

# Democracy

## ACHASSK115

### Year 5

#### Essential concepts:

- Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.
- Students continue to build on their understanding of the concepts of democratic values, justice and rights and responsibilities as they further develop their understanding of laws, including how they are enforced and how they affect the lives of citizens.

#### Achievement standard:

- Students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data. Students interpret information and/or data, sequence information about events, identify different perspectives, and describe cause and effect. They use a variety of appropriate formats to translate collected information and draw conclusions from evidence in information and/or data. Students engage in a range of processes when making decisions in drawing conclusions. They consider audience and purpose when selecting appropriate communication forms. Students develop a variety of texts that incorporate source materials, using some subject-specific terminology and concepts. They reflect on findings to refine their learning.
- Students identify the key features of Australia's democracy.

Curriculum descriptor	Suggested Lessons	Resources	Assessment	Excursions
<p><b>Content:</b> ACHASS115</p> <p><b>Skills:</b> WAHASS50 WAHASS52</p> <p><b>Cross Curriculum Priorities:</b> NIL</p>	<p>Lesson 1: Focus Question:</p> <ul style="list-style-type: none"> <li>• What is a democracy?</li> </ul> <p>1. Students to start KWL (first 2 columns) – What is democracy?</p> <p>2. Watch video “What is democracy?” Class discussion and complete concept map.</p> <p>3. On back of concept map students to write a short paragraph on what a democracy is and justify which type of democracy works best for Australia.</p>	<p><a href="#">KWL Chart</a></p> <p><a href="#">Concept map template</a></p> <p><a href="#">Concept map template (extension version for students)</a></p> <p><a href="#">Concept map template (extension version for teachers)</a></p>		

<p><b>General Capabilities:</b> L, ICT, CCT</p>		<p><a href="#">VIDEO BTN What is democracy? 4m09s</a></p> <p><a href="#">MOAD Australian Democracy an overview</a></p> <p><a href="#">Democracy Down Under</a></p>		
<p><b>Content:</b> ACHASS115</p> <p><b>Skills:</b> WAHASS53 WAHASS54 WAHASS55 WAHASS58</p> <p><b>Cross Curriculum Priorities:</b> ATSIHC</p> <p><b>General Capabilities:</b> L, N, ICT, CCT, PSC</p>	<p>Lesson 2: Focus Question:</p> <ul style="list-style-type: none"> <li>How have some Australian events helped shape our democracy?</li> </ul> <ol style="list-style-type: none"> <li>Students recall an historical event from the previous lesson that helped pave the way for democracy. Use the infographic on Magna Carta on the Human Rights website to identify other events that helped to shape democracies.</li> <li>Create a timeline of key Australian events that have shaped our democracy. In groups, students investigate a key event using a graphic organiser. Use MOAD website as the starting point.</li> <li>Construct the timeline: groups present to class in chronological order their key event.</li> <li>Class to categorise the timeline events under some of the key features of democracies (e.g. voting, laws, values, parliaments, constitutions). Class discussion to justify the inclusion under that heading or headings.</li> </ol>	<p><a href="#">Graphic Organiser for Australia's democracy timeline</a></p> <p><a href="#">Human Rights infographic</a></p> <p><a href="#">MOAD milestones in Australia's democracy</a></p> <p>List of optional key events for timeline</p>		
<p><b>Content:</b> ACHASS115 ACHASS117</p> <p><b>Skills:</b> WAHASS60 WAHASS61</p> <p><b>Cross Curriculum Priorities:</b> NIL</p> <p><b>General</b></p>	<p>Lesson 3: Focus Question:</p> <ul style="list-style-type: none"> <li>Why does Australia have the values of freedom, equality, justice and fairness to underpin its democracy?</li> </ul> <ol style="list-style-type: none"> <li>Introduce a new set of classroom rules to prompt a discussion on how key values help to underpin our democracy. Students to analyse these rules and what is missing (i.e. key democratic values). Use the definition cards of the 4 key values and provide examples to further explain their reaction to the rules.</li> <li>Assessment: Written Task Students to write a new set of classroom rules and link the corresponding value/s to each rule and justify how</li> </ol>	<p>Classroom Constitution</p> <p>Values definition cards</p> <p><a href="#">Constitutional Centre Loan Box program *regional and remote schools only</a></p>	<p>Assessment Task</p>	<p><a href="#">Visit to the Constitutional Centre of WA</a> This program discusses the meaning of democracy and investigates the key values of Australia's democracy. Students participate in a series of interactive activities to reinforce these concepts. A fun, educational 'game show' will be used to consolidate their learning. <a href="#">Make a booking</a></p>

