart.
- Have students formulate responses to questions such as: What are the benefits of our rainforests to the global community?

Learning Sequence 3: Rainforests in Other Parts of the World

- Use a variety of resources, including the Internet and CD-ROMs, to compare the Daintree rainforest with a rainforest in another part of the world:

	(Daintree or another Australian rainforest)	(A rainforest in another part of the world)
animals		
plants		
people		
issues		
solutions		

- Jointly construct, or have students independently construct, a multimedia text on rainforests, drawing on a range of resources and technologies.

Learning Sequence 4: What Can We Do?

- Have students survey peers and adults to obtain their views on rainforest preservation. Organise a class discussion on the topic: How can we best preserve our rainforests?
- What can we do? A good reference here is the Rainforest Action Network (http://www.ran.org/ran/kids), which provides some options for student action.
- Have students reflect on these options and consider the possible positive and negative aspects of these actions, eg role-play a development proposal for a tourist resort in a rainforest area with students as developers, environmentalists, local government officers, residents, shop owners.
- Encourage students to choose an appropriate form of environmental action, eg design a poster, write a letter, debate an issue. ☆

Student Work Sample

Context

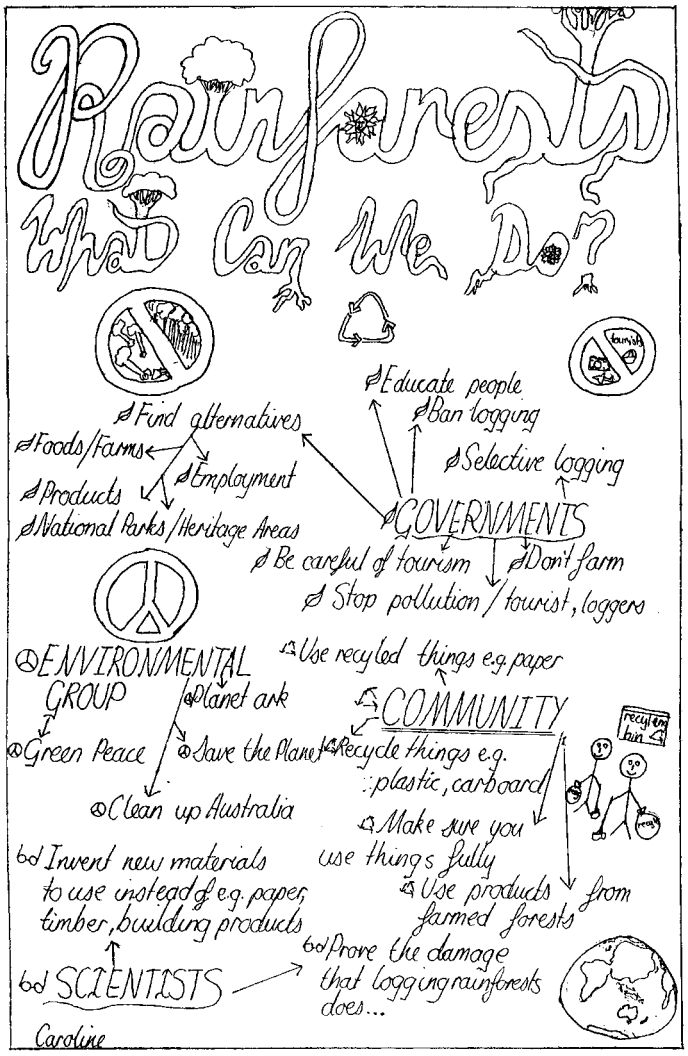
Student groups were allocated a rainforest in another part of the world. The groups researched the animals, plants, peoples, issues and solutions concerning that environment. They then made a comparison with Daintree rainforest. Over a period of one week, each group developed a multimedia presentation. These presentations included audiotapes, videos, computer-generated information or photographs. Each presentation was critically appraised by fellow students.

- *uses texts and multimedia to investigate facts about rainforests (ENS3.5)*
- *compares human use of an environmental area with use in another area of the world (ENS3.5)*
- *uses tools to locate and investigate environments (ENS3.5)*
- *locates and describes patterns of human involvement in environmental areas (ENS3.5)*

Student Work Sample

Context

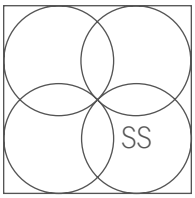
After holding a public meeting in which they presented the viewpoints of different interest groups, students presented their opinions on whose responsibility it is to preserve rainforests. Students shared their ideas on how to present their information during the draft stage. This work sample shows a student's mind map exploring group responsibilities towards preserving rainforests. The final product was displayed and students discussed their findings.



- *identifies the different viewpoints of groups about uses of land (ENS3.6)*
- *expresses a personal point of view on an environmental issue (ENS3.6)*
- *examines peoples' responsibilities for environments (ENS3.6)*
- *explains the effects of humans on an environment (ENS3.5)*
- *evaluates solutions to environmental problems (ENS3.5)*

Where to from Here?

Discuss the use of exposition in letters. Model the use of language with high modality, eg 'The logging of the … Rainforest will …' Have students write letters to environmental organisations, eg Greenpeace, to express their concerns regarding particular issues raised on their mind maps.



State and Federal Government

The unit provides opportunities for students to investigate the people and processes involved in legislative, executive and judicial functions of State and federal governments. The unit focuses on the responsibilities of different levels of government and how parliaments work.

Unit Duration *Approximately 8–10 weeks*

Subject Matter Focus *In this unit, students learn about:*

- State and federal government structures and the relationships between them
- processes by which laws are made and changed in State and federal governments
- electoral processes
- community, school and class decision-making and democratic processes.

Implications for Learning *In this unit, students have opportunities to:*

- investigate the people and processes involved in legislative, executive and judicial functions of State and federal governments
- become involved in classroom and school activities that use democratic processes
- identify, through a variety of media, situations where civic action has led to the improvement of community living
- accept civic responsibility through community involvement.

Literacy Notes

This unit provides opportunities for students to explore discussions, expositions and information reports.

The HSIE teaching strategies/practices in this unit include interviews, matrices, mind maps, guest speakers and role-play.

Links with other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Resources

The Board's website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

The Australian Electoral Commission and the Parliamentary Education Office (PEO), for current resources.

Australian Electoral Commission — Division of the Returning Officer; Parliamentary Education and Community Relations.

Discovering Democracy units of work (Curriculum Corporation, 1998), eg 'People Power'.

Excursions to parliaments and the Electoral Education Centre in Canberra and/or Sydney.

The Parliamentary Education Office's kit *Class Parliament*, to establish a school parliament.

The CD-ROM *Parliament Stack*.

Media texts on issues related to government or involving government decision-making.

Government Information Services CD-ROM, *Particle*.

State and Federal Government

Outcomes and Indicators

SSS3.8

Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.

- *outlines the broad democratic political structures and gives examples of State and federal government responsibilities*
- *describes the means by which citizens influence the decisions and actions of their governments*
- *explains how laws are developed and changed*
- *demonstrates an understanding of representation and democratic processes by participating in class and school decision-making*
- *describes the interdependence of State and federal responsibilities*
- *describes the electoral processes used in Australia*
- *discusses the responsibility of the judiciary and the executive arms of government to carry out laws passed.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: What Is Government?

Note: Before commencing this sequence, teachers need to have collected media clippings related to the three levels of government. A class media file relating to government functions can be maintained as an ongoing strategy throughout the unit.

- Use a range of resources, eg dictionaries, encyclopedias, websites, to define the meaning of 'government'.
- Using media clippings, have students construct a matrix to identify the responsibilities of the three levels of Australian government:

Local	State	Federal

- Have groups prepare and present information reports on their findings. Have them conclude with an evaluation of the research methods used.
- Point out that the three levels of government are established by constitutions. Students may examine the text of the Federal Constitution on the Internet. Teachers will need to assist by paraphrasing. Discuss similarities and differences between class/school rules and the rules for our government (Constitution).

Learning Sequence 2: Responsibilities of the Different Levels of Government

- Using the media clippings as a springboard, have students explore an issue associated with either State or federal government. Their personal views on this issue could be presented in the form of a letter to the relevant minister.
- To conduct this research, students may undertake a media search, interview people with varying positions on issues etc. Model and discuss the processes and strategies needed to locate, analyse and synthesise the information. ☆
- Students should continue to expand the matrix begun in Learning Sequence 1 to broaden their understanding of the functions of the three levels of government. Students could fax, e-mail or write letters to relevant education officers to elicit information about these levels.
- Invite a shire councillor or local member to the school to explain their rights, roles and responsibilities. Ask them to explain the rights, roles and responsibilities of voters.

Learning Sequence 3: Separation of Powers

Note: Before this sequence, the teacher should select appropriate clippings to illustrate the three separate powers of government.

- Consider the powers of government in relation to law: legislative (creation), executive (carrying out) or judicial (oversight). In Australia, the legislative arm consists of: the Senate and the House of Representatives at the federal level; the legislative councils and assemblies at the State level; and the council at the local level. The executive arm consists of: the Cabinet, Commonwealth public service and Commonwealth corporations at the federal level; the Cabinet, State public service and State corporations at the State level; and council staff at the local level. The judicial arm consists of the High Court and Federal Court at federal level; at State level, it consists of the Supreme Court, the District Court and the Local Court.
- Have students reorganise clippings into a new matrix, eg:

	Legislative	Executive	Judiciary
Federal			
State			
Local			

- The legislative function may be explored further by using a resource such as the *Parliament Pack* to create a flow chart of how a law is made.

Learning Sequence 4: Responsible and Representative Government

- Assign students to roles illustrating different life situations in an imaginary electorate, eg small business operator, market gardener, city resident, person who relies on public transport, student, drover, doctor, factory worker etc. Tell the students that they are all required to personally attend parliament to directly vote for bills. Students role-play the effects of their parliamentary commitments on their daily lives. Discuss the positive and negative aspects of everyone in the electorate having direct parliamentary involvement. Why have we adopted a representative system in Australia (ie we elect someone to represent us)?
- In groups, have students explore the qualities of someone who could represent them. Discuss the groups' findings. Students could then construct a mind map showing their view of the qualities necessary for a good representative. ☆

Learning Sequence 5: How Does Parliament Work?

