

Unit 9: ADVANCE AUSTRALIA FAIR

Year Level: 5/6 VELS Level: 4

Overview

This unit is about the rights and responsibilities of citizens in a democracy. Students will develop understandings about the key concepts of fairness, inclusion, power, rights and responsibilities. They will analyse how these ideas have developed during Australia's history. They will identify times when groups of people may not have been given the same rights as others, and the struggle to achieve these rights. Students will specifically look at Federation and the history of voting in Australia. They will also explore Aboriginal Rights issues and Immigration. Students will then look at Australia today, and consider the concepts of fairness and democracy in contemporary society and in their own lives.

Aboriginal Perspectives

- The settlement of Australia by Europeans changed life for Aboriginal and Torres Strait Islander people in every way.
- There have been many times in Australia's past when Aboriginal and Torres Strait Islander people have not been treated fairly or justly, and they have had to fight for their rights to be recognised.
- Many milestones have been achieved by Aboriginal and Torres Strait Islander people in their struggle for justice, but we all still need to work together to achieve a truly fair society.

Understandings

- Rights and responsibilities enable people to live fairly in a society.
- It is the responsibility of people in positions of power to be inclusive of all groups.
- In a democracy everyone has the right to be included and treated fairly.

Rich Question

How can we work towards a fair and inclusive society?

Contributing Questions

- What are the rights and responsibilities of people in a democracy?
- How do rights and responsibilities enable people to live fairly?
- Who are the people in the past who were not treated fairly or justly?
- How has this changed over time?
- Who is responsible for ensuring our society is fair and inclusive?
- Is Australia a fair and inclusive society today?

Background Notes

From the Yarra Healing website: essential learnings.

- On every available measure of social and economic disadvantage, Aboriginal and Torres Strait Islander peoples record greater problems and enjoy fewer opportunities than the rest of the Australian population.
- Significant advances have been made by Koorie organisations and people seeking to overcome the long history of discrimination and disadvantage in mainstream social, educational and economic structures.

- Efforts to redress past injustices and to advance the status and cultural integrity of Indigenous people are responsibilities, which belong to all Australians.
- Indigenous people in Australia have unique rights to land which have now been recognised in common law.

Resources

Written texts

Education Kits:

- Australian Electoral Commission Kit
- Discovering Democracy Kit
- Democracy Rules kit

Australian Primary Reader: Discovering Democracy books (3-4 and 5-6 readers)

Websites

<http://www.abc.net.au/federation/fedstory/home.htm> A comprehensive website about Federation.

http://museumvictoria.com.au/journeys/immigration_restriction.asp This website contains information about the White Australia Policy.

<http://www.abc.net.au/missionvoices/coranderrk/default.htm> This website contains photographs, stories and video clips about the Coranderrk Mission near Melbourne and other Aboriginal and Torres Strait Islander Missions.

http://www.slv.vic.gov.au/ergo/batmans_treaty This website provides further information on Batman's treaty. It includes some video clips of people explaining the significance of the treaty and impact on the Koorie people.

http://museumvictoria.com.au/customshouse/customs_history/dictation.asp Students can find out more about the dictation test on this website including stories from a customs officer of the time.

<http://www.hyperhistory.org/index.php?option=displaypage&Itemid=730&op=page>
The story of how officials tried to prevent Egon Kisch from entering Australia using the dictation test.

Audio Visual

Dancing in the Dust DVD produced by Victorian College of the Arts in conjunction with the Catholic Education Commission of Victoria.

Inside Parliament DVD produced by the Parliament of Victoria: Education and Community Engagement Unit

http://www.aec.gov.au/Education/Democracy_Rules/interactives/history_of_voting/index.htm This video clip gives a short summary of the history of voting in Australia.

<http://www.themonthly.com.au/national-apology-stolen-generations-prime-minister-kevin-rudd-929> View the 'sorry' speech Kevin Rudd made to Indigenous Australians on this website.

<http://dl.screenaustralia.gov.au/module/1025/> Faith Bandler speaks about the 1967 referendum.

