



**Stage 6 English Content Endorsed Course  
English Studies  
Unit of Work**

**Module: We are Australians**

**Indicative hours: 40 hours**

## Rubric from *English Studies Syllabus*

Through the study of this module, ***We are Australians-English in citizenship, community and cultural identity***, students will develop understanding of and practical competence in the use of language used to conduct their lives as citizens and members of a community. Students will learn how to use English accurately, effectively and appropriately in tasks such as applying for passports, filling in electoral documents, following the procedures of local, state and Federal government and writing letters of opinion on issues of community interest. These tasks will engage students in a range of meaningful, purposeful and relevant language experiences.

Students will also have the opportunity to experience, engage with and critique literary texts that show, through an imaginative use of language, the diversity of cultures, peoples and perspectives that contribute to Australian communities and to Australia as a nation. Texts may include longer works such as biographies, novels and films. Through engaging with a range of literary texts in both print and electronic forms, students will broaden their understanding of the relationship between personal identity, individual rights, community responsibilities and a sense of nationhood. In addition, by studying these texts and writing about the issues explored, students will extend their own skills in comprehending and responding to texts and their own abilities to use language expressively and imaginatively.

## Key concepts

Language must be used appropriately for purpose, audience and context. Throughout this unit, tasks have been designed to develop the understanding of and practical competence in the use of language to ensure students can conduct their lives as citizens and members of the community.

Activities question the diversity of cultures, people and the perspectives that contribute to Australian communities and to Australia as a nation. These activities also ensure students question their own beliefs and, as a result, will allow students to modify preconceived notions of what it means to be Australian.

Also, this study should allow students to recognise how the Australian identity has developed, altered and been shaped over time.

## Assessment

Students will submit a range of writing tasks to demonstrate their writing skills including:

- A letter to the editor regarding a current Australian issue
- A reflection statement demonstrating their understanding of the issue
- A report demonstrating the process of how a local community visit was organised and its relevance to the understanding to the key concepts in this unit.

Other informal assessment opportunities include:

- Short answer questions demonstrating understanding of the key concepts discussed
- Preparing for and conducting interviews
- Research and group presentation to reinforce the understanding of the key concepts
- Designing postcards using language appropriate to audience, purpose and form
- Production of collages which demonstrate visual understanding of key concepts
- Filling in forms necessary in post education

**Syllabus outcomes**

The assessment task will particularly address H1.1, H1.2, H1.4, H2.2, H4.1, H4.2, H4.1.

All Higher School Certificate course outcomes will be addressed through the range of activities included in this unit.

**Rationale for approach used in this teaching program**

The purpose of this unit is to make students aware of the many facets of Australian life and what this information means in their everyday life. It has been developed to ensure students are able to question not only their own perceptions about what it means to be an Australian, but also the perceptions of others around them. The activities and outline of this unit are general, thus catering for all students across the state. However, the inclusion of the suggested resource list will allow teachers to cater for their schools and candidates.

By engaging with texts appropriate for their interests and abilities, students will be able to experience and develop knowledge, understanding and appreciation of various forms of texts, exploring the ideas and values of those texts and how language and other techniques are used in the texts to convey meaning. Teachers can choose appropriate texts to develop students' skills in reading, listening, viewing, speaking and representing to not only enrich their personal lives, but to consolidate a sound basis for current and future education, careers and citizenship. Students will be able to engage with texts that allow them to develop knowledge and language skills and use this knowledge, both individually and collaboratively, for a range of purposes, audiences and contexts.