- Provide a range of resources about the State and federal parliaments, focusing on structures and the responsibilities and roles of individuals. Jointly compile and display fact sheets based on questions such as: Who is the Prime Minister? Who is the Premier of NSW? What are the two houses of parliament in Canberra called? What are the two houses of parliament in Sydney called? Who are the Cabinet members?
- Model State and Federal Parliament by establishing either a school or class parliament. (Use the kit from the Parliamentary Education Office, Class Parliament, or the Parliamentary Education Office Website).
- Conduct a preferential ballot to appoint individuals to particular roles. Invite the local Divisional Returning Officer.
- Use this parliament to consider a range of school or class issues and to explore decision-making procedures. Inform students that once a decision is made, someone or a group of people needs to carry it out, that they are ultimately responsible to parliament, and that there also needs to be someone to referee if there are arguments. The judiciary could be represented by the teacher, but this does not need to be the case.
- Have students independently explore data acquired by the class to develop generalisations about the membership of State and federal parliaments, eg age range of parliamentarians, gender balance, qualifications. ☆

Learning Sequence 6: Culmination

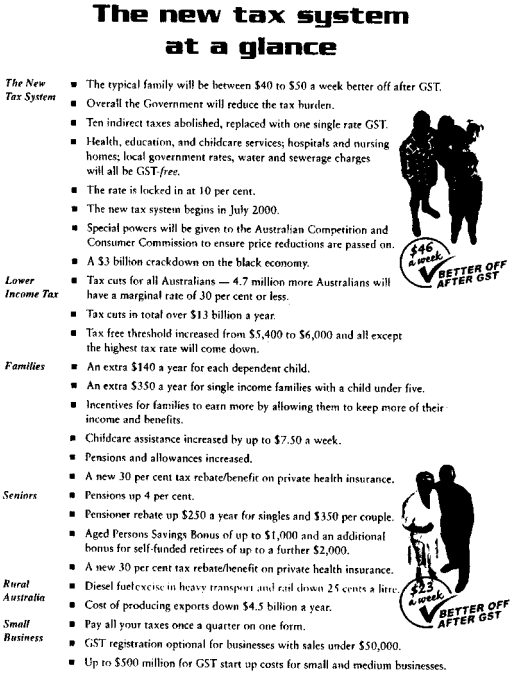
- At some stage during this unit, students could visit Federal Parliament in Canberra or State Parliament in Sydney.
- Jointly evaluate the school or class parliament. Discuss ways of improving processes.

Student Work Sample

Context

Students were given different texts about the proposed goods and services tax (GST). In groups, they discussed the point of each text, the reason why this point was being made, the language used and the reliability of the information. Each group listed what they considered to be factual information. They reported this information back to the class and identified three advantages and disadvantages of a GST. When asked whether they would support a GST, one student suggested that she did not have enough information to make a decision. The class agreed with her and consequently jointly developed a letter to the local federal member, requesting more information.

- *identifies federal and State responsibilities (SSS3.8)*
- *describes the interdependence of State and federal responsibilities (SSS3.8)*
- *describes the means by which citizens influence the decisions and actions of their governments (SSS3.8)*
- *shows an interest in, and willingness to provide, opinions about community issues (SSS3.8)*
- *examines points of view about a particular issue (SSS3.8)*



The new tax system at a glance

The New Tax System
- The typical family will be between $40 to $50 a week better off after GST.
- Overall the Government will reduce the tax burden.
- Ten indirect taxes abolished, replaced with one single rate GST.
- Health, education, and childcare services; hospitals and nursing homes; local government rates, water and sewerage charges will all be GST-*free*.
- The rate is locked in at 10 per cent.
- The new tax system begins in July 2000.
- Special powers will be given to the Australian Competition and Consumer Commission to ensure price reductions are passed on.
- A $3 billion crackdown on the black economy.

Lower Income Tax
- Tax cuts for all Australians — 4.7 million more Australians will have a marginal rate of 30 per cent or less.
- Tax cuts in total over $13 billion a year.
- Tax free threshold increased from $5,400 to $6,000 and all except the highest tax rate will come down.

Families
- An extra $140 a year for each dependent child.
- An extra $350 a year for single income families with a child under five.
- Incentives for families to earn more by allowing them to keep more of their income and benefits.
- Childcare assistance increased by up to $7.50 a week.
- Pensions and allowances increased.
- A new 30 per cent tax rebate/benefit on private health insurance.

Seniors
- Pensions up 4 per cent.
- Pensioner rebate up $250 a year for singles and $350 per couple.
- Aged Persons Savings Bonus of up to $1,000 and an additional bonus for self-funded retirees of up to a further $2,000.
- A new 30 per cent tax rebate/benefit on private health insurance.

Rural Australia
- Diesel fuel excise in heavy transport and rail down 25 cents a litre.
- Cost of producing exports down $4.5 billion a year.

Small Business
- Pay all your taxes once a quarter on one form.
- GST registration optional for businesses with sales under $50,000.
- Up to $500 million for GST start up costs for small and medium businesses.

Excerpt 'Tax reform not a new tax system' booklet. © Commonwealth of Australia 1998. Commonwealth of Australia copyright reproduced by permission.

G.S.T – Tax System

Source: The Sun Herald Date: Saturday 22nd August
Article: 'Dumbing down' the people

Bryce Courtney:

Bryce ~~they~~ is supporting the opposition against the G.S.T.

Point: The G.S.T will make books more expensive

Reason: To give Bryce Courtneys thought to the G.S.T.
If the G.S.T goes on they will make Bryce Courtneys Books more expensive and no one will buy them and his business will go down.

Language: The language is strong and persuasive.

Information: Their will be a 10% G.S.T of Books.

GST - Tax System

Source: Tax reform package Commonwealth of Australia 1998

Date: Distributed in August 1998

Point: Explaining the GST and how it will help Australians.

Reason: To tell people how the GST will work for everybody. To convince Australians that the GST is better than the old tax system.

Language:
- written in Point form
- Convincing writing
- Came from Howard's government for people to read.
- Sub-Headings
- One sentence points.
- Not hard to understand.

Information

All The points given show information.

eg.
- Families will be $40–$50 better off every week.
- Small businesses will get a start off cost of 500 million dollars.

'Dumbing down' the people

AUTHOR Bryce Courtenay has launched a scathing attack on the planned GST on books, saying it was a crime which would "dumb down" the Australian public.

Courtenay joined other authors and federal Opposition treasury spokesman Gareth Evans at a media conference at the Melbourne Writers' Festival yesterday to condemn the proposed imposition of the 10 per cent GST on books.

"Every now and again, governments will do something so incredibly stupid, so incredibly inane, so incredibly thoughtless that it actually amounts to a crime," said Courtenay, author of *The Power Of One* and other best-sellers.

"This country is facing a serious literacy problem. We could very easily by about 2020 have a country where 55pc of the population is illiterate. The only way kids learn anything is through books.

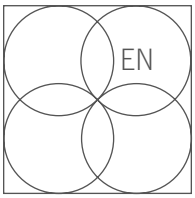
"To actually come along and say, 'tell you what, we'll put a price on the head of a book' is the most astonishing piece of crass legislation that I've ever heard," he said.

"You can't do anything better than smarten up a nation, but here we have a government who is committing the kind of crime that is called dumbing down the people."

Sun Herald, 23 August 1998. Reprinted with permission.

Where to from Here?

The local member could be invited to speak to the class. Jointly discuss how the visit should be organised, and design the agenda. Plan questions to be asked. Focus on listening strategies and note-taking skills.



Current Issues: Antarctica

This unit provides opportunities for students to explore issues and decision-making involved in human interaction with a significant world environment, the Antarctic. The unit focuses on how beliefs about human interaction have changed over time and differ from person to person, depending on their perspective and interest in the area.

Unit Duration *Approximately 6–8 weeks*

Subject Matter Focus *In this unit, students learn about:*

- patterns of human involvement and use of environments
- effects of human and natural changes on environments
- ecologically sustainable development of environments
- different perspectives about the maintenance and improvement of environments
- case studies of selected natural or built heritage sites in the world.

Implications for Learning *In this unit, students have opportunities to:*

- locate features on world maps, including political boundaries, latitude and longitude, major cities
- explore changes that occur in environmental areas, incorporating a case study
- clarify and reflect on various perspectives about environmental use, including negative aspects
- acquire information about the needs of other areas of the world and about how Australia can assist
- discuss and draw conclusions about the criteria for exemplary global interaction.

Literacy Notes

This unit provides opportunities for students to explore expositions (presenting a position on a particular development in the Antarctic).

The HSIE teaching strategies/practices in this unit include mapping, categorising, concept maps, retrieval charts and timelines.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Earth and Its Surroundings, Living Things and Products and Services strands. The 'Environmental Matters' unit could be adapted to this topic.

Mathematics: Gathering statistics and graphing changes in the Antarctic.

Resources

The Board's website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected fact sheets, websites, texts and other material to support this unit.

Tourist and government brochures and posters about the Antarctic.

Relevant government departments, to organise a speaker who has some contact with the Antarctic.
NASA runs occasional teleconferences for students about Antarctic workers (refer to Internet address: http://quest.arc.nasa.gov/antarctca2/index.html)

Websites such as:

http://www.antdiv.gov.au

http://learnz.icair.iac.org.nz/index.html

http://www.mawsons-huts.com.au/news.html

http://www.seeport.com

http://www.environment.gov.au

Newspapers, for the latest references to the Antarctic and for archival materials, eg *Sydney Morning Herald* CD-ROM.

Current Issues: Antarctica

Outcomes and Indicators

ENS3.6

Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

- *examines factors that may give rise to different views about the care of places*
- *evaluates alternative views about the use of natural and built environments.*
- *examines how natural, cultural, religious, historical, economic and political factors can influence people's interactions with environments*
- *identifies the different viewpoints of groups and individuals about uses of land*
- *examines issues associated with differing values about natural and built environments, using a variety of sources, including the media*
- *expresses a personal point of view on an environmental issue and provides supporting evidence.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: The Place – Where Is It, What Is It Like?

- Ask students what they know about the Antarctic and what they would like to know.
- Show a video, or display photographs or other texts of the Antarctic. (Note: The 1961 Antarctic Treaty defined the Antarctic as the region south of the 60° latitude that includes the continent and the ice shelf. This is 10% of the world's land surface and 10% of its oceans.)
- Brainstorm ideas about the Antarctic, eg: What does the Antarctic mean to you?
- Discuss the basis for students' ideas/feelings about the Antarctic, eg: What information about the Antarctic has interested you the most? Why do you think that is?
- Categorise these reactions to the Antarctic in some way.
- Ask students to chart these initial reactions and revisit them periodically throughout the unit as the students learn more about other's reactions to the Antarctic.
- Jointly locate the Antarctic on the map of the world. Observe it on a globe and identify the neighbouring countries. Discuss the reasons why around-the-world yacht races sail so close to the Antarctic. Have students sketch a map of the Antarctic, locating key bases. They should identify the key countries involved in Antarctic research and indicate latitude. ☆

Learning Sequence 2: Significant Events in, and Interactions with, the Antarctic

- Have students research different facets of human involvement in the Antarctic, using a variety of resources including the Internet. Themes for investigation could include: mineral exploration; tourism; ecological research; meteorological research; explorers; whaling; fishing; possible military involvement.
- Ask students to select someone identified in the previous research activity (eg owner of a mining company, geologist, ecologist, military leader, explorer) and to write an exposition from this person's perspective on an issue involving the Antarctic, eg reaction to an oil spill or the building of a tourist facility. Encourage students to base their position on evidence collected and analysed.
- Have students present their exposition to the class, in role, perhaps using the setting of a television documentary or interview, or a forum in which several people in role are chosen to take part.
- Have students add to the charts showing their feelings about Antarctica. They should make amendments as they learn more and consider the implications of the various positions for the future of the Antarctic. Changes should be marked in a different colour. ☆

Learning Sequence 3: Human Interaction with the Antarctic – the Impact and the Decisions

- Pose the question: with so many different views, how can we decide what human activity should be permitted at Antarctica?
- After they present their expositions (Learning Sequence 2), have students discuss the changes that have occurred in human interactions with the Antarctic in the last 100 years. A timeline could be drawn, or a retrieval chart compiled, to depict these changes. Information is available from the Commonwealth Department of Environment, Sport and Territories, the Australian Bureau of Statistics and the Bureau of Meteorology.

