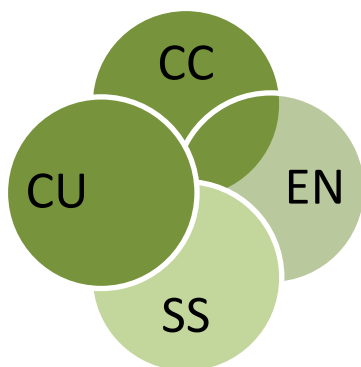


# ***Australian identities***

***Australian identities*** is about the exploring citizens cultural identities, the effect of events and various influences that underpins the diverse notion of being Australian.

**HSIE Syllabus references:**



**CCS3.2 Significant events and people**

Explains the development of Australian democracy

**CUS3.3 Identities**

Describes different cultural influences and their contribution to Australian identities

Students will learn about:

- world achievements by Australians, past and present
- origins of dedicated days, weeks, events and places, including Anzac Day, Australia Day and Remembrance Day
- cultural influences and other factors affecting identity, e.g. peer pressure, popular culture
- the cultural diversity of Australia and other nations
- national symbols (e.g. national anthem, flags, coat of arms), national culture represented by ballads, songs and colours,
- colloquial words associated with cultural influences
- traditions, belief systems and practices of Australians, including celebrations
- nationally remembered days, e.g. Wattle Day, NAIDOC Day.

Teaching and learning	Evidence of achievement
<p><b>A typical Australian</b></p> <ul style="list-style-type: none"> <li>• Do we stereotype a 'typical' Australian? Discuss: <ul style="list-style-type: none"> <li>- what do they look like?</li> <li>- what sort of clothes do they wear?</li> <li>- what sort of work do they do? Are they male or female?</li> <li>- how old are they?</li> <li>- do they live in the city or country?</li> <li>- do they play sport?</li> <li>- what do they eat and drink?</li> <li>- what religion are they?</li> <li>- what language do they speak?</li> <li>- what sort of values and attitudes do you think they have?</li> </ul> </li> <li>• Record student responses onto a retrieval chart.</li> <li>• For each aspect of a 'typical' Australian, take a quick show of hands on who agrees and tally results.</li> <li>• Analyse and discuss results of the tally. Compare to class and local community. Is the stereotype of a typical Australian very accurate? What sort of problems do stereotypes create for individuals and for the community?</li> <li>• View some video clips such as <i>Children's festival Australia 10th Anniversary Part 1</i> and <i>Part 2</i>. And <a href="#">a video project about cultural diversity</a>.</li> <li>• Consider: about one-fifth of Australia's population was born overseas; just over 20% of Australians speak a language other than, or in addition to, English; 68% of the population nominates as Christian, Buddhists account for 1.9% and Muslim 1.5%.</li> <li>• 15% of all Australians say they have no religion; 34% of the population is under 25; 40% of Australians are educated to Year 12 or further; about 70% of Australians own their own home. Information sourced from <a href="#">Face the Facts, (Human Rights and Equal Opportunity Commission)</a></li> <li>• Discuss how the characteristics of a typical Australian are stereotyped and generalised in society and in the media. Explore how these generalisations hinder acceptance of individual differences and cultural diversity.</li> <li>• Explain that the unit will culminate in an expo-type display titled: 'Aussie snapshot'.</li> <li>• In preparation for the Australian expo. Develop a poster based on the data collected in class that shows the characteristics of Australians and generalisations of the characteristics not representative in media representations but are typical of the diversity of Australia today.</li> </ul>	<p><b>CUS3.3</b> Describes different cultural influences and their contribution to Australian identities</p> <ul style="list-style-type: none"> <li>• <i>identifies factors affecting identity</i></li> <li>• <i>reflects on the effects of stereotypes on personal and national identity</i></li> <li>• <i>investigates influences on personal and Australian identities.</i></li> </ul>
<p><b>Significant Australians</b></p> <p>Note: the ABC Schools programs <i>Australians</i> are about significant Australians.</p> <ul style="list-style-type: none"> <li>• List some significant Australians. Go beyond typical stereotypes of sporting heroes. Refer to the <a href="#">Australian of the year web site</a> for significant Australians of diverse backgrounds and achievements. Also search the <a href="#">Australia Post web site</a> using 'legends', for names and background of a wide range of significant Australians.</li> <li>• Review the lists of significant Australians to identify those</li> </ul>	<p><b>CUS3.3</b> Describes different cultural influences and their contribution to Australian identities</p> <ul style="list-style-type: none"> <li>• <i>investigates the ways in which Australians express their identity</i></li> <li>• <i>researches a significant Australian</i></li> <li>• <i>reflects on the</i></li> </ul>