## Week 1: Introduction to the concept

Syllabus outcomes	Quality Teaching	Learning and teaching activities	Evidence of learning
H4.2	Background knowledge	<p>Create a Venn diagram using the three topic headings of Citizenship, Community and Cultural Identity. Teacher to facilitate classroom discussion.</p> <p>Teacher copies on to butcher's paper and hangs on wall for future reference. Students can copy on to computer if applicable. A Smart Board would facilitate this process.</p>	Discussion
H1.4	Knowledge integration	<p>Which ideas and values are in the overlapping section and what do they tell us about Australians' core beliefs? Students write a reflection statement focusing on what they understand about being an Australian. Write a personal statement titled "Being an Australian means...."</p> <p>What images and icons represent these core beliefs?</p> <p><b>Images:</b> Define images. What do we mean when we talk about images of <b>any</b> country?</p> <p>Students locate and create a gallery of images of Australia.</p> <p>Either in groups or individually, students create a list of Images of Australia: Examples – Sydney Harbour Bridge, Opera House, Uluru, Big Pineapple, Bondi Beach, desert, Australian bush, Hill's hoist, koala, Holden car, Vegemite, flag, Olympic Games, swimming, sunshine, barbecues, etc</p>	<p>Student reflection</p> <p>Discussion</p> <p>Demonstrated ability to collect and collate information.</p>
H4.2	Cultural knowledge	<p>What impressions of Australia do these images create?</p> <p>What images are missing from this list?</p>	Identify which image you think is the most popular in representing Australia.
H4.2		Students construct a table with the headings Cultural Heritage and Natural Heritage. Images are then placed in either column under subgroups of people, structures, food, and flora, natural landscape and fauna.	Students construct an explanation either written or oral.

## Week 2: Icons and lingo

Syllabus outcomes	Quality Teaching	Learning and teaching activities	Evidence of learning
<p>H1.2 H1.3</p> <p>H1.1 H3.1 H3.2</p>	<p>Metalinguage</p>	<p><b>Icons:</b> an icon can be defined as: a sign or representation which stands for its object by virtue of a resemblance or analogy to it.</p> <p>From the list above, identify which images of Australia have become icons. Some examples of icons are: songs, sporting heroes, television identities, landmarks, animals, films, literature. Brainstorm other Australian icons. See <a href="#">Resource 1</a>.</p> <p>Compare and contrast different icons. What do they tell you about Australia?</p> <p>Locate a text that represents this icon, for example: “Up there Cazaly” (song), “My Country” (poem), “Crocodile Dundee” (film), “Bradman’s Last Innings” (poem), “We’re Happy Little Vegemites” (advertisement).</p> <p>Students to choose one and in writing explain how this icon represents Australian values.</p> <p>And/or</p> <p>Students log onto <a href="http://www.abcnet.au/tv/gruentransfer/home.htm">http://www.abcnet.au/tv/gruentransfer/home.htm</a> They use this site to create own advertisement.</p> <p><b>Lingo:</b> Provide examples of ‘Australian language’ - for example, an excerpt from <i>The Castle</i>, an episode of <i>Neighbours</i> or <i>Home and Away</i>, samples of ‘Australian dictionaries.’</p> <p>Students make a list of examples of slang and euphemisms.</p> <p>Discussion – do Australians really speak this way?</p> <p>You have just visited one icon from the table. Write two postcards: one to a friend or a family member and one to a teacher using language appropriate to audience, purpose and form.</p>	<p>Able to identify the relationship between Australian values and icons.</p> <p>Completed explanation</p> <p>Created an advertisement</p> <p>Students compose two postcards using language appropriate to audience, purpose and form</p>

## Week 3: Moments in time

Syllabus outcomes	Quality Teaching	Learning and teaching activities	Evidence of learning
H4.1		<p><b>Moments in time:</b> Teacher provides a timeline of significant events in Australia's development (see <b>Resource 2</b>).</p> <p><u>Non-Fiction</u>- students locate, or are provided with, examples of non-fiction texts relating to specific moments in time. For example: newspaper articles, diaries, documentaries.</p> <p><u>Popular culture</u>- Students locate, or are provided with, texts relating to specific moments that form a part of popular culture. Examples could include songs, film excerpts, artworks, poetry and prose fiction.</p> <p>Students respond to short answer questions relating to texts.</p> <p>Why have these events become part of popular culture?</p> <p>Which type of texts do you find the most engaging and why?</p> <p>Students to complete the following:</p> <p>Students select and research another moment in time from timeline provided.</p>	Demonstrate ability to collect and collate information.
H1.1 H1.2		<p>Students compose a collage representing this moment and provide written explanation of their collage. The written response needs to highlight the values and ideals from the Venn diagram.</p>	Completed questions
H4.1 H4.2	Higher order thinking	<p>Compose a visual timeline of a particular aspect of Australian history. For example: women, indigenous Australians, multiculturalism. Select five major events that represent the development of that aspect of the Australian identity and visually represent that idea.</p>	Completed collage
H1.3			Completed visual timeline