<http://dl.screenaustralia.gov.au/module/1599/> Students can watch a film clip about Bonegilla, a camp for refugees and non-English speaking migrants established after the war. This film clip explains what life was like for people who were sent there.

<http://uk.video.yahoo.com/watch/4464053> View a film clip about the eureka Stockade which explains key terms and concepts related to the unit and to the eureka Stockade.

<http://dl.screenaustralia.gov.au/module/1600/>

Both these websites include video clips of the Eureka story, and how Peter Lalor and the miners stood up against the injustices on the goldfields.

<http://www.nationaltreasures.com.au/treasures/suitcase/> View a film clip about Cuc Lam's suitcase and the significance of it in the story about a Vietnamese refugee.

<http://australia.gov.au/about-australia/our-country/our-people/national-apology-to-the-stolen-generation-video> View a video clip of Kevin Rudd's apology to the Aboriginal and Torres Strait Islander people.

VELS Links

Standards are indicated in italics.

Physical, Personal and Social Learning Strand

CIVICS AND CITIZENSHIP

Civic knowledge and understanding

At Level 4, students describe the nature of Australia's democracy that developed as a result of Federation. They explain the basic elements of Australia's federal parliamentary system and key democratic principles and values such as freedom of speech and equality before the law. They explain the concept of multiculturalism and describe the contribution of various cultural groups, including Aboriginal and Torres Strait Islander communities, to Australian identity. They demonstrate understanding of the process of making and changing laws.

Community Engagement

At Level 4, students demonstrate understanding of the roles and responsibilities of leaders, and of democratic processes, when engaging in school and community activities. They present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues. They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.

Discipline Based Learning Strand

ENGLISH

Reading

At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes, and identify how sociocultural values, attitudes and beliefs are presented in texts.

Writing

At Level 4, students produce, in print and electronic forms, a variety of texts for different purposes using structures and features of language appropriate to the purpose, audience and context of the writing.

Speaking and listening

At Level 4, students plan, rehearse and make presentations for different purposes. They sustain a point of view and provide succinct accounts of personal experiences or events. They adjust their speaking to take account of context, purpose and audience, and vary tone, volume and pace of speech to create or emphasise meaning. When listening to spoken texts, they identify the main idea and supporting details and summarise them for others. They identify opinions offered by others, propose other relevant viewpoints and extend ideas in a constructive manner.

HISTORY

History knowledge and understanding

At Level 4, students demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history, European settlement, the development of the colonies, the development of the wool industry, the 1850s gold rushes; the moves to self-government, Federation; and World War I. They demonstrate an understanding of the histories of some cultural groups which make up Australia today. They make links and appropriate comparisons with contemporary Australia. They compare and contrast the values and beliefs of Australians and people of other cultures. They compare aspects of different cultures and countries, in both the past and present, and ask questions about their own society. They sequence events and describe their significance in bringing about particular developments.

Historical reasoning and interpretation

At Level 4, students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries. They comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented. They use appropriate historical language and concepts to develop historical explanations. They present their understandings in a range of forms.

Interdisciplinary Strand

COMMUNICATION

Listening, viewing and responding

At Level 4, students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations. They describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences.

Presenting

At Level 4, students summarise and organise ideas and information, logically and clearly in a range of presentations. They identify the features of an effective presentation and adapt elements of their own presentations to reflect them. Using provided criteria, they evaluate the effectiveness of their own and others' presentations.

THINKING PROCESSES**Reasoning, processing and inquiry**

At Level 4, students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth. They distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.

Creativity

At Level 4, students use creative thinking strategies to generate imaginative solutions when solving problems. They demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others.

Reflection, evaluation and Metacognition

At Level 4, students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. They articulate their thinking processes. They document changes in their ideas and beliefs over time.