<p><b>Capabilities:</b> L, CCT, PSC, EU</p>	<p>these will promote a harmonious classroom. 3. Make the connection that this also applies to the laws made in Australia to allow us to live harmoniously with one another. Provide examples.</p>			
<p><b>Content:</b> ACHASS115</p> <p><b>Skills:</b> WAHASS53</p> <p><b>Cross Curriculum Priorities:</b> NIL</p> <p><b>General Capabilities:</b> L, CCT, PSC, EU</p>	<p>Lesson 4: Focus Question:</p> <ul style="list-style-type: none"> <li>What are the rights and responsibilities of citizens in a democratic society?</li> </ul> <ol style="list-style-type: none"> <li>Recap previous lesson on values and then watch video/s.</li> <li>Discussion on what are rights and responsibilities of citizens. Look at definitions with students to identify how they are not the same thing. Provide examples of both.</li> <li>Class to brainstorm “Rights and Responsibilities in the classroom”. In pairs, students to create a list of 3 rights and 3 responsibilities for students and describe how these help to keep a harmonious and ordered class.</li> </ol>	<p><a href="#">VIDEO Australian Citizenship for Yr.5 and 6 students 7m26s</a></p> <p><a href="#">VIDEO BTN Why is citizenship important 1m58s</a></p> <p><a href="#">Child and Youth Health Rights and Responsibilities for children</a></p> <p><a href="#">Suggested list of rights and responsibilities in the classroom (for teachers)</a></p>		
<p><b>Content:</b> ACHASS115</p> <p><b>Skills:</b> WAHASS57 WAHASS60 WAHASS61</p> <p><b>Cross Curriculum Priorities:</b> S</p> <p><b>General Capabilities:</b> L, CCT, PSC, EU</p> <p>Key</p>	<p>Lesson 5: (Extension lesson) Focus Question:</p> <ul style="list-style-type: none"> <li>What role can I play in Australia’s democracy?</li> </ul> <ol style="list-style-type: none"> <li>In depth look at different freedoms in Australia. Students to read a variety of articles on students protesting on climate change (2018/2019) and examine which values they were exercising. Brainstorm other methods/actions citizens can undertake if they are particularly concerned about an issue.</li> <li>Establish what issues in the class students are concerned with and team like-minded students together.</li> <li>Teams to present a role play on how best to promote their issue e.g. students protesting at a rally with banners, being interviewed by a TV journalist, students presenting a petition to parliament, writing a letter to the editor etc.</li> </ol>	<p><a href="#">ABC article – should kids be a part of activism and protests</a></p> <p><a href="#">ABC article – Australian students climate change protest Scott Morrison</a></p> <p><a href="#">WA Today article – Yes Prime Minister I’m striking from school consider it a climate lesson</a></p> <p><a href="#">WA Today article – Striking students defy PM to protest at inaction on climate change</a></p>		

		<a href="#">ABC article – School strike for climate draws thousands to Australian rallies</a>		
<p><b>Content:</b> ACHASS115</p> <p><b>Skills:</b> WAHASS62</p> <p><b>Cross Curriculum Priorities:</b> NIL</p> <p><b>General Capabilities:</b> L, N, CCT, PSC, EU</p>	<p>Lesson 6: Focus Question:</p> <ul style="list-style-type: none"> <li>What have I learnt about democracy?</li> </ul> <ol style="list-style-type: none"> <li>Students complete KWL chart (last column) which can then be used in the next 2 activities.</li> <li>Lucky Dip Q &amp; A: Using the template, students to provide questions and answers on aspects of democracy with students to allocate a point amount on how easy or difficult they believe their questions are.</li> <li>Place the Q &amp; A into a bowl and divide class into 2 teams (e.g. girls vs boys) with students to pull out a question (lucky dip style) with students taking turns to answer the question. Team with the most points announced as the champions.</li> <li>Students to write a short persuasive text on why democratic values are important to our Australian society.</li> </ol>	<p><a href="#">KWL Chart</a></p> <p><a href="#">Lucky Dip Q &amp; A template</a></p>		

Key	
ATSIHC	Aboriginal and Torres Strait Islander histories and cultures
AAA	Asia and Australia's engagement with Asia
S	Sustainability
L	Literacy
N	Numeracy
ICT	Information and Technology capability
CCT	Critical and creative thinking
PSC	Personal and social capability
EU	Ethical Understanding
IU	Intercultural Understanding