	1950	1960	1970	1980	1990
Wildlife Statistic					
Population/Visitors					
Average Temp.					
Built Structures					

- Have students investigate: Why have the interactions of people with the Antarctic changed? How have they changed? What influences/beliefs/viewpoints/data have affected these changes?

Learning Sequence 4: Decision-making and the Antarctic

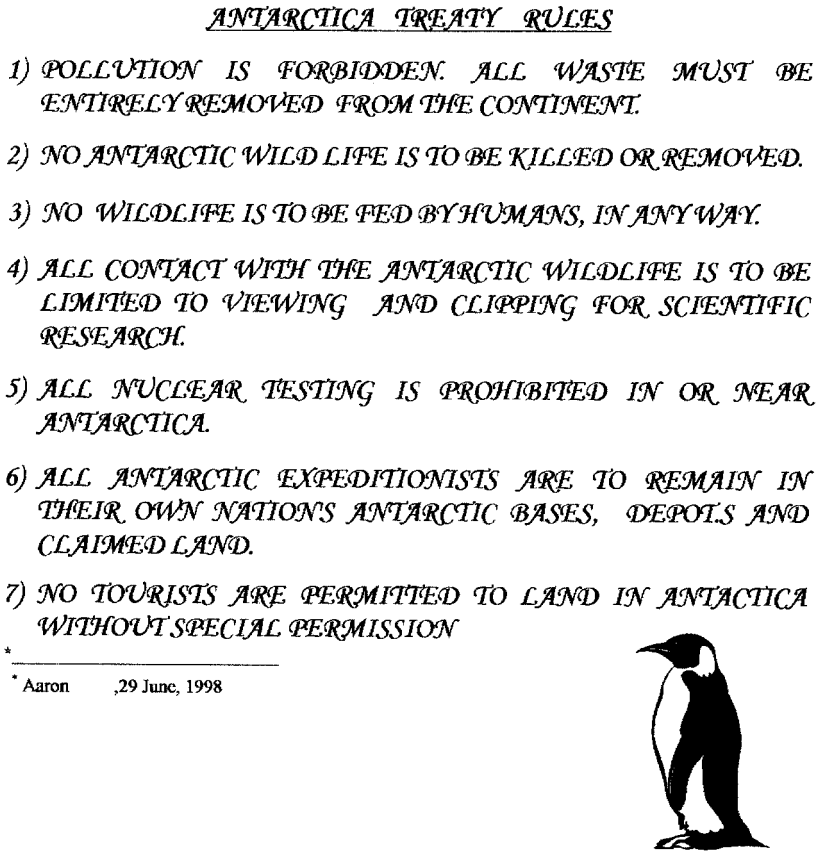
- Have students investigate: Who determines human interactions with the Antarctic? What are the benefits and risks of interacting with the Antarctic?
- From their previous research, students may already be aware of current treaties, but it is important that they also think of alternative solutions. Ask student groups to produce a concept map showing their ideas about the extent of human activity that should be permitted in the Antarctic. ☆
- Explain the nature of the various treaties that have been signed to protect the Antarctic. Try to acquire a copy of a current agreement or Australian government policy relating to the Antarctic.
- Invite a guest speaker from Greenpeace or another environmental group to explain possible consequences of human involvement with the Antarctic. View the Greenpeace website at http://www.greenpeace.org/
- Have students create a poster to alert others to future threats to the Antarctic, eg overfishing, waste disposal, ozone depletion, oil spills, effects of tourism. Emphasise the need for citizens to monitor and review treaties as new circumstances arise. ☆
- Maintain a media file related to the Antarctic.

Student Work Sample

Context

After looking at the development of the Antarctic and human impacts, the class discussed the need for a set of rules to look after this environment. The term 'treaty' had been introduced and explored, and students had researched former and present activities in Antarctica. Students then independently formulated a set of 5–10 rules that would preserve this environment. They presented their rules to the class and discussed the positions taken.

- *examines how natural, economic and political factors can influence people's interactions with the environment (ENS3.6)*
- *expresses a personal point of view on an environmental issue (ENS3.6)*



ANTARCTICA TREATY RULES

1) POLLUTION IS FORBIDDEN. ALL WASTE MUST BE ENTIRELY REMOVED FROM THE CONTINENT.

2) NO ANTARCTIC WILD LIFE IS TO BE KILLED OR REMOVED.

3) NO WILDLIFE IS TO BE FED BY HUMANS, IN ANY WAY.

4) ALL CONTACT WITH THE ANTARCTIC WILDLIFE IS TO BE LIMITED TO VIEWING AND CLIPPING FOR SCIENTIFIC RESEARCH.

5) ALL NUCLEAR TESTING IS PROHIBITED IN OR NEAR ANTARCTICA.

6) ALL ANTARCTIC EXPEDITIONISTS ARE TO REMAIN IN THEIR OWN NATION'S ANTARCTIC BASES, DEPOTS AND CLAIMED LAND.

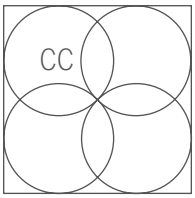
7) NO TOURISTS ARE PERMITTED TO LAND IN ANTACTICA WITHOUT SPECIAL PERMISSION

*

* Aaron ,29 June, 1998

Where to from Here?

Have students construct a consequence chart to illustrate what each of their rules would entail: what people would need to do, how they would need to do it, facilities they would need, and the choices they would need to make. Have students consider implications for Antarctica, for other environments and for people if these rules were not followed.



Australian Democracy

This unit provides opportunities for students to explore beliefs and ideals associated with democracy, both in past societies and Australia today. The unit focuses on functions of representative government.

Unit Duration *Approximately 5–6 weeks*

Subject Matter Focus *In this unit, students learn about:*

- key figures, events and issues in the development of Australian democracy
- key figures and events that have influenced the development of democracy worldwide
- community, school and class decision-making and democratic processes
- contributions of groups, movements, policies and laws to the development of fairness and social justice in Australia
- rights and responsibilities of Australian and global citizenship
- Aboriginal democratic practices before British invasion.

Implications for Learning *In this unit, students have opportunities to:*

- identify the development of the rights and responsibilities of being an Australian citizen
- develop an understanding of democracy as a form of government in which political control is exercised by all the people, either directly or through their elected representatives
- discuss connections between democracy and the Australian Constitution
- appreciate the strengths and acknowledge the weaknesses of Australia's democracy
- critically discuss and provide opinions on local, national and global issues, problems and trends
- present information and demonstrate their understandings in various ways
- construct sequences of events and periods using timelines
- become involved in classroom and school activities that use democratic processes
- explore changes in the roles of men, women and children over time.

Literacy Notes

This unit provides opportunities for students to explore discussions, procedures, expositions and descriptions.

The HSIE teaching strategies/practices in this unit include role-play, debate, mind maps, matrices, brainstorming, group work, discussions and guest speakers.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Resources

The Board's website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Media articles of situations in other countries where rights and liberties are ignored or violated.

Examples of ways in which Australians exercise their rights and liberties — secret ballot, letters to the editor, organisations, public gatherings.

The Australian Electoral Commission and the Parliamentary Education Office (PEO).

The Australian Electoral Commission/Division of the Returning Officer; Parliamentary Education and Community Relations.

Discovering Democracy units of work (Curriculum Corporation, 1997), eg 'People Power'.

A visit from the local Divisions Returning Officer, to conduct a ballot and explain how the voting system works.

Excursions to parliaments and the Electoral Education Centre in Canberra and/or Sydney.

The Parliamentary Education Office's kit *Class Parliament* (to establish a school parliament).

The CD-ROM *Parliament Stack*.

The Department of Immigration and Multicultural Affairs online resource *About Citizenship*.

Australian Democracy

Outcomes and Indicators

CCS3.2

Explains the development of the principles of Australian democracy.

- *sequences significant developments in Australian government and electoral rights, from penal colony to self-governing colony to Federation*
- *gives some reasons for Federation*
- *investigates the roles of key figures and events that have influenced the development of democracy worldwide, eg Pericles, King John and the Magna Carta, Abraham Lincoln, Nelson Mandela, Aung San Suu Kyi*
- *describes the roles of key figures in the development of Australian parliamentary democracy, eg Henry Parkes, Edmund Barton, George Reid, Maybanke Anderson, Peter Lalor, Alfred Deakin*
- *gives examples of ways in which democracy in Australia continues to develop, eg involvement in UN agreements such as the Rights of the Child*
- *examines issues that have influenced the development of Australian democracy, eg reconciliation, definitions of citizenship, the republican movement*
- *locates examples of events and issues that have influenced democratic practices in Australia, eg 1967 referendum, Royal Commission into Aboriginal Deaths in Custody*
- *examines examples of exclusion from citizenship, both past and present, and the effects of this exclusion, including the effects of government policies on Aboriginal peoples*
- *describes the contributions of groups, movements and policies to the development of fairness, social justice and human rights in Australia, eg anti-discrimination legislation*
- *examines instances where democratic aims have not been attained*
- *researches the contribution of individuals to women's suffrage, eg Mary Lee, Maybanke Anderson, Rose Scott, Catherine Helen Spence*
- *examines Aboriginal democratic practices before British invasion.*

CCS3.1

Explains the significance of particular people, places, groups, actions and events in the past in developing Australian identities and heritage.

- *researches past and present Australian human rights.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: Principles of Australian Democracy – What Are Democratic Rights?

- Have students obtain definitions and field knowledge of the terminology required in this unit, eg democracy, liberty, citizenship, freedom of speech/religion/political belief etc. Discuss and clarify these.
- Ask students to brainstorm what rights and responsibilities Aboriginal people might have enjoyed prior to 1788 (eg rights to use land, to belong to a country, to practice spiritual beliefs and cultures, to speak one's own language; responsibilities to care for country and people, to ensure social stability, to adhere to spiritual laws).
- Inform students that many people believe that democracy began in ancient Greece. Describe and illustrate the Greek Assembly in ancient Athens — every Greek citizen had the right to vote in the Assembly. Role-play the Greek democratic process with the whole class, eg:
  - i) Elect members to a small class council (students' names placed in a barrel and drawn out randomly).
  - ii) Council decides on the agenda, eg class rules, an event or issue of importance.
  - iii) Allocate six group roles — male slaves, female slaves, men born in Athens of Athenian-born parents, women born in Athens of Athenian-born parents, men whose parents were not Athenian-born, women whose parents were not Athenian-born.
  - iv) Commence voting on the agenda, allowing all six groups to participate.
  - v) Slaves, men and women whose parents were not born in Athens and Athenian-born women could not vote. As students move through the agenda, progressively eliminate each of these groups, explaining why. This leaves men of Athenian-born parents as the only participating group.
  - vi) Discuss how students in each group felt about their role. What would students think if this system operated in their classroom? Should all students be allowed to vote? Why? Why not?
- Have students investigate basic democratic rights. Using United Nations Organisation documents/website, have students research issues such as fundamental freedoms, political, legal, economic, social and cultural rights, and the rights of children. Discuss what these rights mean. A class 'Charter of Democratic Beliefs and Liberties' could be devised and displayed or individuals may draw up their own charters, eg 'My Rights of the Child'.