Assessment Strategies			
When	What	Why	How
Pre and post assessment. At the start of the unit and the end of the Building stage.	Triple entry journal	To track the development of students understandings and how their thinking changes over the course of the unit. Thinking Processes, Civics and Citizenship	<i>Do you think Australia is a fair and inclusive society? Why do you think that?</i> <i>Has it always been fair and inclusive? What examples do you know of?</i> <i>Who might have been excluded in the past?</i> Ask students to record their thinking in a triple entry journal.
Pre assessment at the start of the unit, then add to throughout the unit.	Timeline	To assess students' knowledge about key events in Australia's democratic history. Skills-constructing a timeline. History, Civics and Citizenship, Thinking Processes	Pre-assessment Students individually create a physical timeline of their knowledge about key events in Australia's past. Give students two sets of cards, one with events and the other with dates. Ask students to first sort by event, then add dates. During the unit Students add events to a timeline they create throughout the unit. They need to include the date, the event, and a brief explanation of the significance of the event.
Personalising stage	Point of view speech	To assess students' ability to present a point of view using supporting evidence, including recommendations about actions that individuals and governments can take to resolve issues. Civics and Citizenship, English, Communication, thinking Processes.	Students choose an event or story they have been introduced to through the unit, or a situation they are interested in that is an example of people's rights being denied or upheld. They prepare and give a short speech presenting their point of view. The speech will need to include: <ul style="list-style-type: none"> • A brief explanation of the event or story. • Information about when and where it happened. • An outline of the people or groups involved from each of their perspectives. • A personal opinion supported by evidence. • Suggestions for how the situation could be improved.

BUILDING

Activities planned during this stage of the unit are designed to build the foundational knowledge and skills the students will need to investigate this topic.

Purpose	Activity	Teacher notes
<p>To establish shared understandings/ definitions about the key words and concepts to be explored during the unit.</p>	<p>Unpacking the Keywords and Concepts Democracy, Power, Inclusion, Exclusion, Responsibility, Fair, Federation, Rights, Perspective Think/Pair/Share Model as whole class using one of the key words.</p> <ol style="list-style-type: none"> 1. Individual (3 mins) – write down keywords or phrases that they think helps explain the word. 2. In groups of 3/4 - prioritise top 5 words and phrases. 3. As a group – using those 5 words and phrases try to write own definition. 4. Have students read Dictionary definitions and compare to their own. 5. Students may alter their own definition if they need to. <p>Display shared definitions in the classroom and refer to them as you are working through the unit.</p>	<p>Keep these definitions displayed during the unit. Refer to them as students identify evidence of these in practice. Definitions may be developed as students understandings change or further develop.</p>
<p>To establish students' current thinking about key aspects of the topic for the purpose of tracking developments in their thinking as the unit progresses.</p>	<p>Triple Entry Journal Once students have an understanding of the key words ask them to reflect on the following questions: <i>Do you think Australia is a fair and inclusive society?</i> <i>Why do you think that?</i> <i>Has it always been fair and inclusive? What examples do you know of?</i> <i>Who might have been excluded in the past?</i></p> <p>Ask students to record their thinking in a triple entry journal so they can track how their thinking changes over the course of the unit. To create the triple entry journal have students divide their page into 4 columns. In the first column write the above questions. In the second column record the date and their responses. The other 2 columns will be used later in the unit to record the development of their thinking.</p>	<p>Students should be encouraged to record their thoughts in diary style. It is important they write what they believe not what they think the teacher wants to hear.</p>
<p>To establish student's prior knowledge about key events in Australia's history and when they happened.</p> <p>To raise interest in the topic.</p>	<p>Prior Knowledge Activity Students individually create a physical timeline of their knowledge about key events in Australia's past. See worksheet 2.</p> <p>Give students two sets of cards, one with events and the other with dates. Ask students to first sort by event, then add dates</p> <p>When students have completed the task independently they form groups of 4 to discuss and share their ideas. Share the group timelines and discuss. Come to a</p>	<p>The student created timeline that will continue through the unit is designed to be an assessment of their knowledge about events in Australia's history.</p>