## Week 4/5: What does it mean to be a citizen?

Syllabus outcomes	Quality Teaching	Learning and teaching activities	Evidence of learning
H2.2		<p><b>Citizenship</b></p> <p>Focus Question: ‘What does it mean to be a citizen?’</p> <p>Students to consider: qualities, responsibilities, rights, voting, values.</p> <p>Teacher to write a dictionary definition on board. For example: 1: a member of a nation, either native or naturalised. 2: inhabitant of a city.</p>	
H1.4	Knowledge integration	<p>Complete the ‘Citizenship test’ at <a href="http://www.citizenship.gov.au">http://www.citizenship.gov.au</a> and compare to citizenship test in <i>True Blue? - On Being Australian</i>.</p> <p>Students create their own citizenship test which reflects the values and attitudes they associate with being an Australian.</p>	Students formulated own definition of citizenship.
H2.1 H2.2 H2.3	Connectedness	<p>Students read and navigate their way through the Department of Immigration website filling in the third column of the proforma. Students should complete the four groups of citizen practice tests. Students should download a pdf of the general citizenship application form and save to folder.</p> <p>Compare their own test to that of the government, identifying the values expressed in both.</p>	Completed activities
H1.2		<p>Students create a character who wants to become a citizen. They create a profile which establishes the values of the country from which they are arriving, some examples of traditions, examples of beliefs etc.</p> <p>Students then fill in the passport application form and enrol to vote form for their created character.</p> <p>Students will explore the ideas raised in the Jacob Coote speech from <i>Looking for Alibrandi</i> about rights and responsibilities of being an Australian citizen.</p>	<p>Constructed character profile</p> <p>Completed forms as character</p>

H2.3 H1.1  H1.4   H1.4	      High expectations Substantive communication	<p>Students to select ONE of the following activities:</p> <ol style="list-style-type: none"> <li>Compose an informed response to his statements</li> <li>Choose a topic of interest relating to citizenship - for example, freedom of speech, democracy, rights of women, immigration, social services, etc, and compose a speech outlining your views on your chosen topic to be delivered at a 'Have a Say Day' at your school.</li> <li>Compare the values expressed by Jacob Coote to the values expressed in the Citizenship test.</li> </ol> <p>Reflect: Refine your personal statement titled "Being an Australian means...."</p>	<p>Participated in class discussion expressing ideas and opinions</p> <p>Completed written and/or oral activity</p>
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## Week 6/7: Exploring the concept of community, locally and nationally

Syllabus outcomes	Quality Teaching	Learning and teaching activities	Evidence of learning
H4.2      H4.1 H4.2	Background knowledge	<p><b>Community</b></p> <p>What is a community?</p> <p>Concise Oxford definitions:</p> <ol style="list-style-type: none"> <li>All of the people living in a specific locality</li> <li>A specific locality, including its inhabitants</li> <li>A body of people having a religion, a profession, etc, in common</li> <li>The public</li> </ol> <p>Students to explain in their own words what the dictionary definition means. Students brainstorm what they believe makes a community. Ideas to consider: family, friendship, interest groups, school, religion, cultural heritage, sport, environment, global community.</p> <p>Teacher leads students' discussion around the results in terms of representations of the wider Australian community/ nation.</p> <p>Expert Groups - One member from each group to report findings to other groups.</p>	<p>Class discussion and effective construction of mind map in group work</p>



