

Key Learning Area: **Studies of Society and Environment**
Unit Title: **As if the Constitution Has Anything to do With Laws!**
Year Level: **Years 9 or 10**
Duration: **5-6 weeks**

<p>Strand/s Time Continuity and Change</p> <p>Natural and Social Systems</p> <p>Investigation, Communication and Participation</p>	<p>Broad Outcomes.</p> <ul style="list-style-type: none"> ☺ Describes significant events and ways of life in some periods of Australia's past. ☺ Constructs a sequence of some major periods and events. ☺ Describes features of the political and legal structures at local, state and national level. ☺ Translates information from one form to another ☺ Identifies the types of data and sources required by a task and decides how they will be used to gain information ☺ Uses supporting evidence to argue a personal viewpoint. 	<p>Outcome Levels</p> <p>4.1a 4.1b 4.2 5.1a 5.1b</p> <p>4.16 4.17 5.17</p>	<p>Across Curriculum Perspectives</p> <ul style="list-style-type: none"> • Aboriginal and Torres Strait Islander Education✓ • Australian Education✓ • Environment Education • Information Access✓ • Language for understanding across the curriculum✓ • Multicultural Education✓ • Special Needs • Work Education • Gender Equity✓
<p>Content</p> <p>What is federation? Why was Federation necessary? What were the key events in Federation? Who were the key people in Federation? What were the arguments presented for the 'Yes' case in referenda at the time? What is the document, which establishes the existence of the Australian nation? What is constitution? What is the origin of Australia's Constitution? What does the Constitution say? How do we change the Constitution? What is the relationship between the Australian Constitution, legal structures and law making? High Court cases in interpreting the Australian Constitution?</p> <ul style="list-style-type: none"> ▪ Human rights ▪ Mabo Case 	<p>Teaching Resources</p> <p>www.curriculum.edu.au/democracy/teaching/unit/usaust.htm <u>Stories of Democracy</u>, CD ROM, Discovering Democracy kit : 'Should the people Rule?'; 'Law'; 'Human Rights'; 'Making of a Nation'. <u>Discovering Democracy Middle Secondary Units</u>, 'Making a Nation', Discovering Democracy kit. <u>All You Wanted to Know About Australian Democracy</u>, Australian Electoral Commission, AEC, 1999. <u>Australian Politics and How it Works</u> RIC Publishing Australian Constitution (copies from Government Printers) National Archives: www.naa.gov.au National Portrait Gallery High Court of Australia ACT Law Courts.</p>	<p>Teaching/Learning Strategies</p> <ul style="list-style-type: none"> ☺ Brainstorm ideas on the meaning of Federation OR, do same thing using 'think-pair-share' process. ☺ Discover the Federation glossary on the Internet ☺ Construct a timeline of Federation key events. ☺ Write a chronology of events including key people in the federation process. ☺ Use CDROM 'Making a Nation' to understand nationhood. ☺ Use CD ROM 'Laws' to explore the Mabo Case. ☺ Excursions to significant sites eg, High Court of Australia. ☺ Use the Internet to discover elements of the original Australian Constitution. ☺ Write an argumentative essay relating to Federation. ☺ Debate the benefits of federation and what it has delivered Australia. ☺ Design a brochure documenting the Mabo Case or human rights issues in Australia based on CDROM Stories of Democracy, 'Law' or 'Human Rights'. 	<p>Assessment</p> <ul style="list-style-type: none"> ☺ Write a letter to a friend explaining Federation and why it came about. ☺ Write a journal entry for 1/1/1901 describing your feelings about and reflection on the celebration for Federation. ☺ Timeline of Federation between 1880 and 1901. ☺ Website design ☺ Argumentative essay ☺ Exposition on the Mabo Case or human rights in Australia. ☺ Send the teacher an email outlining what the Constitution says in Section 51. ☺ Research a key figure in Federation and present findings as Powerpoint presentation. ☺ Create a collage of events using photocopied or downloaded images from the Internet.

Links with other KLA's	Literacy Demands	Numeracy Demands	Evaluation Strategies
<p>Technology(IT design and presentation) English (speaking, listening, viewing) Mathematics (measurement, chronology) Arts (visual art and design/ using art images)</p>	<p>Reading Using a glossary Different writing genres, eg. exposition, essay writing. Information Access skills.</p>	<p>Drawing the time line Creating chronological order Accessing numbered sections of the Australian Constitution</p>	<p>Student evaluations Teacher observations Level of student engagement in activities as seen in quality of work.</p>