	<p>common agreement as a class and pin cards to a pin board. N.B Accept their predictions, any errors will be worked through during the unit.</p> <p>As the unit proceeds students can come back to the timeline and either confirm their predictions or correct them. Students create their own timeline and add events throughout the unit. They need to include the date, the event, and a brief explanation of the significance of the event.</p>					
<p>To develop knowledge about Federation and the voting system.</p> <p>To identify who was included and excluded and begin to develop opinions about this.</p> <p>To introduce the key concept of perspective which will continue to be explored throughout the unit.</p>	<p>Everyone has the right to vote; or do they? Watch the 'History of Voting' Video on the website: (See full link in resources section.) http://www.aec.gov.au/Education/Democracy_Rules/</p> <p>Discuss the events that happened and create a class flow chart showing what happened and when. Discuss who was included and who was excluded from voting at Federation. How did this change over time? Do you feel this was fair? Why/why not?</p> <p>Look at the changes recorded on the flow chart and ask students in groups of 3 or 4 to discuss what they think the effects of these changes were. Why was this event important for Australia?</p> <p>Ask students to individually complete an OPV (Other People's Views) Ask students to think about what happened and put themselves in the shoes of people who were affected at the time of Federation. How do you think these people felt about being included or excluded from voting for the government? Why do you think this?</p> <table border="1" data-bbox="419 1435 1067 1733"> <tr> <td>Women</td> <td>Aboriginal people</td> </tr> <tr> <td>Male landowners</td> <td>Government</td> </tr> </table> <p>Extension task: Who has the right to vote today? Who is included or excluded? How do you feel about this?</p>	Women	Aboriginal people	Male landowners	Government	<p>You may need to watch the video clip a few times as the information is presented very quickly. During this activity we are asking students to try to put themselves into the shoes of another person and describing how they might feel. If students have not done this before or are having difficulty it is useful to role-play the situations and discuss as a group how that may feel. Ask students to think about a time in their lives when they were excluded. How did they feel?</p>
Women	Aboriginal people					
Male landowners	Government					
<p>To gain a first hand experience of what it might be like to be excluded/treated</p>	<p>Inclusion/exclusion Game Play a game of poison ball where different groups have different rules. Eg some can only move sideways. Some are not allowed to move at all, some can move anywhere. Discuss with students:</p>	<p>If students are having difficulty with the OPV it may be helpful to do this</p>				

unjustly.	<i>How did it feel to be in each group?</i> <i>How is this like the voting interactive we watched?</i> Make connections between the groups who were included or excluded from the game and from voting.	activity before completing the OPV.
To familiarise students with the responsibilities of government today in upholding the rights of it's citizens.	Who is responsible? View Inside Parliament DVD Identify the main responsibilities of the 3 levels of Government today. Relate this back to responsibilities of people in power to ensure fairness for all. Eg. Role of government in; making rules and laws to protect us, changing laws to ensure that they are relevant to us today, upholding the rights of all it's citizens, freedom of speech and opportunity. Compare the attitude of today's government to that of Federation. How have things changed? What might have happened to bring about these changes? Students develop wonderings about the topic and in particular the events that may have led to change. Record the wonderings and discoveries students make throughout the unit in relation to these.	Use this as a reference point when discussing events and issues in the investigating stage.
To record students' thinking part way through the unit.	Triple entry journal Ask students to reflect on the questions in their triple entry journal again, dating the current entries so their can see how their ideas may be changing.	

INVESTIGATING

Activities at this stage of the unit are designed to take the investigation deeper. Students are required to work more independently and apply the skills and the knowledge they have developed.

Purpose	Activity	Notes
To develop student's conceptual understanding about the changes that occurred over time.	Investigating events in Australia's democratic history Use the following suggestions to help students to investigate specific events in more detail. Support students to view the events from different perspectives and question the issues of fairness and justice presented. The Issues and Perspectives Analysis graphic organiser on page 14 can be used to help students analyse the issues and perspectives presented in each of these events. As the students investigate each event, record them on a their personal timeline and identify the changes that event brought about.	If students are having difficulty with the concept of time, ask them to investigate their family history and create a personal timeline.
To identify the significance of the Eureka	The Eureka Stockade Brainstorm what students already know about the Eureka Stockade.	