<p>H3.2</p> <p>H1.3</p> <p>H1.4</p> <p>H1.4</p> <p>H1.1 H2.1</p>	<p>Deep understanding</p>	<p>Discussion questions:</p> <p>What does this show us about Australia?</p> <p>Do you believe these results accurately represent Australia?</p> <p>What are the implications of these results on how Australian society operates?</p> <p><b>Social issues in Australia - local community</b></p> <p>Using a variety of LOCAL newspapers, individual students select an editorial, article or letter to the editor about a LOCAL social issue to share with group.</p> <p>Group selects one text of greatest interest from the newspaper for analysis.</p> <p>Students complete Text Analysis Table <b>Resource 3</b> based on chosen text.</p> <p>Present findings to class.</p> <p>Students individually compose a letter to the editor in response to the issue. Option: students to submit their letters to the paper.</p> <p><b>Social issues in Australia- national community</b></p> <p>Students to read an extract from Kevin Rudd’s “Sorry Speech” and/or watch video: <a href="http://www.australia.gov.au/Video_National_Apology_to_the_Stolen_Generations">http://www.australia.gov.au/Video_National_Apology_to_the_Stolen_Generations</a> (or alternative speech as chosen by the teacher) <b>Resource 4</b></p> <p>Complete questions below:</p> <p><i>Kevin Rudd’s speech was delivered at Parliament House in Canberra on the 13<sup>th</sup> February 2008. A select group of community members were represented in the audience.</i></p> <p>What is the purpose of this speech?</p>	<p>Completed community table</p> <p>Actively participated in small group discussions</p> <p>Completed table</p> <p>Composed letter to the editor and submitted for portfolio</p>
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## Week 8: Getting to know your community

Syllabus outcomes	Quality Teaching	Learning and teaching activities	Evidence of learning
H4.1	Students' self-regulation	<p>Students to survey/interview members of the community such as family members, neighbours, people they work with.</p> <p><b>Community guest speaker</b></p> <p>Teacher to arrange for a guest speaker from the community to discuss with students what they see as significant about community life.</p> <p>For example: Aboriginal elder, local MP, war veteran, local sporting 'hero', elder, statesperson (someone who has lived in the community for a long period of time and seen many changes).</p>	Completed survey and interview
H2.2 H4.2		<p>Prior to visit, students to come up with appropriate questions for their guest after researching the role the guest plays within the community.</p> <p>OR</p> <p><b>Local community visit</b></p>	Students' questions drafted and approved by teacher
H1.4		<p>Students to visit a local community organisation. For example: nursing home, RSL, Aboriginal local community, cultural heritage group, PCYC, sporting clubs, local government, RFS, etc.</p> <p>Planning, organising and implementing of visit to be completed. Identifying goals and project stages, allocation of roles and tasks, setting deadlines, editing and collating material for presentation to be completed by students.</p>	
H1.4		<p>Final report to be included in school newsletter/website.</p> <p>Reflect: Refine your personal statement titled "Being an Australian means..."</p>	Report submitted and published