Learning Sequence 2: Where and When Are These Democratic Rights Upheld?

- Using a variety of media resources, have students identify incidents in Australia and the world where basic human rights have been upheld or violated. (Note: All information received through any media, is chosen, filtered and edited by people. It is important that students understand that a particular perspective is being presented in the final product.) ☆
- Discuss whether all Australians share equal human and citizenship rights. Refer to the White Australia Policy.
- Have students construct a matrix showing information gathered. ☆

Incident	Media source	Rights involved	Outcome of incident	Our/My personal view

Learning Sequence 3: Key Figures and/or Events that Have Enhanced Democratic Rights

- Ask students to choose one or more areas of investigation:
  - i) Key figures, eg Pericles, King John and the Magna Carta, Abraham Lincoln, Nelson Mandela, Aung San Suu Kyi.
  - ii) Key events and issues in democratic history, eg voting rights in Australia (including Aboriginal and women's rights), worldwide developments in parliamentary democracy, civil rights violations/improvements in Australia (the stolen generations, the Freedom Rides, Royal Commission into Aboriginal Deaths in Custody) and in other countries. To present their research, students could contruct timelines, write and illustrate factual recounts or make an oral presentation. ☆
- Have students investigate the roles played by key figures in the development of Australian democracy, eg Henry Parkes, Vida Goldstein, Edmund Barton, Jack Patten and William Ferguson, George Reid, Maybanke Anderson/Wolstenholme, Mary Lee, Rose Scott, Catherine Helen Spence, Peter Lalor. ☆

Learning Sequence 4: What Does it Mean to Be an Australian Citizen?

- Read out the Australian Citizenship Pledge:

  'From this time forward, under God, I pledge my loyalty to Australia and its people, whose democratic beliefs I share, whose rights and liberties I respect, and whose laws I will uphold and obey.'

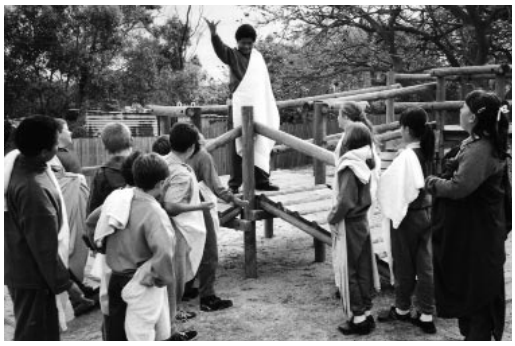
  Have students brainstorm and produce a mind map of the diverse groups of citizens that form the Australian community.
- Using a range of resources, including human and technological resources, have students compare views on what Australian citizenship means, eg a refugee's view, an Aboriginal person's view. Guest speakers are very useful here but where they are difficult to obtain, written case studies are available, eg Department of Immigration and Ethnic Affairs website.
- Discuss citizenship, eg: What does Australian citizenship mean to me? What are the rights and responsibilities of an Australian citizen? How can Australians exercise their rights and liberties? What do you think is our national identity? Have students write and present their views, eg letters to the editor, factual recounts from guest speaker/case study, oral presentations. ☆
- Debate current Australian human rights, citizenship and immigration issues and their implications for democracy.
- Have students discuss how they see the future of democracy in Australia. Have them conduct a survey about the republican movement and present findings.

Student Work Sample

Context

Students participated in a role-play of democratic processes in ancient Greece. They then discussed their reactions and feelings about their roles.

- *examines how Australian democracy originated in ancient Greece and has been informed by British and American political and legal models (CCS3.2)*



ROLE	ADVANTAGE	DISADVANTAGE
Female or Male Slave	"Being a slave had no advantages".	"Slaves couldn't have a say in anything".
	"We get food and a place to sleep".	"We had to do what we were told".
		"I didn't get a day off or get paid."
Female Citizen		"It was unfair that only the men could vote".
	"We could stay at home and make the slaves do all the work."	"The only way we could have a say was by nagging our husbands and telling them what to do".
		"Men made all the decisions and they felt important".
		"Men had all the power".
Male Citizen	"We were able to vote".	"If a law didn't interest me I didn't want to travel to vote on it".
	"I had a say in running things".	"You had to stop doing things you wanted to do because you had to go and vote".
	"We held the power and chose the leaders we wanted".	
Male with a parent not from Athens		"It wasn't fair. I'd love to make a comment. I grew up in Athens".
		"It did not include the opinions of the community as a whole".

Where to from Here?

Several of the *Discovering Democracy* units (Curriculum Corporation, 1998) develop further understandings about democratic practices in other places and times, eg 'Stories of People and Rulers', 'Rules and Laws' and 'Parliament versus Monarch'.

Student Work Sample

Context

Students investigated key figures in the development of the Australian Constitution, eg Edmund Barton, Alfred Deakin, Henry Parkes. From their research, students individually wrote a factual recount that showed their figure's role in the establishment of Federation and the Constitution.

- *describes the roles of key figures in the development of Australian parliamentary democracy, eg Henry Parkes, Edmund Barton, George Reid, Maybanke Anderson, Peter Lalor (CCS3.2)*
- *gives some reasons for Federation (CCS3.2)*
- *examines issues that have influenced the development of Australian democracy, eg reconciliation, definitions of citizenship, the republican movement (CCS3.2)*

Sir Henry Parkes was born on 27th May, 1815 in Warwickshire, England. He went to school for a short time then educated himself. Henry Parkes worked as an apprentice turner for eight years. He then went into business for himself, first in Birmingham, then after only one week in London, he decided to emigrate to Australia.

He and his wife Clarinda emigrated to Australia in 1839 where he became a journalist and politician. In 1850 he started "The Empire" newspaper. He used this to voice his political views. He entered parliament in 1854 and was Premier of N.S.W. from 1872 to 1875. He then became Premier again in 1877, 1878, 1887 and 1889.

Henry Parkes supported the union of the Australian colonies from the 1860's. In 1880 he called for a Federal Council to deal with matters which would be better dealt with by a Federal authority rather than the colonies separately. He made a very famous speech at Tenterfield in N.S.W. in 1889 calling for a great national government for all Australia. This was one of the things that helped start The National Convention of 1891 when the first Draft Constitution Bill was drawn up.

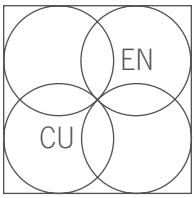
Federal Parliament was formed in 1901. Henry Parkes died in 1896 before Federation became a reality and was buried at Faulconbridge N.S.W.

Sir Henry Parkes was considered by many as the Father of Federation. He was the author of works on Australian political history. Many thought of him as a great man who helped obtain free education for everyone.

Source 1 - Australian Encyclopedia
Source 2 - Infopedia
Source 3 - Henry Parkes by A.W. Martin

Where to from Here?

Use the *Discovering Democracy* CD-ROMs, *Stories of Democracy* and *One Destiny*, to provide opportunities for students to individually investigate other significant people and events in the development of Australia's democracy.



Study of a Cultural Group: Bali

This unit provides opportunities for students to develop understanding and appreciation of traditional Balinese culture and how it has changed as a result of interactions with other cultures. Balinese culture is used as an example only. Teachers may wish to study another cultural group in Indonesia or from another country in the Asia–Pacific region.

Unit Duration *Approximately 7–9 weeks*

Subject Matter Focus *In this unit, students learn about:*

- cultural and other factors affecting identity
- the cultural diversity of Australia and other nations
- the traditions, belief systems and practices of Australia as compared with those of at least one other nation in the Asia–Pacific region
- physical, political and cultural regions and main reference points in Australia and the world, including the continents and some capital cities
- geographic terminology
- communities, regions and environments in Australia and in the world
- patterns of human involvement and use of environments
- effects of human and natural changes on environments
- ecologically sustainable development of environments
- different perspectives about the maintenance and improvement of environments.

Implications for Learning *In this unit, students have opportunities to:*

- investigate the ways in which people express their identity through clothes, language or cultural activities
- investigate Australian characteristics, features and symbols that have been recognised both nationally and internationally
- investigate the characteristics of various cultural groupings
- use a variety of source material, such as books, Internet sites and videos, to investigate a nation in the Asia–Pacific region, comparing its traditions, belief systems and practices with those in Australia
- investigate the cultural changes that they and their families experience in Australia and globally
- compare environmental patterns in Australia, Asia and elsewhere
- locate features on world maps, including political boundaries, latitude and longitude, major cities.

Literacy Notes

This unit provides opportunities for students to explore recounts, information reports, explanations, discussions and expositions.

The HSIE teaching strategies/practices in this unit include brainstorming, retrieval charts, consequence charts, artefacts, task cards and jigsaw groups.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Built Environments strand.

Creative and Practical Arts: Performance, models.

Resources

The Board's website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Factual texts, tourist guide books, travel brochures, posters and videos about Bali and Indonesia (or another selected case study) and materials from the Indonesian Embassy (Canberra). Ensure that the resources selected reflect both tourism and non-tourism related activities. Avoid an overemphasis on exotic aspects of Balinese culture that may be reflected in travel guides, posters etc.

Recordings of traditional Balinese music, eg the gamelan.

Visits by and interviews with people who can provide information on Balinese culture, eg former residents of Bali or people who have lived in, worked in or visited Bali (parents, teachers, friends), travel agents.

Study of a Cultural Group: Bali

Outcomes and Indicators

CUS3.4

Examines how cultures change through interactions with other cultures and the environment.

- *examines cultures within another nation*
- *compares cultural change in Australia with cultural change in other nations*
- *identifies the impact that the environment can have on any culture*
- *identifies the influence of technology on cultural change, eg television, Internet, satellite, short-wave radio, fax*
- *examines how cultural diversity causes cultural change, including conflict*
- *recognises examples of stereotyping, sexism and racism*
- *explores cultural change in their own country of origin or in a country of interest.*

ENS3.6

Explains how various beliefs and practices influence the ways in which people interact with, change and value their environment.

- *examines factors that may give rise to different views about the care of places, eg economic circumstances, occupation, age, gender, interest in heritage*
- *evaluates alternative views about the use of natural and built environments, eg economic versus socio-cultural perspectives*
- *examines how natural, cultural, religious, historical, economic and political factors can influence people's interactions with environments*
- *examines issues associated with differing values about natural and built environments, using a variety of sources, including the media.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: What Do We Know about Bali?