Teaching and learning	Evidence of achievement
<p>who have Aboriginal or multicultural heritage.</p> <ul style="list-style-type: none"> <li>• Read and discuss the reasons for their recognition and their contribution to Australia.</li> <li>• From the list have students identify an Australian they admire. Teacher and students select one and students brainstorm descriptive words and phrases to describe that person. Teacher and students jointly construct a detailed description.</li> <li>• Students individually select their own significant Australian and write some adjectives to describe this person.</li> <li>• Students write a short report on their selected significant Australian using the adjectives listed, including some background information and their personal achievements. Share and display students' work.</li> <li>• Compare the descriptions of significant Australians with the profile of the typical Australian developed in the previous lesson. Students give an opinion on the effect of stereotypical characteristics on individuals.</li> <li>• In preparation for the Australian expo, prepare and make a class list of significant Australians using the information prepared by students. Select some student's reports to display.</li> </ul>	<p><i>contributions of significant Australians to community and identity</i></p> <ul style="list-style-type: none"> <li>• <i>demonstrates awareness of the cultural diversity of the Australians, including Aboriginal peoples.</i></li> </ul>

Teaching and learning	Evidence of achievement
<p><b>Australian identities</b></p> <ul style="list-style-type: none"> <li>Students listen to and read examples of Australian ballads, songs and poetry. Examples may include ‘Road to Gundagai’, ‘The man from Snowy River’, ‘Clancy of the overflow’, ‘Wild colonial boy’, ‘Great southern land’, ‘My island home’, ‘Down under’. <a href="#">Reference the Australian Songs web site.</a></li> <li>Identify any key words and any unfamiliar language that describes the characters, setting and time in which the ballad was written</li> <li>Discussion questions may include: <ul style="list-style-type: none"> <li>to what extent do these ballads represent Australia?</li> <li>is it an accurate portrayal of Australia today?</li> <li>how has the identity of Australia changed since this song/ballad/poem was written? Why?</li> </ul> </li> <li>Identify the colloquial words and sayings expressed in these songs and ballads. Discuss the effects of the colloquial language.</li> <li>Organise students into two groups. Have one group look at ‘I am Australian’ pp. 22–26 of Discovering Democracy Australian Readers Australians All! The other group looks at Common ground on pp. 22–23 Discovering Democracy Middle Primary Readers.</li> <li>Students read and discuss the meaning of the song and how it is representative of an Australian identity. If time permits, have students prepare and present the song to the class, grade or to a school assembly. Students introduce or conclude the performance with a brief oral explanation.</li> </ul> <p><b>Advance Australia Fair</b></p> <ul style="list-style-type: none"> <li>Read and discuss the meaning of the words of Australia’s national anthem. The web site <a href="#">Australian National Anthem</a> provides background information, vocal and instrumental downloads.</li> <li>‘Advance Australia Fair’ is described as a patriotic song. What does this mean?</li> <li>Discuss how ‘Advance Australia Fair’ reflects an Australian identity. Identify how you think people who represent Australia feel when the national anthem is played at events in which they participate.</li> </ul>	<p><b>CUS3.3</b> Describe different cultural influences and their contribution to Australian identities</p> <ul style="list-style-type: none"> <li><i>reflects on the expression of Australian identities at different times</i></li> <li><i>evaluates the Australian values, characteristics, features and symbols that are recognised nationally and internationally</i></li> <li><i>demonstrates an understanding of different viewpoints about what is an Australian identity and expresses own view.</i></li> </ul>
<p><b>Symbols of Australia</b></p> <ul style="list-style-type: none"> <li>Examine the Commonwealth coat of arms (information on the <a href="#">Australian Government web site - National symbols.</a> (also available in the Discovering Democracy teaching kit, p. 83, in the Middle Primary units and colour Card 2b). Ask students where they might have seen this symbol. Discuss its construction and consider its meaning. Ask students if they can identify any of the components and when and where it is used.</li> <li>Examine the Australian flag. Use the video <a href="#">Our national flag since 1901 and support document.</a> Discuss the significance of the features on the flag and consider their meaning. Ask students:</li> </ul>	<p><b>CUS3.3</b> Describes different cultural influences and their contribution to Australian identities</p> <ul style="list-style-type: none"> <li><i>examines symbols of Australia, their purpose and significance</i></li> <li><i>analyses the importance of Australian symbols in support Australian identities.</i></li> </ul> <p><b>CCS3.2</b> Explains the</p>