## Week 9/10: Exploring and making representations of cultural identity

Syllabus outcomes	Quality Teaching	Learning and teaching activities	Evidence of learning
H4.1	Inclusivity	<p><b>Cultural identity: representation of self</b></p> <p>Mind mapping activity regarding what factors contribute to our sense of identity - for example: language, family, culture, friends, school, etc.</p> <p>Who am I?</p> <p><i>What is?</i> Poems</p> <p>As a class project, write poems about friendship, love, consideration, respect, loneliness, discrimination, hatred, respect, poverty, equality, etc that could be produced as cards or posters.</p>	Completed mind map
H3.2	Cultural knowledge	<p>Rap it and chant it!</p> <p>Ask students to write a rap, song, chant, jingle or rhyme celebrating their beliefs and understanding of what it means to believe, speak and live in freedom or any other human rights issue they feel passionate about.</p>	Completed poem, rap, song, jingle etc and or timeline
H4.1		<p>And/or</p> <p>Students are to create a timeline of facts about their life.</p> <p>Students compose a humorous anecdote about a significant event taken from their timeline.</p>	Completed personal timeline and anecdote
H4.1		<p><b>Visual representations of changing cultural identity</b></p> <p>Visual activity representing Australia's identity over time through a comparison of the two paintings:  <i>Australian Beach Pattern</i> by Charles Meere and <i>The Bathers</i> by Anne Zahalka. Students examine the appropriation by Zahalka's 1989 painting of Meere's 1938 representation and discuss the similarities and differences between them. Students then complete a further appropriation to visually represent an Australian beach scene in 2009. For example: <i>Shearing the Rams, Lost, Ned Kelly</i> etc.</p>	Completed appropriation
H1.4		Artists in Schools Program:	

<p>H1.1 H1.2 H1.3</p>	<p>Cultural knowledge</p>	<ul style="list-style-type: none"> <li>- Apply for an artist to work with students to develop a specific project reflecting their beliefs and understandings of Australian identity, or</li> <li>- Invite an Indigenous artist or musician to participate in an artist-in-residence program to share music and art history with the students.</li> </ul> <p><b>Focus text (see Resource List for assistance)</b></p> <p>Focus question for studying this text: How is the Australian Identity (citizenship, community and cultural identity) represented in your focus text?</p> <p>Does the protagonist behave as a responsible citizen?</p> <p>What values and ideas are expressed in the text?</p> <p>How has the composer explored these ideas and values? Consider colloquial, emotive language, tone, narrative voice and context.</p> <p>How have the characters' actions reflected these ideas and values?</p> <p>What cultural identities are represented and how have they been portrayed?</p> <p>What role has community played in the text and the life of the characters?</p> <p>What does the text say about 'being Australian'?</p> <p>Students to compose a statement that reflects their developed understanding of what 'being Australian' means.</p>	<p>Developed artistic project or engaged with community artist/musician</p> <p>Completed questions</p> <p>Completed reflection statement</p>
	<p>Explicit quality criteria</p>	<p>Assessment task.</p>	

## Resource 1

**AUSTRALIAN ICONS**

SONG	LITERATURE	SPORTING HEROES	FILMS	LANDMARKS	TELEVISION IDENTITIES	ANIMALS	OTHER

## Resource 2

## Timeline of significant events in Australian history

<b>1788</b> - First Fleet arrives
<b>1901</b> - Commonwealth of Australian declared
<b>1914</b> - World War I (Gallipoli)
<b>1929</b> - Great Depression
<b>1939</b> - World War II
<b>1947</b> - Post War Migration Scheme
<b>1965</b> - Australia involved in Vietnam
<b>1967</b> - Referendum on Aboriginal citizenship
<b>1992</b> - MABO decision in favour of Aboriginal people
<b>2000</b> - Olympics (Kathy Freeman, Opening Ceremony)
<b>2008</b> - 'Sorry Day' 13 <sup>th</sup> February 2008

### Resource 3

#### Text analysis table

Text: ( & text type)	Composer (& year)	Purpose	Audience	Language features



## Resource 4

### Kevin Rudd's Speech

Apology to Australia's Indigenous People, House of Representatives, Parliament House, Canberra

13<sup>th</sup> February 2008

Video and audio of the National Apology to the Stolen Generations is available on the [Australia.gov.au](http://Australia.gov.au) website

—I move:

That today we honour the Indigenous peoples of this land, the oldest continuing cultures in human history.

We reflect on their past mistreatment.

We reflect in particular on the mistreatment of those who were Stolen Generations—this blemished chapter in our nation's history.

The time has now come for the nation to turn a new page in Australia's history by righting the wrongs of the past and so moving forward with confidence to the future.

We apologise for the laws and policies of successive Parliaments and governments that have inflicted profound grief, suffering and loss on these our fellow Australians.

