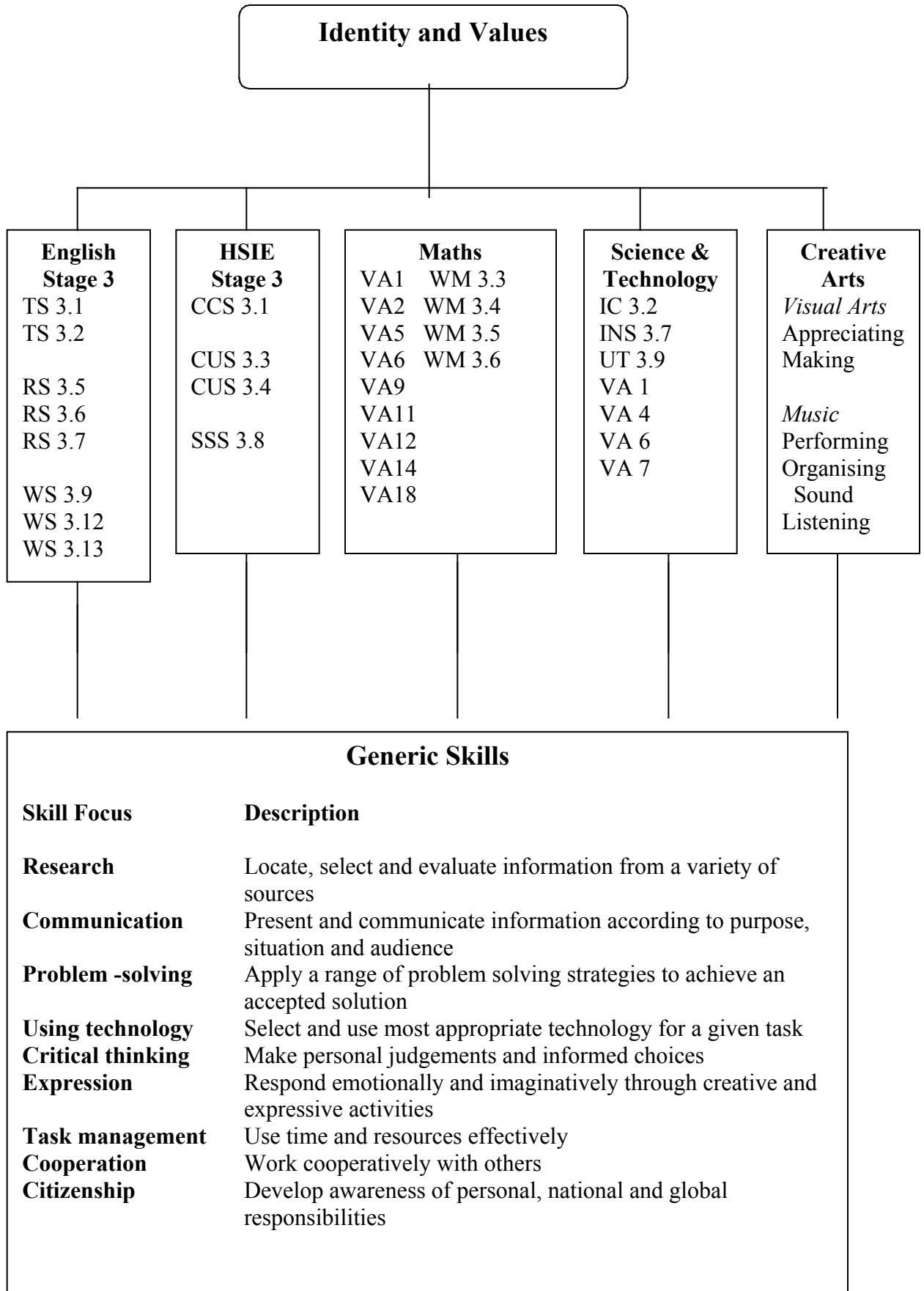


STAGE THREE INTEGRATED UNIT



HSIE

Subject Matter Focus In this unit students learn about

| | |
|--|---|
| cultural and other factor affecting identify traditions, belief systems and practices of Australians origins and place names and other words and expressions | the cultural diversity of Australia and other nations significant events that have shaped Australia's identity contributions of groups, movements, policies and laws to the development of fairness and social justice in Australia |
| 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 characteristics of various cultural groups | investigate Australian characteristics, features and symbols that have been recognised both nationally and internationally reflect, acquire information, form judgements and express points of view about issues and influences in Australia examine life in Australia for particular groups |
| critically discuss and provide opinions on local, national and global issues, problems and trends select examples of cultural change in Australia and discuss how cultural change occurs | |

ENGLISH

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

| | |
|---|--|
| use increasingly technical vocabulary in spoken texts and how to clarify meaning for listeners converse, debate and hypothesise about issues discuss how information is organised and presented differently in a variety of texts engage in discussions and debates on topical issues | deliver a variety of oral presentations for more varied audiences contribute to discussions on more abstract topics in pairs, small groups and class access, record and present information in a variety of ways discuss how spoken language differs from written language, and the purpose and audience of each |
|---|--|

SCIENCE AND TECHNOLOGY

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

| | |
|---|--|
| collect, store and organise data to assist in solving problems challenge and test predictions based on careful observation and selected information | discuss and investigate structures and products that exist to access, promote and distribute information |
|---|--|

MATHEMATICS

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

formulate questions, investigate problems, verify solutions and reflect on processes
use their own language to clarify observations and discoveries and to communicate their findings to others

use a variety of ways to record the processes used to investigate and solve problems
question responses of peers and teacher in order to seek further clarification, reassurance, cooperation and approval as a means of extending their mathematical understanding