<p>Stockade in establishing fairer conditions for the miners.</p>	<p>Who was involved? What happened at the stockade? Where did it take place? When did it happen? Why did the conflict occur? How did it change things in Australia?</p> <p>View the video clips about the Eureka Stockade. http://uk.video.yahoo.com/watch/4464053 http://dl.screenaustralia.gov.au/module/1600/</p> <p>Discuss the events before, during and after the stockade. Use graphic organiser to analyse the issues and identify the perspectives.</p>	
<p>To develop understandings about the intentions and outcomes of this policy, and the effect it had on Aboriginal people.</p> <p>To relate 'The Apology' in 2008 to the events of the stolen Generations, and deepen student's understandings of the significance of this speech.</p>	<p>The Stolen Generations View the Dancing in the Dust DVD Discuss the story presented. <i>Why did this happen?</i> <i>What were the effects of the policy on Aboriginal people?</i> <i>What were the different viewpoints presented in the DVD?</i> <i>How do you feel about this?</i></p> <p>Ask students to reflect on one character in the film and try to put themselves in their shoes. How would this person have felt? What might they be thinking? Respond in a personal way, for example: as a poem, picture or letter.</p> <p>Use the personal stories in the Australian Primary Reader: Discovering Democracy series to extend students understanding about this issue.</p> <p>If possible arrange for a guest speaker who has experience of the Stolen Generations to give a first hand perspective of how this affected Aboriginal and Torres Strait Islander people and the whole of Australian society.</p> <p>View Kevin Rudd's apology to the Stolen Generations in 2008. Support students to make links between the speech and the events of the past. Discuss; <i>Why was 'The Apology' so important to Aboriginal and Torres Strait Islander people?</i> <i>Why was 'The Apology' so important to all Australians?</i> <i>How did it make you feel when you were listening to the speech?</i> <i>What changes do you think this speech made or contributed to?</i></p>	<p>Students may need to view the DVD twice. The first viewing will give them an understanding of the story. The second viewing can then focus on perspectives.</p>
<p>To examine a time in Australia's past where exclusion</p>	<p>The White Australia Policy Organise for students to sit at single desks in straight rows, if possible, where they cannot see the work of the student sitting next to them. Tell them they are going to</p>	<p>The immigration timeline support</p>

<p>became part of law. To examine the perspectives and issues surrounding this.</p> <p>To identify changes in the law that have occurred over time, and how they have contributed to a fairer Australia.</p> <p>To identify issues of different perspectives in Australia's immigration history, in order to determine incidents of unfairness, discrimination and exclusion.</p>	<p>have a dictation test. Discuss what dictation is if they haven't done this before.</p> <p>Give students a very simple dictation of 3 or 4 sentences from a junior reader. Discuss the task; Was it easy or hard? How did you feel when you were doing it? How would you have felt if I had told you that you wouldn't be allowed to go outside for the lunch break until you got it right? Would this have made you more anxious, or made the task more difficult?</p> <p>Explain to students that in Australia in the past people who wanted to immigrate to Australia had to pass a dictation test to see who would be allowed in and who wouldn't. Give the students the following dictation test- an actual test given by a customs official in the 1950s.</p> <p style="padding-left: 40px;">"The harassed pedlar met the embarrassed cobbler in the cemetery gauging the symmetry of a lady's ankle in unparalleled ecstasy."</p> <p>(See Wall Moore's story on the Customs House website.)</p> <p>Ask students how they felt when they were doing that dictation test. Ask them to put themselves into the shoes of a migrant from a country where they speak another language other than English. How would they feel trying to complete this dictation test, knowing if they failed they wouldn't be allowed in?</p> <p>Now give students a dictation test in another language, eg Italian or Vietnamese. Ask students to discuss how this felt. Explain to students that this is what used to happen in Australia in the past, and this was a way of keeping out migrants from different groups.</p> <p>Read 'The White Australia Policy' with the students. Add to the class timeline significant dates. If any students had family members migrating to Australia during this time ask them to discuss their stories.</p> <p>Case Studies</p> <p>Read the story of Egon Kisch on the 'Hyper History' website.</p> <p>Use the 'issues and perspective analysis' organiser to analyse the different perspectives in the story.</p> <p>Watch the story of Cuc Lam on the National Treasures website.</p> <p>Compare the story of Egon Kisch to the story of Cuc Lam to identify how the rules had changed over the 35 years</p>	<p>material could be used as background information, or could be studied more in depth by using the questions and extension activities suggested.</p> <p>Students could work in pairs or 3s to find out about one period of 20 years. They become experts on this time and feedback to class. Read the information. Discuss the questions then extend the ideas suggested on the page. Students then present their findings to the class.</p>
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	<p>between the 2 stories. Students can use the Immigration timeline support material to help them identify the sequence of changes to immigration laws in Australia. Discuss who was being included and excluded and why this might have happened.</p> <p>View or read some current media texts about migration and refugees. Have students attempt the citizenship test online and discuss the differences between that and the dictation test during the White Australia test.</p> <p>Add significant dates and events to the class timeline and support students to identify the changes that have taken place.</p>	
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PERSONALISING