- Ask whether any students have visited Bali and what they know about Bali. Distribute atlases, travel brochures and posters to students so that they can find information about Bali and locate it on a world map as a part of Indonesia. Discuss what the climate might be like and why people choose to visit Bali as tourists. ☆
- Ask students about where they could find information about Balinese ways of life. Jointly list sources and assist students to gather resources and information. Organise guest speakers or arrange contacts for interviews with people who may assist students to gather accurate resources and information about traditional and contemporary Balinese culture. Keep a joint media file on Indonesia, highlighting references to Bali.
- Students may be able to bring in Balinese artefacts to display. If possible, view a video on Bali.

Learning Sequence 2: Traditional Culture – What Is Traditional Balinese Culture?

- Divide the class into jigsaw groups who will become experts on aspects of traditional and contemporary Balinese culture.
- Allocate task cards (see examples at the end of this unit) and relevant resources to each group. Ensure that the resources selected reflect both tourism and non-tourism related activities.
- Have the groups research and complete the activities on the task cards in order to prepare presentations that incorporate a variety of resources and multimedia techniques, eg models, performances, diagrams, products, slide shows. Have students present their findings to the class, highlighting traditional Balinese culture. They should also include references to contemporary Balinese culture. ☆

Learning Sequence 3: Maintaining Culture – How Is Traditional Balinese Culture Maintained?

- After the presentations, have the groups discuss and list ways in which younger members of Balinese society learn about traditional Balinese culture. Have groups list their responses and share these with others. ☆
- Have students reflect on the role played by the tourist industry in maintaining and highlighting traditional Balinese culture. Have students, in groups, examine tourist brochures to identify how traditional Balinese culture is presented in advertising/promotions/tours, noting aspects that are not featured. They could then compare this with portrayals of Australian culture in similar brochures. ☆
- Jointly develop generalisations by completing the following statement: 'Traditional Balinese culture is maintained by ...'.

Learning Sequence 4: Cultural Change – How and Why Is Traditional Balinese Culture Changing?

- Arrange for students to interview people who are familiar with Bali and to research (eg using websites, photographs, factual texts and tourist guides), how people live in Bali today. For example: Are all people still living traditional village lifestyles? What traditions continue today? Why do they continue (for what purpose/s)? What aspects of traditional lifestyle have changed (eg dress, music, food, employment, technology, housing, land care)? What has caused these changes (new industries, tourism)? Have these changes occurred amongst all people in Bali? Have the changes occurred slowly or rapidly?
- Have students complete a retrieval chart of the changes, eg:

Changes occurring	Causes/Influences
Food	
Land care	
Employment	
Technology	

- Have students locate pictures, in geographic magazines, tourist brochures or photo albums, that show aspects that have changed. These images could be used to illustrate the retrieval chart. Ask students to critically analyse commercially produced images to identify and discuss aspects such as purpose and audience (Who has taken these shots? For what purpose?). Have students draw on other information that they have acquired during the unit to detect stereotyping of Balinese lifestyle. ☆

Learning Sequence 5: Culmination

- Have students reflect on ways in which Balinese cultures have changed and are continuing to change. Discuss the positive and negative effects of these changes for the Balinese people. Add to the retrieval chart. ☆

Changes occurring	Causes	Positive or negative effects

- Through discussion, compare the changes and effects with changes that have occurred or are occurring in other parts of the world, including Australia. ☆
- Have students develop consequence charts and explore value positions based on some current issues, eg environmental, religious or political issues, confronting Balinese people and tourists, eg land sales for the development of golf courses, the use of religious symbols on holiday T-shirts, wealth disparities, pollution. ☆
- Have students design a travel brochure for Bali including features identified during the unit. Encourage the use of design/publishing software. ☆

Student Work Sample

Context

Students brainstormed the effect of the tourist industry on cultures. In groups, they looked at tourist brochures on Bali to see how the traditional culture was represented. This was then compared with representations of Australian culture in Australian tourist brochures. This work sample displays a student's perception of how Australia and Bali are promoted in tourism. It is presented in the form of a comparison chart.

- *compares cultural change in Australia with cultural change in Bali (CUS3.4)*
- *examines cultures within another nation (CUS3.4)*
- *examines cultural diversity (CUS3.4)*
- *explores cultural change (CUS3.4)*
- *examines how natural, cultural and religious factors can influence people's interactions with environments (ENS.6)*

Where to from Here?

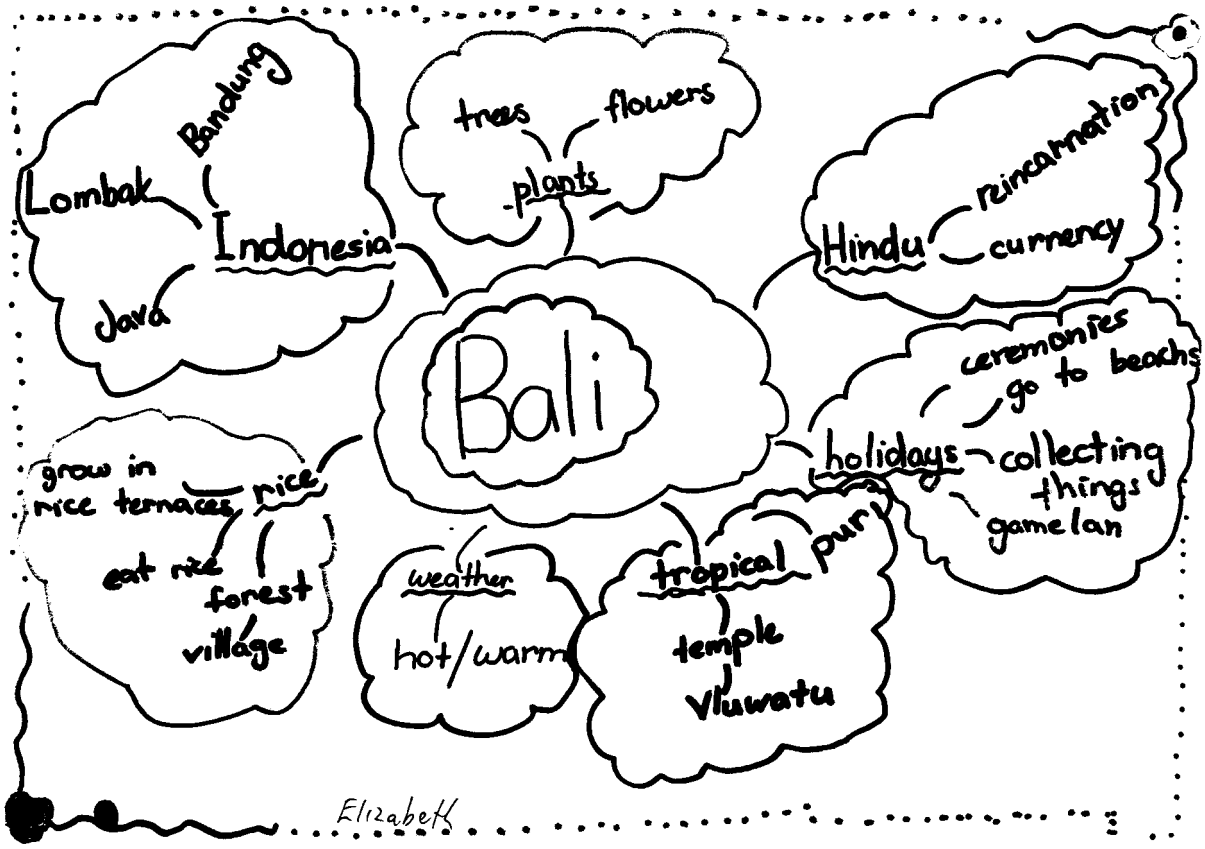
Encourage students to use these word banks to write an information report that makes comparisons between Balinese and Australian cultures. Have students consider the impact of change on cultures, discuss positive and negative consequences of tourism and identify other factors that influence cultural change.

Student Work Sample

Context

As a culmination, students mind-mapped the information they had learnt throughout the unit. They were encouraged to focus on the main points, representing further learning with each branch and sub-branch.

■ *examine cultures within another nation (CUS3.4)*



Where to from Here?

Have students develop a similar mind map for Australia. They could then compare the information to clarify similarities and differences. Encourage students to provide greater detail (eg plants, trees, flowers … what kind?) and use the mind map to assess their understandings, eg Why did you link Hindu and currency?

Example of Task Cards for Learning Sequence 2

Balinese languages

- Research languages spoken in Bali.
- Explain how the languages are used.
- Research how Balinese people are named.
- Create a glossary of terms that you might find necessary if you were to visit Bali.

Festivals and ceremonies

- Research the major festivals and ceremonies, eg cremations, observed by Balinese people.
- Explain the origins of some of the festivals and ceremonies, and customs associated with these.
- Create a calendar showing when festivals and ceremonies are celebrated.

Traditional beliefs of Balinese people

- Research the major religion practised by traditional Balinese people.
- Find out about some of the major beliefs in this religion.
- Find out about some customs associated with these beliefs.

Community life

- Research how traditional Balinese districts are divided into counties, villages and banjars, and how these are governed.
- Describe ways in which people live and cooperate with each other in the banjars, eg layout of village, housing, work and village responsibilities, crimes and punishments.
- Construct a model or diagram of a village and a chart of community roles and responsibilities.

Traditional Balinese art and craft

- Research and describe the features of traditional Balinese painting, carving, sculpture and craft.
- Describe how art is a part of traditional Balinese everyday life.
- Explain the importance of Balinese art and craft to traditional Balinese people.

Dance, drama and music in traditional Balinese culture

- Listen to a recording of traditional Balinese music.
- Research: a traditional Balinese orchestra or gamelan; legong dance; wayang kulit (shadow puppet play).
- Explain the importance of traditional dance, drama and music to Balinese people.

Traditional food, drinks and eating customs

- Research traditional Balinese foods and some recipes.
- Find out why some foods are popular, eg rice.
- List some customs that are observed when preparing food or eating.

Family life

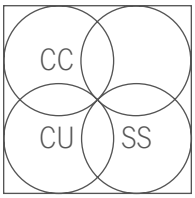
- Research and describe some of the traditional roles and responsibilities of men, women and children in Balinese families.
- Research and describe the traditional housing of Balinese families.
- Construct a model or diagram of a Balinese house showing its layout, functions of rooms and building materials.

Dress

- Research traditional everyday dress for Balinese people and clothing for ceremonies and festivals.
- Explain the significance of some of the traditional patterns on the fabrics.
- Explain the significance of the kris worn by males.

Environment and people of Bali

- Research: the location of Bali; major landforms; native flora and fauna; climate; ways in which people use the environment.
- Research the traditional beliefs and stories about the origins of the island.
- Construct a map or model of Bali.



Identity and Values

This unit provides opportunities for students to explore the contribution of different cultural groups to Australian identity. The unit focuses on the diversity of Australian life, what has influenced it in the past, present-day influences and the changing nature of these influences.

