

UNIT OF INQUIRY

Year Level: 6

Teachers: Mr Deck, Mr Lewis, Miss Dirstien

Duration: 4 weeks

Space: Mauritius, Madagascar, Mozambique, Wet Area, Library

BIG IDEA: There are roles and responsibilities that affect the way we function in society.

Intended inquiry questions: Who makes the rules that affect society? How do they choose which rules to accept? What responsibilities do the different levels of government have? What responsibilities do individual citizens of Australia have? How are people chosen to govern? How does Australia's system of government compare with other countries around the world?

Learning Area/ Content Descriptions:

English	History	Geography	Civics & Citizenship
<p>Identify and explain how analytical images like figures, tables, diagrams, maps and graphs contribute to our understanding of verbal information in factual and persuasive texts (ACELA1524)</p> <p>Investigate how vocabulary choices, including evaluative language can express shades of meaning, feeling and opinion (ACELA1525)</p> <p>Make connections between students' own experiences and those of characters and events represented in texts drawn from different historical, social and cultural contexts (ACELT1613)</p> <p>Analyse and evaluate similarities and differences in texts on similar topics, themes or plots (ACELT1614)</p> <p>Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience (ACELY1714)</p> <p>Compare texts including media texts that represent ideas and events in different ways, explaining the effects of the different approaches (ACELY1708)</p> <p>Plan, rehearse and deliver presentations, selecting and sequencing appropriate content and multimodal elements for defined audiences and purposes, making appropriate choices for modality and emphasis (ACELY1710)</p>	<p>Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women, and children (ACHHK114)</p> <p>Stories of groups of people who migrated to Australia (including from ONE Asian country) and the reasons they migrated, such as World War II and Australian migration programs since the war. (ACHHK115)</p>	<p>The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the region (ACHGK031)</p> <p>Differences in the economic, demographic and social characteristics between countries across the world (ACHGK032)</p> <p>The various connections Australia has with other countries and how these connections change people and places (ACHGK035)</p>	<p>The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments, and courts (ACHCK035)</p> <p>The roles and responsibilities of the three levels of government, including shared roles and responsibilities within Australia's federal system (ACHCK036)</p> <p>How state/territory and federal laws are initiated and passed through parliament (ACHCK037)</p> <p>Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHCK038)</p> <p>The obligations citizens may consider they have beyond their own national borders as active and informed global citizens (ACHCK039)</p> <p>Present civics and citizenship ideas and viewpoints for a particular purpose using civics and citizenship terms and concepts</p> <p>Reflect on personal roles and actions as a citizen in the school and in the community (ACHCS046)</p>

Achievement Standards:

<p>Students analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.</p> <p>Students compare and analyse information in different texts, explaining literal and implied meaning. They select and use evidence from a text to explain their response to it. They listen to discussions, clarifying content and challenging others' ideas.</p> <p>Students create detailed texts elaborating on key ideas for a range of purposes and audiences. They make presentations and contribute actively to class and group discussions, using a variety of strategies for effect.</p>	<p>Students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past.</p> <p>They explain the significance of an individual and group.</p>	<p>Students explain the characteristics of diverse places in different locations at different scales from local to global.</p> <p>They describe the interconnections between people and places, identify factors that influence these interconnections and describe how they change places and affect people.</p>	<p>Students explain the purpose of key institutions and levels of government in Australia's democracy. They describe the role of parliaments in creating law. Students explain what it means to be an Australian citizen and how people can participate as global citizens.</p> <p>Students develop and present their ideas and viewpoints using appropriate texts and civics and citizenship terms and concepts. They identify the ways they can participate as citizens in the school.</p>
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Learning Intentions:

- Understand that infographics help in conveying meaning of facts in verbal presentations.
- Know how to select infographics to support a particular idea.
- Understand and use specific language to persuade an audience.
- Identify and compare language that contains bias with language that is neutral.
- Understand that the lives of people around the world differ from our experience in Perth.
- Show that texts contain different themes and can be organised by both content and structure.
- Create texts that convey their thoughts and feelings about a topic by using selective language.
- Understand that certain genres have structures that are suited to a specific purpose.
- Demonstrate the difference between print and electronic media and the impact this has on conveying meaning.
- Create a multimedia presentation that provides a point of view on a specific topic.

- Understand that Australia is an example of a democratic government.
- Make connections about the impact of government on the way that a society operates.
- Know that not all people's experience, feelings and thoughts of government are the same.
- Understand the changes that have occurred in laws in Australia throughout the 20th century and how they have affected people.
- Identify the growing need for diplomacy between Australia and the world, in particular in South East Asia.
- Understand that Australian society has been enriched by the people who have migrated here.