Teaching and learning	Evidence of achievement
<ul style="list-style-type: none"> <li>- what does the flag represent?</li> <li>- what does each symbol on the flag represent?</li> <li>- when and why is the flag flown?</li> <li>- does it represent Australian identity? How?</li> <li>• Read the <a href="#">poem Our own flag</a> from the Discovering Democracy Upper Primary Readers p. 28, Flag, p. 28 and Living together, working together, p. 29. <a href="#">Our own flag by Banjo Paterson</a> was written at the beginning of the 20th century. Ask: <ul style="list-style-type: none"> <li>- what is Paterson saying about Australia's loyalty to the British flag?</li> <li>- why would Australian fighting forces need a flag of their own?</li> <li>- does Paterson believe that Australians would be any less loyal to Britain when they fought under an Australian flag?</li> </ul> </li> <li>• The poem Flag by Stephen Herrick comments on the meaning of the Australian flag to modern Australians. Discuss: <ul style="list-style-type: none"> <li>- what is each person's opinion of the flag?</li> <li>- what does the poet mean by 'Mum is sick of all the talk about it'?</li> <li>- why do Australians disagree about the flag?</li> <li>- what should a flag represent to the people of a nation?</li> </ul> </li> <li>• Our own flag and Flag are written nearly 100 years apart. Are there any indications in the poems that today's Australians are less patriotic than Australians of 100 years ago?</li> </ul>	<p>development of Australian democracy</p> <ul style="list-style-type: none"> <li>• <i>researches the origins and background of Australian symbols.</i></li> </ul>
<p>Living together, working together image by Kumanjayi Jamamarra Nelson page 29 Upper Primary Discovering Democracy readers, combines traditional Indigenous themes with the Australian flag, Northern Territory flag and the Aboriginal flag. The circular symbols are called ngurra, meaning camp, home, country.</p>	
<ul style="list-style-type: none"> <li>• What is the artist saying about the importance of the three flags to Indigenous people?</li> <li>• Divide the class into small groups. Ask each group to examine and explore a national symbol e.g. the national anthem, the national floral emblem (the wattle), the flag, and the coat of arms refer to the <a href="#">Australian Government web site - National symbols.</a> Discuss in groups who uses or needs these symbols. Ask: <ul style="list-style-type: none"> <li>- how do the symbols represent Australia?</li> <li>- what do the symbols say about Australia?</li> <li>- why are they important?</li> <li>- do they represent all Australians today? Why/why not?</li> </ul> </li> <li>• In preparation for the Australian expo, select one group to prepare a brief presentation on Australian national symbols (e.g. video, digital camera or computer generated, spoken or written texts or performance). Students develop the</li> </ul>	

Teaching and learning	Evidence of achievement
presentation based on the questions listed above about the significance of Australian national symbols. Students may present personally at the expo display, or make a recording to play electronically at the expo.	