Unit Duration *Approximately 7–9 weeks*

Subject Matter Focus *In this unit, students learn about:*

- origins of dedicated days, weeks, events and places, including Anzac Day, Australia Day and Remembrance Day
- world achievements by Australians, past and present
- significant events that have shaped Australia's identity
- cultural and other factors affecting identity
- the cultural diversity of Australia and other nations
- origins of place names and other words and expressions
- everyday words associated with cultural influences
- how national identity is reflected in ballads, songs, colours, and significant sites.

Implications for Learning *In this unit, students have opportunities to:*

- investigate the ways in which people express their identity through clothes, language or activities
- investigate Australian characteristics, features and symbols that have been recognised both nationally and internationally
- examine life in Australia for particular groups
- reflect, acquire information, form judgements and express points of view about issues and influences in Australia
- investigate the characteristics of various cultural groups
- examine different viewpoints about significant events and issues and demonstrate these viewpoints through debates, discussions and expositions
- identify the development of the rights and responsibilities of being an Australian citizen
- appreciate the strengths and acknowledge the weaknesses of Australia's democracy
- critically discuss and provide opinions on local, national and global issues, problems and trends.

Literacy Notes

This unit provides opportunities for students to explore factual recounts.

The HSIE teaching strategies/practices in this unit include mapping, interviews, brainstorming, retrieval charts, timelines, matrices, displays and simulations.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Resources

Note: It is important to help students to break down gender and racial stereotypes by providing resources that broaden their understanding of cultural groups.

The Board's website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Maps in atlases that show Aboriginal language groups pre-1788, and picture sets that show the cultural diversity of the Australian population today.

Books, videos, pictures, music, art, poems, radio and television programs, newspapers and magazines that show past and present images associated with the following categories: indigenous, outback, Anzac, beach, multicultural, sporting, artistic, business, scientific, pop culture.

A case study about living in Australia and experiencing racism, eg *Onion Tears* (Kidd, 1991).

Excursions to a museum, interviews with people who are representatives of contemporary culture, and excursions to community organisations or businesses that cater for cultural groups.

'Cathy Freeman's Story' in *Big Mob Books for little fullas* (Board of Studies NSW, 1996).

Identity and Values

Outcomes and Indicators

CUS3.3

Describes different cultural influences and their contribution to Australian identities.

- *demonstrates an understanding of different viewpoints about the nature of Australian identity and gives their own impressions and point of view*
- *examines the various regional, State and national symbols and colours that are associated with Australia*
- *identifies examples of Australian culture, eg music, songs, literature, art*
- *examines cultures, ideas and traditions that have influenced Australian culture and identity, including migration, trade, religion and belief systems*
- *examines the contributions of Aboriginal people to Australian culture and identity*
- *examines the contributions of women to Australian culture and identity.*

SSS3.8

Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.

- *describes the contributions of groups, movements and policies to the development of fairness and social justice in Australia.*

CUS3.4

Examines how cultures change through interactions with other cultures and the environment.

- *describes the cultural diversity that exists in Australia today, including the languages spoken*
- *identifies ways in which education, religion and culture influence the viewpoints people have about their own identity in Australia.*

CCS3.1

Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.

- *outlines the contributions and influences that people, groups and events have had on Australia and Australians today*
- *identifies places associated with nationally significant events and people*
- *identifies the origins of events, days and actions of national significance, including Anzac Day, Australia Day and NAIDOC, and examines these from different perspectives.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: Initiate the Unit

- Ask students about who were the first Australians and whether they all had the same language, religion and ways of living. Refer students to maps that show Aboriginal language groups in Australia pre-1788 to establish understandings about the cultural diversity of Aboriginal people and the fact that Australia has always been culturally diverse.
- Display a set of pictures that show the cultural diversity of the Australian population today. Explain that Australia has approximately 18 million people who are from over 140 different cultural backgrounds, speak about 100 different languages and follow about 80 different religions. Assist the students to recognise that the cultural diversity of Australia has changed.
- Use a variety of texts about Australia's history to develop a joint timeline showing the arrival of significant migrant groups, and possible reasons for coming.
- As the timeline develops and students find a new group of immigrants, identify the countries of origin on a large world map and link these to Australia using wool and flags. Be conscious of sensitivities when linking particular cultural/political groups with national flags. During the unit, keep adding connections to this map.
- Have students commence research about their own cultural origins in order to start a personal identity profile (to be developed later in the unit). Add connections to the world map to show students' countries of origin. On the timeline, have students indicate approximately when their families arrived in Australia.
- Refer to the map and the timeline to acknowledge that Australia now has a diverse population and diverse identities. Pose the question: How and why are Australian identities changing? Keep the information obtained for future use.

Learning Sequence 2: Investigating Australian Identities, Past and Present

- Indicate that students will be simulating a 'Museum of Australia's Cultural Diversity'. In doing so, they will be preparing displays showing various Australian cultural images.
- Ask students to consider some of the cultural images that people both inside and outside Australia would identify as being Australian.
- Explain to students that images of Australia have changed as Australian people and lifestyles have changed. Some enduring Australian images include the outback, Aboriginal people living in the outback, Anzac, the beach.
- Brainstorm a list of other images of Australia, eg images associated with: places and events; Australian environments; political and economic systems; ways of life; and Australian personalities.
- Have students collect information on an Australian image. Construct a matrix such as:

An image of Australia	Features of the image	Views on how/why this image originated	Associated stories, songs, poems or artworks	Associated language terms	Why the image has changed
Beach					
Cathy Freeman					
Cricket					

- Explore the local community. Have students observe and record evidence of products and places associated with cultural groups in the community, eg RSL club, cenotaph, places of worship, restaurants, languages on signs, shops selling popular clothing, place/street names with Aboriginal or historical origins, newsagents with newspapers, magazines and greeting cards in a range of languages, ethnic radio or television stations. ☆
- Drawing on students' matrices, draw up a class list of past and present images of Australians.
- Organise the evidence collected, whether it be photographs or drawings, brochures or artefacts, and display it in a classroom museum.
- Provide time for groups to visit the display. Students could individually record the assembled information on a worksheet using a summary chart.
- Discuss how, where and why these images originated. Which of the images can be found in other places in Australia? Why or why not? What are some of the ways in which images have changed? Why is this happening? Which images do students value most/least? ☆
- Study magazines, newspapers, television news segments, programs and advertisements and discuss images seen in the media. Why are they selected? How might this affect some people? Which of the images do we see represented in our local area? Why or why not? What are some of the ways in which images have changed? Why is this happening? Which images do students value most/least? ☆

Learning Sequence 3: Cultural Diversity — Benefits and Tensions

- Refer to the data about cultural groups in the community, or undertake another excursion to list the benefits that community members enjoy as a result of contemporary cultural diversity.
- Discuss the list. Ask students to interview family members about the benefits they appreciate as a result of living in a culturally diverse society. Have students report on their interviews and add benefits noted in their surveys to the list. If students report problems caused by cultural diversity, discuss and list these also. ☆
- Analyse the list of benefits, discussing whether all the benefits are available to all groups of people in the community and whether the benefits are enjoyed by all communities.
- If possible, interview several migrants who have recently arrived in Australia about why they chose to come to Australia, and their positive and negative experiences. Alternatively, provide students with a case study of a person living in Australia who has experienced discrimination or racism, eg the novel *Onion Tears* (Kidd, 1991). Have students role-play segments of the case study in order to establish empathy.
- Have students record the information on a retrieval chart or through individual factual recounts. ☆
- Ask students to suggest possible causes for the negative experiences. Find further evidence of negative experiences, such as disadvantage, discrimination, racism or prejudice, in newspapers and news and current affairs programs. Ask students to suggest possible causes.
- Have students interview an officer of the Anti-Discrimination Board by fax or e-mail or request information about Australian laws that aim to protect people from discrimination and prejudice. Revisit school or system policies related to combating racism. Record examples of the laws and policies and discuss why these laws and policies have been created.
- Brainstorm ways in which the students could assist 'new arrivals' to the school. Develop an agreed list to present to the SRC or principal as a proposed set of principles. If a policy already exists, jointly assess its effectiveness and whether it needs revision. ☆

Learning Sequence 4: What Influences Australian Identities Today?

- Have students revisit their 'museum' and their research about their cultural backgrounds. They could then independently represent their Australian identities in some way, eg using photographs, drawings, text or a personal/family crest. ☆
- Have students study their representations and list influences on their identities, eg Why do they: adopt particular clothing and ways of dressing?; select particular music, television programs, food, drinks, idols?; participate in particular leisure activities?; identify with particular icons or symbols? ☆
- Ask students to predict how aspects of their identities may change as they grow older and to give reasons. They should then annotate the representations with their predictions.
- Display the students' representations in the class 'museum'.
- Identify a popular image or fad from the representations. Ask students about the origin of the image or fad, why it is popular, who benefits from the popularity of the image and whether the popularity is a local or global trend. ☆
- Present the scenario that the students will be representing Australia in an international competition. Ask students what they would wear, carry, display or sing to show that they were representing Australia. Discuss why they would select these items. Add them to their representations if necessary.

  Note: Further investigation of the origins and meanings of the Australian coat of arms, national anthem and colours, and national and State flags may be undertaken.

Learning Sequence 5: Reflection and Culmination

- Ask students to reflect on the question 'How and why are Australian identities changing?' Develop a class summary statement to answer the question. ☆
- Open the classroom 'Museum of Australia's Cultural Diversity' to visitors, including class groups, parents and members of the school community. Have students use information gathered in Learning Sequence 2 to prepare summary statements about the displays in order to act as museum guides. ☆

Student Work Sample

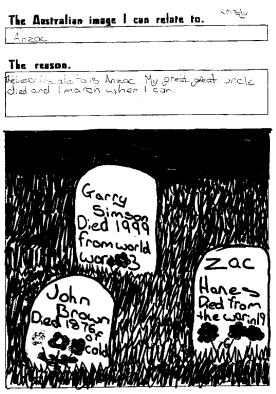
Context

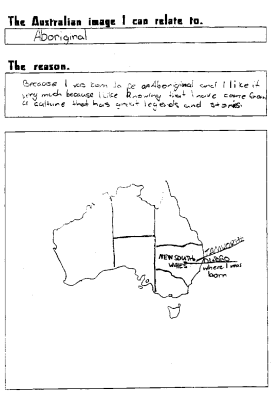
Students brainstormed Australian images and selected three to consider. Some students worked independently while others formed a group with the teacher to brainstorm ideas about the symbols, changes and songs associated with the image. Each student filled out an individual retrieval chart, demonstrating their understanding of what was discussed. Students also wrote a simple sentence about the Australian image to which they related.