We apologise especially for the removal of Aboriginal and Torres Strait Islander children from their families, their communities and their country.

For the pain, suffering and hurt of these Stolen Generations, their descendants and for their families left behind, we say sorry.

To the mothers and the fathers, the brothers and the sisters, for the breaking up of families and communities, we say sorry.

And for the indignity and degradation thus inflicted on a proud people and a proud culture, we say sorry.

We the Parliament of Australia respectfully request that this apology be received in the spirit in which it is offered as part of the healing of the nation.

For the future we take heart; resolving that this new page in the history of our great continent can now be written.

We today take this first step by acknowledging the past and laying claim to a future that embraces all Australians.

A future where this Parliament resolves that the injustices of the past must never, never happen again.

A future where we harness the determination of all Australians, Indigenous and non-Indigenous, to close the gap that lies between us in life expectancy, educational achievement and economic opportunity.

A future where we embrace the possibility of new solutions to enduring problems where old approaches have failed.

A future based on mutual respect, mutual resolve and mutual responsibility.

A future where all Australians, whatever their origins, are truly equal partners, with equal opportunities and with an equal stake in shaping the next chapter in the history of this great country, Australia.

There comes a time in the history of nations when their peoples must become fully reconciled to their past if they are to go forward with confidence to embrace their future. Our nation, Australia, has reached such a time. And that is why the parliament is today here assembled: to deal with this unfinished business of the nation, to remove a great stain from the nation's soul and, in a true spirit of reconciliation, to open a new chapter in the history of this great land, Australia.

Last year I made a commitment to the Australian people that if we formed the next government of the Commonwealth we would in parliament say sorry to the Stolen Generations. Today I honour that commitment. I said we would do so early in the life of the new parliament. Again, today I honour that commitment by doing so at the commencement of this the 42nd parliament of the Commonwealth. Because the time has come, well and truly come, for all peoples of our great country, for all citizens of our great Commonwealth, for all Australians—those who are Indigenous and those who are not—to come together to reconcile and together build a new future for our nation.

Some have asked, 'Why apologise?' Let me begin to answer by telling the parliament just a little of one person's story—an elegant, eloquent and wonderful woman in her 80s, full of life, full of funny stories, despite what has happened in her life's journey. A woman who has travelled a long way to be with us today, a member of the Stolen Generation who shared some

of her story with me when I called around to see her just a few days ago. Nungala Fejo, as she prefers to be called, was born in the late 1920s...

There is a further reason for an apology as well: it is that reconciliation is in fact an expression of a core value of our nation—and that value is a fair go for all. There is a deep and abiding belief in the Australian community that, for the Stolen Generations, there was no fair go at all. And there is a pretty basic Aussie belief that says it is time to put right this most outrageous of wrongs. It is for these reasons, quite apart from concerns of fundamental human decency, that the governments and parliaments of this nation must make this apology. Because, put simply, the laws that our parliaments enacted made the Stolen Generations possible. We, the parliaments of the nation, are ultimately responsible, not those who gave effect to our laws, the problem lay with the laws themselves. As has been said of settler societies elsewhere, we are the bearers of many blessings from our ancestors and therefore we must also be the bearer of their burdens as well. Therefore, for our nation, the course of action is clear. Therefore for our people, the course of action is clear. And that is, to deal now with what has become one of the darkest chapters in Australia's history. In doing so, we are doing more than contending with the facts, the evidence and the often rancorous public debate. In doing so, we are also wrestling with our own soul. This is not, as some would argue, a black-armband view of history; it is just the truth: the cold, confronting, uncomfortable truth. Facing with it, dealing with it, moving on from it. And until we fully confront that truth, there will always be a shadow hanging over us and our future as a fully united and fully reconciled people. It is time to reconcile. It is time to recognise the injustices of the past. It is time to say sorry. It is time to move forward together.