Teaching and learning	Evidence of achievement
<p><b>Nationally remembered events</b></p> <p>Reference materials and web links are available at the end of this unit.</p> <ul style="list-style-type: none"> <li>• ANZAC Day, Australia Day, NAIDOC Week, Labour Day, Wattle Day, Remembrance Day, and Vietnam Veterans Day, are important national events. Examine how these events are celebrated or remembered in the local and national community.</li> <li>• Students, in small groups, use a variety of resources to examine the origins, significance and background of these dedicated and nationally remembered days or weeks. Provide a workstation for each event and: <ul style="list-style-type: none"> <li>- organise web sites into bookmarked folders</li> <li>- provide relevant downloaded and printed materials</li> <li>- arrange for a block library loan of a selection of books.</li> </ul> </li> <li>• Students in each group read one of the resources provided at each workstation. Students add their responses (point form) to an A3 recording sheet that remains at each workstation. Groups move from one workstation to the next, spending about 20–30 minutes at each workstation. Each new group adds additional findings to the recording sheet on an ongoing basis until all groups have made a contribution to all recording sheets.</li> </ul> <p>It is anticipated that this will take more than one lesson to complete.</p> <ul style="list-style-type: none"> <li>• As a class, review the information collected on each nationally remembered event.</li> <li>• In preparation for the Australian expo display, each student prepares an information report, with illustrations, suitable for display on one of the nationally remembered days or weeks using the information collected. Aspects covered in the report could be brainstormed as a class and might include origin of the event, historical background, current status and significance.</li> </ul>	<p><b>CUS3.3</b> Describes different cultural influences and their contribution to Australian identities</p> <ul style="list-style-type: none"> <li>• <i>researches the meaning and significance of nationally remembered days or weeks</i></li> <li>• <i>discusses and review information on a range of Nationally remembered events.</i></li> </ul> <p><b>CCS3.2</b> Explains the development of the principles of Australian democracy</p> <ul style="list-style-type: none"> <li>• <i>researches the origins of dedicated days or weeks.</i></li> </ul> <p>Note: The 7-10 History syllabus (now a mandatory school certificate subject for NSW students) has a number of topics in Stage 5 where students study different periods of Australian history: Australia to 1914, Australia and World War I, Australia between the wars, Australia and World War II, Australia in the Vietnam War era. In Stage 3, learning about Anzac day and Remembrance Day is about the origin, significance and purpose of remembering these important days rather than a study of Australia at war.</p>
<p><b>Australian citizenship</b></p> <ul style="list-style-type: none"> <li>• Investigate information available on the <a href="#">Australian Government Department of Immigration and Citizenship web site</a>.</li> </ul> <p>Use strategic questions to develop students understanding of the rights and responsibilities of being an Australian citizen.</p> <ul style="list-style-type: none"> <li>• Organise students to undertake some of the <a href="#">online interactive activities</a> available on the Immigration and Citizenship web site.</li> <li>• Consider undertaking a <a href="#">role play of a citizenship affirmation ceremony</a>.</li> </ul>	<p><b>CCS3.2</b> Explains the development of the principles of Australian democracy</p> <ul style="list-style-type: none"> <li>• <i>identifies and explains what it means to be an Australian citizen</i></li> <li>• <i>discusses the rights and responsibilities of Australian citizens.</i></li> </ul>
<p><b>Examples of Democracy</b></p>	<p><b>CCS3.2</b> Explains the development of the principles</p>