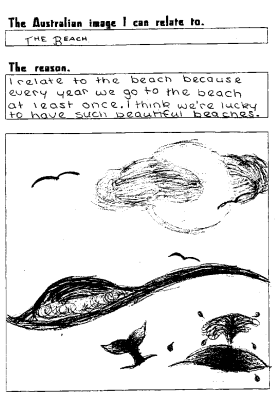
- *demonstrates an understanding of different viewpoints about the nature of Australian identity and gives their own impressions and point of view (CUS3.3)*
- *identifies examples of Australian culture, eg music, songs, literature, art (CUS3.3)*
- *identifies the influences of factors such as popular culture, technology and media on cultural change (CUS3.3)*
- *examines significant current events that are affecting Australian identity (CUS3.3)*
- *examines cultures, ideas and traditions that have influenced Australian culture and identity, including migration, trade, religion and belief systems (CUS3.3)*
- *examines the contributions of Aboriginal people to Australian culture and identity (CUS3.3)*
- *examines the contributions of women to Australian culture and identity (CUS3.3)*

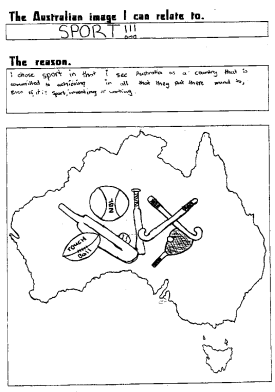
Australian Images

IMAGE	Description/ Symbols past	Description/ Symbols present	Where/How the image originated	Songs, poems, artworks, associated with the image	Language terms associated with the image	Why the image has changed	How our community identifies with the image
SPORT	* Male Dominated * White clothes * Don Bradman * Cricket * Dawn Fraser	* Olympics 2000 * Cathy Freeman * Endorsments * Melbourne Cup	* Multicultural sports * Space to utilise * Bronzed Aussies. * Warm Climate	* Football meat pies, and Holden cars. * Up there Kavaly * Weo Barga Cricket club.	* AFL * NRL * Scrum Try * Muck * NBL	* More sports * Better coverage through T.V. News paper and radio * Women Sports	* Touch Foot ll Competition * Little Athletics * Tamworth Games * School sports
COUNTRY MUSIC	* Slim Dusty * Stan Carter * Buddy Bishop * Chad Morgan * Yodelling *	* Lee Kurtigun * Girls night out Gina Jeffrey. * Tania Kurtigan * Golden Guitar * Felicity	* American influence * Need for singing stories about Aust. * Festyle * Nashville America	* I don't want to be alone tonight. * True Blue * Rocking Chair. * Girls night out.	* Coo-ee * Yode-Yode Yodelling. * Boots	* More country music. * Better Coverage on T.V. * lots of young people.	* Country music singing. * CD's of Country music singers.
ANZAC	* People went to war and died. * We cried for the hurt * We sat on our porches.	* Walk down the street for those who fought in the war. * We remember our friends and family that fought.	* Gallipoli * It happened when the Turks were hidding when others got on Island. * Turks attacked when the Australians got on the Island.	* Waltzing Matilda * Sculptures of the war. * Pictures of heros and people who came back from war.	* Australian New zealand Army Corpe.	* There's been no war. * People don't cry as much as they used to.	* People cry because they have lost a loved ones. * Hundreds of people in our community went to war and lots died.



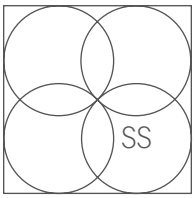






Where to from Here?

Have students examine poems, songs and pictures/posters from Australia's past and identify images that were significant, eg the bush, drovers. They could compare the images represented in contemporary poems, songs, pictures/posters and discuss identifiable changes to the Australian image.



Global Connections

This unit provides opportunities for students to explore global communication systems. It focuses on the access that different countries and their peoples have to these global systems and to the changing technologies associated with these systems. It also examines students' own use of these systems.

Unit Duration *Approximately 8–10 weeks*

Subject Matter Focus *In this unit, students learn about:*

- global interconnections and interdependence
- organisations involved with monetary exchange
- major Australian exports and imports
- rights and responsibilities of users and producers of goods and services worldwide
- rights and responsibilities of Australian and global citizenship.

Implications for Learning *In this unit, students have opportunities to:*

- investigate national and global organisations involved in monetary exchange
- investigate some case studies of Australia's global interdependence, including some indications of our export and import industries
- acquire information about the needs of other areas of the world and about how Australia can assist
- discuss and draw conclusions about the criteria for exemplary global interaction
- identify, through a variety of media, situations where civic action has led to the improvement of community living.

Literacy Notes

This unit provides opportunities for students to explore information reports, explanations and recounts.

The HSIE teaching strategies/practices in this unit include mapping, interviews, developing flow charts, retrieval charts and consequence charts.

Links with Other Key Learning Areas

English: The structure and language features of the text types students create and interpret (see above).

Science and Technology: Content from the Information and Communications strand.

Resources

The Board's website (http://www.boardofstudies.nsw.edu.au) lists current available resources such as some selected background information sheets, websites, texts and other material to support this unit.

Atlases with maps showing Australia's major imports, exports, air and sea routes, and tourist destinations.

Teaching kits, books and videos that provide information about Australia's export industries, eg *Mineral Magic* (Minerals Council of Australia, 1993).

Meetings and interviews with a local exporter, travel agent, postal worker and/or Internet provider.

Video clips of a relevant international news item.

Books, brochures, posters and videos from telecommunications or media organisations, eg Telstra or Optus, newspaper offices, television or radio stations.

A speaker from a global organisation, eg United Nations, Amnesty International, Greenpeace, to visit the class or show videos about their work.

The AusAID website (http://globaled.ausaid.gov.au).

An interview with the local member of Federal Parliament, or contact with the Department of Foreign Affairs to obtain information about international treaties and agreements to which Australia is a signatory.

Global Connections

Outcomes and Indicators

SSS3.7

Describes how Australian people, systems and communities are globally interconnected and recognises global responsibilities.

- *gathers information about Australia's major exports and imports*
- *explains how global interactions need to be assessed for their global implications*
- *describes how, and gives reasons why, Australia is interdependent with other nations*
- *explains the ways in which technologies and systems assist global interconnections, including global communication systems*
- *identifies human rights and how these are respected, and situations when they are not respected, in Australia and the world*
- *describes universal human needs and the efforts of organisations in meeting these needs, eg United Nations, Red Cross*
- *examines reasons for changes in work and industries in Australia*
- *makes statements about global responsibilities*
- *describes some examples of Australia's obligations under international treaties.*

Learning Experiences

Key assessment opportunities are marked: ☆

Learning Sequence 1: Initiate the Unit

- Recount a possible morning routine, indicating global links, eg:

  'I cooked my toast in a toaster made in (*country*) and spread it with jam made in (*country*). I ate my toast with a cup of tea made with leaves grown in (*country*) and packed in (*country*). I dressed in my running shoes made in (*country*), and jeans and shirt made in (*country*), while listening to a song by an (*nationality*) band being played on my (*nationality*) radio. I had a phone call from my parents who had just returned from holidaying in (*country*). I quickly listened to the eight o'clock news, which reported an air disaster in (*country*) before I ran out the door to drive to work in my (*nationality*) car.'
- Ask students to recall the places mentioned in the recount and locate them on a world map. Have students reflect and suggest how they were connected to other parts of the world that morning. ☆
- Begin a list of all the different ways in which Australians are globally connected.
- Make explicit the focus question for inquiry: 'How is Australia globally connected and what are our responsibilities?'

Learning Sequence 2: Global Trade and Travel – How Is Australia Globally Connected through Trade and Travel?

Imports

- Have students complete a home survey to find five items in each of the following categories, and the countries from which they came: clothing and shoes, manufactured and electrical goods, food and drinks, other items. ☆
- On world maps, have students independently locate the countries from which they received goods and link these countries to Australia, eg by drawing arrows. ☆
- Provide charts for the most frequently mapped countries. Have students list items imported from each country on the appropriate chart. Study the charts to identify patterns in the types of items imported from particular countries.
- Analyse atlases that show major imports and chief countries of supply to discern whether patterns identified from the class charts are similar to actual patterns of trade for Australia. Discuss why or why not. Assist the students to generalise about Australia's global links through imports.

Exports

- Allocate major Australian export industries to groups of students and provide each group with resources, such as atlases, pamphlets, videos and books. Ask groups to gather and organise information about where their industry operates in Australia, the processes used in obtaining or producing the goods/services and the countries to which they are exported.
- Have groups prepare a presentation for the class, making use of large maps of Australia and the world, to show the locations of the industry and export destinations. ☆
- Analyse atlases that show major exports and chief destinations to discern whether patterns on the class maps of exports are similar to actual patterns of trade for Australia. Discuss why or why not.
- Assist the students to generalise about Australia's global links through exports.

Case study of an industry

- Arrange a class visit to a local export industry to interview a representative about its global links. Students could find answers to the following questions: Where and how are the products produced? Does the company import equipment or materials? From where? Where are the products sold? How does the company communicate with overseas contacts? What communication developments have assisted the company? Are there any international laws or regulations with which the company has to comply (eg safety specifications or quarantine regulations)? How does Australia benefit from the global links that this company has? Do the global links bring any disadvantages?
- Have students construct information reports on the case study. These should include flow charts of the production and distribution processes and a map of export destinations. ☆

Travel

- Arrange an interview with a local travel agent (or use e-mail/fax) and/or obtain brochures about flight and tourist destinations to find where Australians travel, why people usually travel to particular destinations and the length of flights to several chosen countries, eg a country in Asia, in North America, in Europe.
- Have students record their information from the interviews, including some major air routes and flight times, on their world maps. Use atlases showing major air routes to assist.
- Ask students about how people could travel to other parts of the world if they did not want to travel by aeroplane, or if they needed to move goods too large to fit on an aeroplane. Have students use atlases to research the major sea routes, and the lengths of these journeys, and add these to the world maps.
- Have students analyse the world maps to compare travel times by air and sea. Ask them to list the benefits that have occurred as a result of air travel.

Reflection on imports, exports and travel

- Review the ways in which Australians are globally connected through imports, exports and travel. Have students interview family members about how their lives would change personally or at work if Australia was no longer connected to the rest of the world through trade and travel. Develop a joint list of advantages of global trade and travel. Discuss examples where bans have been imposed on countries.
- Ask students why advertising campaigns encourage Australians to buy Australian-made goods or take holidays in Australia. Develop a class chart of the disadvantages of global trade and travel, questioning the students to assist their thinking, eg What could happen to Australian industries if Australians imported too many goods? ☆

Learning Sequence 3: Global Communication – How Is Australia Globally Connected through Communication Systems?