To the Stolen Generations, I say the following: as Prime Minister of Australia, I am sorry. On behalf of the Government of Australia, I am sorry. On behalf of the Parliament of Australia, I am sorry. And I offer you this apology without qualification. We apologise for the hurt, the pain and suffering we, the parliament, have caused you by the laws that previous parliaments have enacted. We apologise for the indignity, the degradation and the humiliation these laws embodied. We offer this apology to the mothers, the fathers, the brothers, the sisters, the families and the communities whose lives were ripped apart by the actions of successive governments under successive parliaments. In making this apology, I would also like to speak personally to the members of the Stolen Generation and their families: to those here today, so many of you; to those listening across the nation—from Yuendumu, in the central west of the Northern Territory, to Yabara, in North Queensland, and to Pitjantjatjara in South Australia.

I know that, in offering this apology on behalf of the government and the parliament, there is nothing I can say today that can take away the pain you have suffered personally. Whatever words I speak today, I cannot undo that. Words alone are not that powerful. Grief is a very personal thing. I say to non-Indigenous Australians listening today who may not fully understand why what we are doing is so important, I ask those non-Indigenous Australians to imagine for a moment if this had happened to you. I say to honourable members here present: imagine if this had happened to us. Imagine the crippling effect. Imagine how hard it would be to forgive. But my proposal is this: if the apology we extend today is accepted in the spirit of reconciliation, in which it is offered, we can today resolve together that there be a new beginning for Australia. And it is to such a new beginning that I believe the nation is now calling us.

Australians are a passionate lot. We are also a very practical lot. For us, symbolism is important but, unless the great symbolism of reconciliation is accompanied by an even greater substance, it is little more than a clanging gong. It is not sentiment that makes history; it is our actions that make history. Today's apology, however inadequate, is aimed at righting past wrongs. It is also aimed at building a bridge between Indigenous and non-Indigenous Australians—a bridge based on a real respect rather than a thinly veiled contempt. Our challenge for the future is now to cross that bridge and, in so doing, embrace a new partnership between Indigenous and non-Indigenous Australians. Embracing, as part of that partnership, expanded link-up and other critical services to help the Stolen Generations to trace their families, if at all possible, and to provide dignity to their lives. But the core of this partnership for the future is to closing the gap between Indigenous and non-Indigenous Australians on life expectancy, educational achievement and employment opportunities. This new partnership on closing the gap will set concrete targets for the future: within a decade to halve the widening gap in literacy, numeracy and employment outcomes and opportunities for Indigenous children, within a decade to halve the appalling gap in infant mortality rates between Indigenous and non-Indigenous children and, within a generation, to close the equally

appalling 17-year life gap between Indigenous and non-Indigenous when it comes when it comes to overall life expectancy...

The mood of the nation on Indigenous policy and politics is now very simple. The nation is calling on us, the politicians, to move beyond our infantile bickering, our point-scoring and our mindlessly partisan politics and elevate at least this one core area of national responsibility to a rare position beyond the partisan divide. Surely this is the spirit, the unfulfilled spirit, of the 1967 referendum. Surely, at least from this day forward, we should give it a go.

Today the parliament has come together to right a great wrong. We have come together to deal with the past so that we might fully embrace the future. And we have had sufficient audacity of faith to advance a pathway to that future, with arms extended rather than with fists still clenched. So let us seize the day. Let it not become a moment of mere sentimental reflection. Let us take it with both hands and allow this day, this day of national reconciliation, to become one of those rare moments in which we might just be able to transform the way in which the nation thinks about itself, whereby the injustice administered to these Stolen Generations in the name of these, our parliaments, causes all of us to reappraise, at the deepest level of our beliefs, the real possibility of reconciliation writ large. Reconciliation across all Indigenous Australia. Reconciliation across the entire history of the often bloody encounter between those who emerged from the Dreamtime a thousand generations ago and those who, like me, came across the seas only yesterday. Reconciliation which opens up whole new possibilities for the future.