Activities at this stage of the unit are designed to help students reflect on and put into practise what has been learned in real life contexts.

<p>To allow students to articulate own opinions about a story or event they have explored during the unit.</p>	<p>Stating a Point of View Students choose an event or story they have been introduced to through the unit, or a situation they are interested in that is an example of people’s rights being denied or upheld.</p> <p>Students prepare and give a short speech presenting their point of view. They will need to further research their chosen event/story and use the issues and perspective analysis (p14) to identify key points. The speech will need to include:</p> <ul style="list-style-type: none"> • A brief explanation of the event or story. • Information about when and where it happened. • An outline of the people or groups involved from each of their perspectives. • A personal opinion supported by evidence. • Suggestions for how the situation could be improved. (Either by individuals or governments.) 	<p>Speeches could be given to whole class or small groups. Speeches could be filmed to allow students to self-assess.</p> <p>A rubric constructed by students with the teacher would set expectations and criteria for evaluation.</p>
<p>To reflect back on the big ideas in the unit.</p>	<p>Reflection Have students complete their triple entry journal for the final time. Review what students said at the start of the unit and then ask them to reflect on: <i>How has your thinking changed?</i> <i>Why has it changed?</i></p> <p>Have students discuss their responses in small groups. Then pose the following questions for discussion in their groups:</p> <ul style="list-style-type: none"> • Who is responsible for ensuring our society is fair and inclusive? • Who today may not be treated fairly and justly? • Do I treat people fairly and justly? 	

	<ul style="list-style-type: none"> • How can we contribute to making our community fair and just? <p>Have groups share their ideas with the whole class.</p>	
To have student act on their learning in a real life context.	<p>Action</p> <p>Discuss with students:</p> <p><i>What do we feel strongly about?</i></p> <p><i>What can we do to make a difference?</i></p> <p><i>How can we ensure our school community is fair and inclusive?</i></p> <p>Suggestions for possible actions:</p> <ul style="list-style-type: none"> • Visual display to acknowledge the traditional land-owners. Eg totems, mural, the eagle and the crow. • Revisiting the school charter (how do we make this action not just words?) • Writing a school prayer • Welcome policy to include new families/students 	

Links to Literacy	<p>Critical thinking/reading/viewing</p> <p>Identifying perspective in visual and written texts</p> <p>Presenting a point of view orally/in writing, with justification</p> <p>Persuasive writing</p>
Links to Numeracy	<p>Timelines</p>

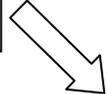
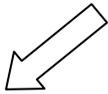
When?



What happened?



Who was involved?



Perspective

Perspective

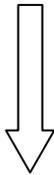


Issue
 Exclusion
 Fairness
 Discrimination



Who had the power?

Who didn't have power?



What's your opinion? What do you think or feel about this?