- Jointly view a television news item of an international incident. Ask students about when the incident occurred and how long it took for Australians to gain the information. Ask them to suggest how the information got to Australia so quickly. Brainstorm and list all the ways in which information about the incident could have reached Australia and how long each of these other ways might take.
- Acquire information about the following international communication systems: postal, telephone, media, computer. This information can be obtained by: visiting the district mail distribution centre or local post office; visiting a newsagency to investigate newspapers and magazines which have international content or that come from overseas; interviewing an Internet service provider; studying books, brochures, posters and videos provided by organisations such as Telstra or Optus, a national or state newspaper office, or a television or radio station.
- Jointly construct a retrieval chart:

Australia's Global Communication Links

Communication system	Services provided	When the service was introduced	Technology used	Approx. time for message delivery	Advantages	Disadvantages
Postal	Air Surface					
Telephone	Voice Fax					
Media	Television Radio Newspapers					
Computer	Internet E-mail Fax					

- Draw students' attention to the interconnections within these links, eg the use of computer technology in the production of newspapers, Internet access to newspapers.
- Have students interview family members about benefits they have received, personally or in work/business, as a result of having more efficient communication systems available, and whether they have had any problems or know of any problems with using any of the systems.
- Have students, in groups, compile a list of the benefits and problems of modern communication systems and share these with the class. ☆
- All information received through any medium is chosen, filtered and edited by people. It is important that students understand that a particular perspective is being presented in the final product. Students could compare the text/images presented on a news item by various media sources.

Learning Sequence 4: Global Organisations and Agreements – What Responsibilities Do Australians Have as Global Citizens?

Global organisations

- Inform students of the various global organisations to which Australians belong, including: United Nations, AusAID, Greenpeace, Amnesty International, Red Cross, World Wide Fund for Nature, International Olympic Federation.
- Provide books, brochures and websites and/or arrange for speakers from some of the organisations to talk with the class or show videos about their work (eg United Nations, Amnesty International).
- Assign a group to investigate each of the organisations and to complete the following chart:

Organisation	Roles	How Australians help the organisation	Benefits of the organisation's work

- Have groups deliver a presentation on their organisation, including an example of a project and a consequence chart to show the effects on the world if the organisation could no longer operate because people did not help and/or funding was discontinued. ☆

Case study of AusAID

- Provide pairs of students with an outline of an AusAID project and the associated activities downloaded from the website: (http://globaled.ausaid.gov.au). Ask the pairs to summarise the information.
- Ask the student pairs to present their projects and locate them on a class map of the world. Have students analyse the projects for categories, eg health, education, water, food. Group the projects under the categories. Discuss why Australia helps with these projects. ☆

International agreements

- Arrange an interview with a public relations officer from the Department of Foreign Affairs to obtain information about international treaties and agreements to which Australia is a signatory, eg Australia Pacific Economic Community (APEC), Human Rights. During the interview, establish the reasons for the treaty and the benefits to Australia and the world. Ask students to record a summary of the interview.

Reflection on global responsibilities

- Reflect on the ways in which Australians can be responsible global citizens. Have students independently list ways in which they could act as responsible global citizens. ☆
- Students could investigate how they can positively influence the world's environment by starting at home, eg reduce global warming by reducing energy consumption. Discuss the idea of 'Think globally, act locally'.

Learning Sequence 5: Culmination

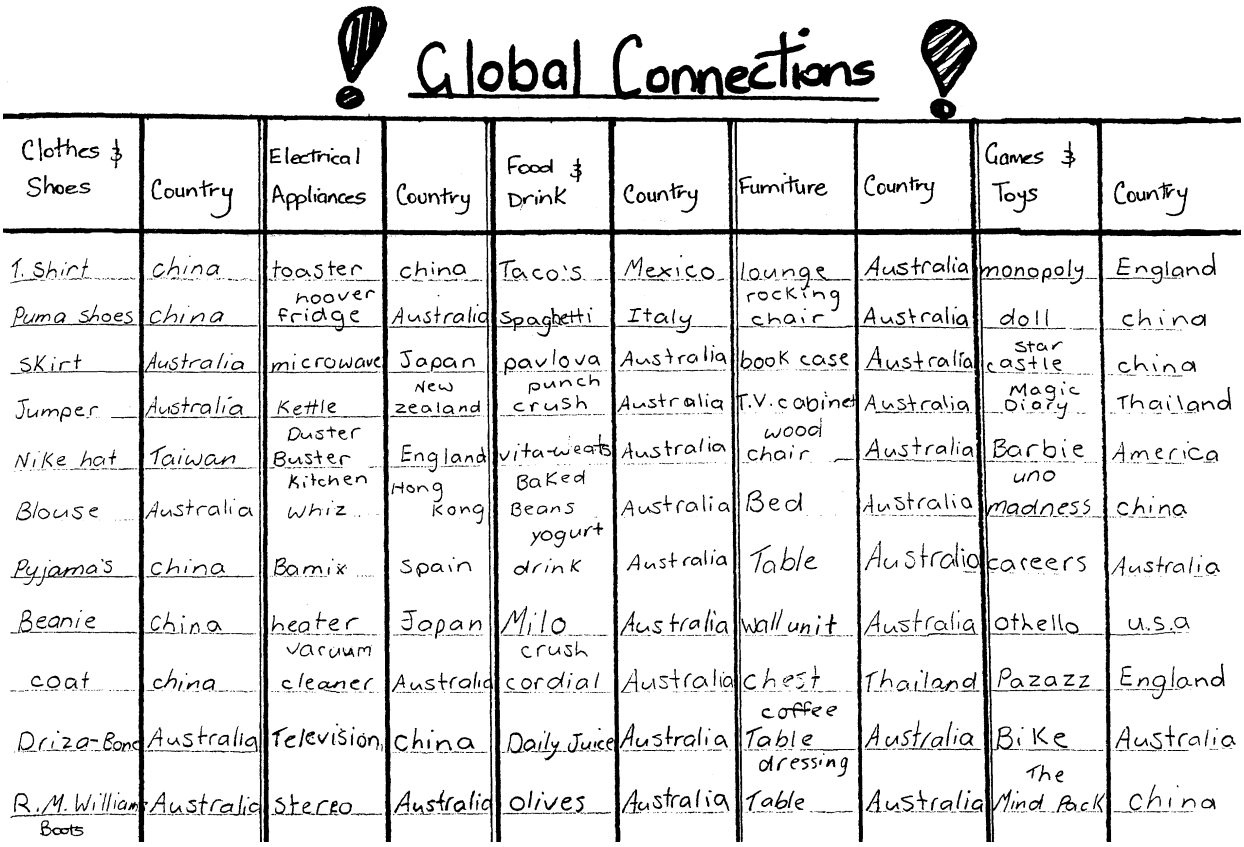
- Develop a display for the school depicting how Australia is globally connected, and our responsibilities. Include media articles that provide evidence of Australia's involvement, samples of work, charts and maps developed throughout the unit, photographs and video segments. Include a suggestion list for how Australian people could participate as responsible global citizens.

Student Work Sample

Context

Students completed a home survey to discover items and their places of origin. Students displayed this information on a world map to indicate the links of imported goods between the world and Australia.

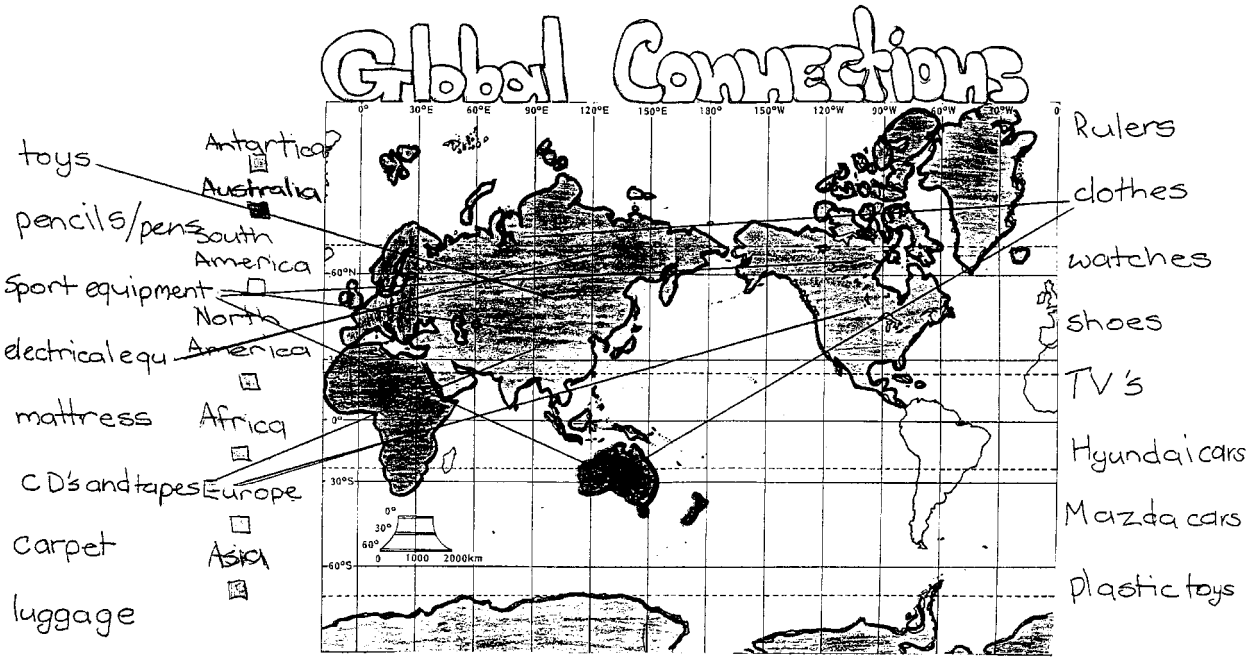
- *gathers information about Australia's major exports and imports (SSS3.7)*
- *describes how, and gives reasons why, Australia is interdependent with other nations (SSS3.7)*



Global Connections

Clothes & Shoes	Country	Electrical Appliances	Country	Food & Drink	Country	Furniture	Country	Games & Toys	Country
T. Shirt	china	toaster	china	Taco's	Mexico	lounge	Australia	monopoly	England
Puma shoes	china	hoover fridge	Australia	Spaghetti	Italy	rocking chair	Australia	doll	china
SKirt	Australia	microwave	Japan	pavlova	Australia	book case	Australia	star castle	china
Jumper	Australia	Kettle	New zealand	punch crush	Australia	T.V. cabinet	Australia	Magic Diary	Thailand
Nike hat	Taiwan	Duster Buster	England	vita-weats	Australia	wood chair	Australia	Barbie	America
Blouse	Australia	Kitchen Whiz	Hong Kong	Baked Beans	Australia	Bed	Australia	uno madness	china
Pyjama's	china	Bamix	Spain	yogurt drink	Australia	Table	Australia	careers	Australia
Beanie	China	heater	Japan	Milo	Australia	wall unit	Australia	othello	u.s.a
coat	china	vacuum cleaner	Australia	crush cordial	Australia	chest	Thailand	Pazazz	England
Driza-Bone	Australia	Television	china	Daily Juice	Australia	coffee Table	Australia	BiKe	Australia
R.M. Williams Boots	Australia	Stereo	Australia	olives	Australia	dressing Table	Australia	The Mind Pack	china

Student Work Sample



Where to from Here?

Jointly develop a discussion focusing on points for and against the importation of particular goods/services into Australia. Have students independently construct an exposition about a particular product/service that they feel should be imported/not imported. They should identify the audience for their text and focus on acquiring relevant data to support their arguments.