Teaching and learning	Evidence of achievement
<p>Use <a href="#">Belief in action (DET)</a> on p. 8 is a list of topics related to outcome CCS3.2. Select an article to use to develop an oral exposition e.g. Article 36 Fighting for human rights pp. 82–83. Copy for students' use.</p> <p><b>Assessment:</b></p> <ul style="list-style-type: none"> <li>• Students read the article. They identify and list the practices and values that are needed for a democracy to function, as outlined in the article.</li> <li>• In pairs, students discuss why these practices and values are important to them and to democracy in Australia. Share as a class discussion.</li> <li>• Provide explicit teaching of the structure and purpose of an exposition during English.</li> <li>• Prepare a pro forma using the headings I think/My point of view; These are my reasons/Arguments; That's why I think/Reiteration of point of view for students to develop some speech notes. Discuss and record some examples for each section.</li> </ul> <p>(Refer to the BOS English K–6 modules p. 350 for examples of the use of 'statement of position', 'argument', 'background information', 'point of view' and 'elaboration'.)</p> <ul style="list-style-type: none"> <li>• Jointly construct an example as a class, focusing on information/evidence used to develop the argument stage.</li> <li>• Students individually complete speech points for their oral exposition.</li> <li>• Students practise giving their 'soap box' exposition in pairs before presenting to the class.</li> <li>• Select some students to present their 'soap box' expositions at the 'Aussie snapshot' display.</li> </ul> <p>Soap box activity</p> <ul style="list-style-type: none"> <li>• Students present a 1–2 minute speech advocating a democratic principle or principles.</li> <li>• They can produce a placard or poster to display while giving their 'soapbox' oration.</li> <li>• Australian expo display: organise a timetable for some students to present their soapbox orations.</li> </ul> <p><b>Assessment strategy</b></p> <p>The teacher:</p> <ul style="list-style-type: none"> <li>• analyses students' response to an article from Belief in action and the features of democracy the article addresses.</li> </ul> <p><b>Assessment criteria</b></p> <p>The student:</p> <ul style="list-style-type: none"> <li>• develops a speech (oration) to support the features of democracy identified in the article.</li> <li>• explains a feature of Australian democracy</li> <li>• explains the application of democracy in the context of the article referenced</li> <li>• critically evaluates the application of a democratic principle</li> <li>• presents and justifies personal opinion on the application of a democratic principle.</li> </ul>	<p>of Australian democracy</p> <ul style="list-style-type: none"> <li>• <i>explains a feature of Australian democracy</i></li> <li>• <i>explains the application of democracy in the context of the article referenced</i></li> <li>• <i>critically evaluates the application of a democratic principle</i></li> <li>• <i>presents and justifies personal opinion on the application of a democratic principle.</i></li> </ul>



Teaching and learning	Evidence of achievement
<p><b>Culminating activating: Australian expo</b></p> <ul style="list-style-type: none"> <li>• In small groups, students create a booth for display at a World Fair. The purpose is to highlight aspects of being Australian. Concepts demonstrated in the expo should reflect previous learning experiences. Students will need to consider: <ul style="list-style-type: none"> <li>- factors affecting identity, such as peer pressure, popular culture, national symbols and culture (songs, art, food, flags, leisure activities, personalities).</li> <li>- examples of democracy in Australia, such as citizenship, republican movement, freedom of religion and Reconciliation.</li> </ul> </li> </ul>	

**References for nationally remembered events:**

Anzac Day:

<http://www.awm.gov.au/commemoration/anzac/>

<http://www.cultureandrecreation.gov.au/articles/anzac/>

Time to remember, a resource kit on Anzac day sent to all schools by the Australian Government.

Australia Day:

<http://www.australiaday.gov.au/>

The big Australia Day book, a big book sent to all schools in 2004 by the Australia Day Council.

NAIDOC Week:

<http://www.naidoc.org.au/>

Many local councils undertake NAIDOC week activities.

Labour Day:

<http://alldownunder.com/oz-k/date/labour-day.htm>

Wattle Day:

<http://www.wattleday.asn.au/>

<http://wattleday.com/>

Remembrance Day:

<http://www.awm.gov.au/commemoration/remembrance/>

We remember, a primary school education resource sent to all schools by the Commonwealth Department of Veterans Affairs.