CREATIVE ARTS

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

analyse and respond to subject matter by closely observing details, qualities, viewpoint and distance
undertake further investigations of subject matter, building a better understanding of qualities and details
explore a theme through sound or as a movement activity

discuss and visually record responses to what they see, feel, hear, touch and smell

apply concepts from particular artists' work to their own work

distinguish between the uses of concepts in music from different times, places and cultures

makes a record of the sounds discovered and different ways of producing them

move freely to music, responding to the character and mood of the music

Teaching/Learning experiences

- Discussion of cultural diversity in classroom. Plot on world map
- Special purpose map study of Aboriginal Australia
- Different ways of using language, music, art, food etc by various cultural groups
- Timeline of migration
- Invite local migrants or community workers to speak to class – suggest food samples, clothing history through photographs and household items
- Develop database from findings
- Make judgements on best ways to present/interpret data (retrieval chart p200 HSIE Units)

Learning Sequence 1

Define Australian identity through

- brainstorm and collate data to represent patterns and relationships
- concept maps (examples, eg fishbone, spider)
- develop matrix of images of Australian identities

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

(p 143 HSIE units)

Learning Sequence 2

Brainstorm what students predict may be available in the local community for signs of cultural diversity.

Explore local community for visible and/or olfactory (cooking, incense, perfume) signs of cultural diversity. Activity on walk could include note-taking, recording, interviewing, photographing, demonstrations ,eg noodle cooking, guest speakers

Document and discuss findings on returning to school. This could include

- Was there evidence of different cultures/religions?
- Food from how many nations did we find?
- Were there signs and symbols in other languages?
- What community organisations did we see, eg clubs, scouts
- Was there evidence of different language groups supporting community services?

Compare findings with predictions.

BRIGHT IDEA SYMBOL write predictions and findings in different coloured pen

Read “Onion Tears” (or another text)– as class novel – book rap →

Some suggested novels

| |
|---|
| <p>“The Day Grandma Came and Spoilt My Life” – Diana Kidd “Dancing in Anzac Deli” – Nadia Wheatley “Different Voices” – Warren Flynn “Misery Guts” – Morris Gleitzman (reason for migration and adaptation) “Into the Melting Pot” – Rigby “I’m an Australian” – Dianne Bates (discuss points of view) “No Gun for Asmir” – Christobel Mattingley (reasons for migration) “On Loan” - Anne Brooksbank "Mates" - Young</p> |
|---|

Learning Sequence 3

1. Explore “What is Australian Citizenship?” (Define and investigate- use Australian Department of Immigration and Multicultural Affairs website) – Discuss Rights and Responsibilities and Requirements

- Involve SRC in policy formation
 - Invite community workers to talk about issues for new arrivals
3. Discuss bias and stereotypes and raise awareness when reading/viewing/listening to information in cartoons, websites, pictures, video games, advertising

Where to from here?

Opportunities to expand this unit in order to focus on post WWII migration (see unit)
“The Power of Water” – Snowy Mountains Hydro-Electric Authority.

Book Rap

School libraries: book rap (online) on

School libraries: empowering learning at:

<http://www.det.nsw.edu.au/schoollibraries> (click on Teaching and learning, then Book rap)

RESOURCES

| AUTHOR | TITLE | PUBLISHER | PLACE | YEAR |
|------------------------|---|---------------------------|---------------------|------|
| Barwick, J. & J | Shaping Australia Series- Into the Melting Pot | Rigby Heineman | Port Melbourne, Vic | 1994 |
| Bates, Diane | I'm an Australian | Jacaranda | Milton, Qld | 1992 |
| Bernard, Patricia | Monkey Hill Gold | Omnibus | Norwood, SA | 1992 |
| Brooksbank, Anne | On Loan | Penguin | Ringwood, Vic | 1985 |
| Broome, Errol | Fly with me | Sandcastle Books | Fremantle, WA | 1996 |
| Cummings, Phil | Marty and Mei-Ling | Random House | Milsons Point, NSW | 1995 |
| Dugan, Michael | Homeland Australia People in Australia | Harcourt Brace | Sydney, NSW | 1992 |
| Flynn, Warren | Different Voices | Scholastic | Gosford NSW | 1997 |
| Fox, Mem | Whoever you are | Hodder Children | Rydalmere, NSW | 1997 |
| Gleeson, Libby | Mum goes to work | Ashton Egan | Gosford, NSW | 1992 |
| Glietzman, Morris | Misery Guts | Piper | Sydney, NSW | 1991 |
| Hathorn, Elizabeth | Paolo's Secret | Methuen | North Ryde, NSW | 1985 |
| Kidd, Diana | Onion Tears | Angus and Robertson | Pymble, NSW | 1990 |
| Kidd, Diana | The Day Grandma Came to stay (and spoiled My Life) | Collins/Angus & Robertson | North Ryde, NSW | 1990 |
| Martin, David | Peppino says goodbye | Rigby | Adelaide, SA | 1980 |
| Mattingley, Christobel | No Gun for Asmir | Penguin | Ringwood, Vic | 1993 |
| McClish, Bruce | Australian Culture (Ways of life series) | Macmillan | Melbourne, Vic | 1997 |
| Oakley, Martin | Our society and others | McGraw-Hill | Sydney, NSW | 1985 |
| Rippin, Sally | Speak Chinese, Fang, Fang! | Omnibus | Norwood, SA | 1996 |
| Wheatley, Nadia | Dancing in ANZAC Deli | Oxford University Press | Melbourne, Vic | 1984 |
| | Five times dizzy | | | 1982 |
| | My place | | | 1987 |
| | | | | 1997 |

WEBSITES

Department of Immigration and Multi Cultural Affairs

<http://www.immi.gov.au/citizen>

Schools Kit – including Teachers' Notes