

UNIT TITLE:

***Centenary of Federation – Histories
and Futures***

Writer/Management:

Anthony Poynter and SOSE Associations Tasmania

Audience:

Upper primary/ Lower secondary

Purpose:

Students explore what it means to be Australian and how Australia is represented through a range of texts. Federation and its Centenary will be used as a case study to explore national identity today and into the future. Emphasis will be placed on history as a vehicle for civics and citizenship education, but also as an opportunity to update this to the present and futures contexts through the Centenary of Federation celebrations.

Links to Curriculum:

SOSE

Discovering Democracy links

- Units: *People make a Nation; We remember; What sort of nation?*
- *Australian Readers*

Centenary of federation – Histories and Futures

Audience: Upper primary / Lower secondary

Purpose: To provide a model for students to explore what it means to be Australian, using the context of the centenary of federation

Author: Anthony Poynter and SOSE Associations, Tasmania

Links and resources: *The People make a Nation, We remember, What sort of nation?* units and the *Australian Readers* upper primary/ lower secondary will be used.

The unit: Through this unit students will explore what it means to be Australian and how Australia is represented through a range of texts. Federation and its Centenary will be used as a case study to explore national identity today and into the future. Emphasis will be placed on history as a vehicle for civics and citizenship education, but also an opportunity to update this to the present and futures contexts through the Centenary of Federation celebrations.



ACTIVITIES

Introduction

Brainstorm the *'Things We Know about Australia'* in order to gain an understanding of students' general knowledge and awareness of Australia – particularly with respect to Australian icons and political/social/cultural ideas and events; could develop a rough timeline to put these things into a context.

Talk about the recent 2000 Olympics and the idea of Australian images and icons, and the sort of image of Australia that was projected to the world through this event.

1. The "Me Cube"

Create a 'me cube' with photos, personal information on family, hobbies, dreams and what your friends say about you. Brainstorm some possible things to include, complete

a rough draft of each 'face', then present their cube for display – these could then hang as class mobiles.

2. PowerPoint or Mind Map

Create a slideshow about yourself – work with a partner who will interview, ask questions and share ideas. Alternatively, present a mind map of YOU.

3. Journal Writing

Write a journal entry *15 THINGS THE WORLD NEEDS TO KNOW ABOUT ME*.

4. Community of Inquiry

Conduct a community of inquiry using the picture books:

ALLISON by Allen Say

THE BUNYIP OF BERKLEY'S CREEK by Jennie Wagner and Ron Brooks

Concepts to explore: identity (personal, group), difference, belonging, exclusion, inclusion, tolerance etc.

www.utas.edu.au/docs/humsoc/philosophy/postgrads/PfC.html

Moving on to Australia....

5. Brainstorm

Brainstorm Australian symbols, images and icons.

As stimulus material – look at:

- The handouts in the *We Remember* unit
- Australian coins and banknotes (via the *Stories of Democracy We Remember* interactive)
- Australian flags and coats-of-arms (poster set and activity cards)
- A close examination of the *Australian Readers* (all)
- Activities on the following websites based on images and icons
 - www.centenary.gov.au
 - www.curriculum.edu.au/democracy

Prepare a class display on *What being Australian looks like...* students could do “Australia Cubes” as per the first activity or visuals of “Australians” (aim for inclusivity within the inevitable stereotypical views, and talk about who is included and who is not).

Discuss –

Is there an Australian national identity?

What should celebrations of 100 years of Australian identity look like?

What are some positive and negative images of Australia?

Look at the medallions booklet activities online.

Who's missing? (which individuals and groups are not represented here?)

6. Group Investigations

Divide the class into six teams. Each team is to pretend to be an imaginary country.

- a. **Decide upon** a country name using an Australian native animal eg. Emuland.
- b. **Decide roles** for each group member:
 - Currency Designer
 - Flag Designer
 - National Anthem Song Writer
 - National Museum Curator
 - Creative Writer
 - (add or delete roles as appropriate and include other roles based on student interests and ideas).
- c. **Meet in expert groups** i.e. students with the same role in each group meet.
 - The Cool Currency Crew
 - The Smart Graphic Artists
 - The Magnificent Musos
 - The 'Stuff we Like' Team
 - The Wonderful Wordsmiths
- d. **Research your topic.** Use the *Australian Readers, Discovering Democracy* units, poster and activity card set, all three CD-ROMs and www.curriculum.edu.au/democracy. Only Australian content is allowed. Might also be useful to visit www.centenary.gov.au.
- e. **Create a file** of useful information and ideas and return to your home team to share. Discuss as a team ways to represent/symbolise your identity in currency, song, narrative etc. Think of ways to include the interests and ideas of all members in your country team.
- f. **Return to your expert group** and work collaboratively to create your song, flag, retelling etc.
- g. **Perform, share, display**
- h. **Return to home teams.** Reflect, evaluate and brainstorm ways of continuing/growing your country for 100 years. What would happen if all the countries federated? What would be lost/gained? What do all the countries have in common? How could we preserve their individual identities in a federation?
- i. **Referendum.** Teacher draws up a ballot paper with proposal eg. To federate the colonies of Emuland.... With the currency of And the flag of....
- j. **Students vote** – a team of two or three students could be responsible for designing and conducting the ballot; invite a local divisional returning officer from the Australian Electoral Commission to assist; and guide discussion on how the ballot and the voting will operate based on various model – e.g. secret ballot; first past the post, preferential. Share and publicise the votes.
- k. **Presentations and Moving On** - students could share their findings in many ways – schools newsletter, class display, web-based, booklet.

To follow up on earlier activities, students could also

- Write a journal entry – *15 Things the world should know about Australia!*

- Write an essay or letter for a time capsule to be interred at the school or in the local community – Australia in 2001...Where we should head in the next 100 years.

Invite a local representative in as a guest speaker at key points in the study – to bring their perspective to the class.

Look at the *Australia: It's what we make it* activity booklet and design appropriate celebrations within the unit in the context of the medallions presentations during May 2001.

Invite parents in to discuss the issues and contribute their views via interviews or surveys – use some of the models and proformas in *Discovering Democracy Through Research* as a starting point.