- Know that the region of South East Asia is made up of many different countries with unique natural features, cultures and societies.
- Identify and compare the key geographical features of South East Asia and the importance of such features to certain countries.
- Understand that Australia has a unique mixture of cultures and demographics that are not found in all countries across the world.
- Understand that Australia is a wealthy country and that this has implications for its relationship with its neighbours.
- Consider the unique position that Perth has in regards to impacting the region of the Indian Ocean.

- Recognise the key people involved in Australia's government and what their roles and responsibilities are.
- Identify the foundations of Australia's system of government and the importance and impact of its beginnings on present day society.
- Understand that there are different roles and responsibilities for the three levels of government in Australia.
- Explain the process involved in creating new laws and the impact the laws have on the citizens.
- Recognise the importance of citizenship and the roles and actions that are expected of Australian citizens.
- Understand the importance of being a global citizen and the impact they can have on the world.
- Use and apply subject specific language and beliefs around civics to everyday life in our community.

Pre-Assessment Ideas:

Ask students to create a persuasive ad for a specific topic in 20 minutes.

A Socratic quiz asking students to identify some famous people in Australian history.

A blank map of the South East Asia region including what the importance of each country has to the global marketplace.

Mind map on what the term 'Government' means.

Learning Experiences:

IN: Knowledge)
 During the preceding holidays, each

- Set up three classrooms; Constitutional monarchy, totalitarian and anarchy. Each group of students will have 15-20 minutes to try and decide where the students will sit. The idea is to let students experience the different ways that decision are made in a class and then reflect on the fact that different countries around the world have different ways of governing their citizens.
- Read excerpts of Anh Do's *Happiest Refugee* that focus on the difficulties faced in communist Vietnam.

FINDING OUT: (Direct and Shared experiences, Finding resources)

Making Our Voices Heard – students examine how they can have a say in their community. Students pick a current issue and learn which tier of government they would have to address their concern through. They learn about and use evaluative language in a persuasive context by producing a letter, poster or iMovie addressed to the relevant MP.

Stories of Migration – students interview family or friends who have made the journey to Australia from another country. Students will watch an exemplary video (made by staff) to learn the questioning techniques and reporting tools of interviews. Students will investigate questions such as why/when/how they migrated, how has migrating to Australia affected your life? Your family's life? What opportunities has this provided for you? What were the dangerous or difficult aspects of migrating to Australia? Students are then required to create a podcast or iMovie showing their findings.

Read excerpts from Anh Do's *Happiest Refugee* and *Onion Tears* and compare and contrast the different literature. Students will examine purpose, audience, genre, themes and language in comparing the books and create an infographic or flowchart showing how their lives so far have compared to the main protagonists in the books. To extend this activity, students will examine difference in opportunity of young people growing up in Perth to that of young people in a chosen South East Asian country.

Creating a Bill – as leaders and representatives of the Primary School, the Year 6 students will act as Members of Parliament by being assigned a constituent (a class or group of students). The students will speak to their constituents and address issues that arise in the student body. Next, all 96 Year 6 students will meet to bring important views of their constituent to the mock parliament. Students will debate the ideas brought forward and decide on which bills they want to trial out in the School.

SORTING OUT: (Processing the shared experiences, organising your thoughts and findings)

From the experiences in the *Finding Out* phase, students sort through their information and reflect on how their thinking has developed and changed on the main key inquiry questions as written above. These activities will generally be collaborative in nature and will look at questions such as:

- What common themes or patterns occurred?
- How does the information we've gained from the *Finding Out* phase help answer our inquiry questions?
- What do I now want to investigate further?

Students will begin to form more questions themselves or in groups. These questions will be determined by the students as they piece together their own knowledge and ideas from the *Finding Out* phase. As a guide, students may look at questions such as:

- How has the system of government and laws changed since Federation?
- How do all three tiers of government work together to enhance our society?
- Why are there different types of government in different countries around the world?
- How do you form a political party?
- What are the differences between the current political parties?
- How will the idea of government evolve into the future?

Students also begin to make connections from what they've seen, thought about, discussed and investigated to their own lives and in the global market.

To flow into the next phase, students also discuss ways that they can demonstrate their knowledge based on answering the key inquiry questions while linking into the big picture (see above).

GOING FURTHER:
(Extending the unit, related activities/ experiences, summarising your findings, thinking about presentation, have you done enough research?)

MAKING CONCLUSIONS:
(Sharing why your learning is important, who is your audience?, Presenting and assessing your work)

TAKING ACTION/ SO WHAT?:
(Reflecting on what you have learned, So what now? How can you use your skills to change the world?)

UNIT REFLECTION:
(Teacher reflection, How did the unit go?)