For the nation to bring the first two centuries of our settled history to a close, as we begin a new chapter and which we embrace with pride, admiration and awe these great and ancient cultures we are blessed, truly blessed, to have among us. Cultures that provide a unique, uninterrupted human thread linking our Australian continent to the most ancient prehistory of our planet. And growing from this new respect, to see our Indigenous brothers and sisters with fresh eyes, with new eyes, and with our minds wide open as to how we might tackle, together, the great practical challenges that Indigenous Australia faces in the future.

So let us turn this page together: Indigenous and non-Indigenous Australians, Government and Opposition, Commonwealth and State, and write this new chapter in our nation's story together. First Australians, First Fleeters, and those who first took the Oath of Allegiance just a few weeks ago. Let's grasp this opportunity to craft a new future for this great land: Australia. I commend the motion to the House.

## Other recommended resources

*Workplace and Community Texts* (Board of Studies) [www.boardofstudies.nsw.edu.au](http://www.boardofstudies.nsw.edu.au) (website)  
*True Blue-On Being Australian*, Goldsworthy, Peter, ed (anthology of short non-fiction and fiction)  
*True Blue-On Being Australian Resource Document* [www.australiaday.gov.au/trueblue](http://www.australiaday.gov.au/trueblue) (website)  
*Streetsmart-An Urban Handbook for the School Leaver* (Blue Light NSW)  
*In the Drivers Seat-the Nature of Authority* (RTA)  
[www.citizenship.gov.au](http://www.citizenship.gov.au) (website)  
[www.immi.gov.au](http://www.immi.gov.au) (website)  
[www.passports.gov.au/Web/Forms/EntryPoint.aspx](http://www.passports.gov.au/Web/Forms/EntryPoint.aspx) (website)  
*Raw*, Monk, Scott (novel)  
*Marking Time*, Doyle, John (Mini series)  
*Monster*, Myer, Walter Dean (novel)  
*Gary's House*, Oswald, Debra (play)  
*Growing up Asian in Australia*, Pung, Alice (ed) (non-fiction)  
*Billabongs and Brolgas-An Australian Reader-* compiled by Neil Fuller and Phillip Gardner (anthology of short fiction)  
Signed, sealed, delivered-Our Textual Heritage, Jennet Cole-Adams & Judy Gould (National Museum of Australia)  
*The Aussie A to Z*, McKenzie Heath (picture book)  
The Gruen Transfer [www.abc.net.au/tv/gruentransfer/home.htm](http://www.abc.net.au/tv/gruentransfer/home.htm) (website with Australian adverts & facility for students to make their own adverts)  
[www.boat-people.org](http://www.boat-people.org) (website- visual literacy)  
[www.nicholsoncartoons.com.au/cartoon307.html](http://www.nicholsoncartoons.com.au/cartoon307.html) (website-visual literacy)  
*The Loaded Dog*, Lawson, Henry excerpt read by Jack Thompson [www.youtube.com/watch?v=oDweqL79hO](http://www.youtube.com/watch?v=oDweqL79hO)  
*Brumby's Run* Patterson, A.B [www.youtube.com/watch?v=lhv8GANVcns](http://www.youtube.com/watch?v=lhv8GANVcns)  
*Then and Now*, Walker, Kath [www.utube.com/watch?v=ni-5Eh19we8&NR=1](http://www.utube.com/watch?v=ni-5Eh19we8&NR=1)  
Australian Screen <http://australianscreen.com.au>  
<http://www.uow.edu.au/~morgan/posters6.htm> (Australian movie posters creating identity)  
<http://www.anzacday.org.au/education/publications/pdf/activity12.pdf> (unit of work)  
<http://www.beenleigss.qld.edu.au/ricky/index.html> (Image Aussie Icons)  
<http://www.trinity.wa.edu.au/plduffyc/cross/pictaus.htm> (pictures, photographs, graphics-images of Australia)  
<http://www.pictureaustralia.org/>  
<http://www.imagesaustralia.com/>  
<http://www.nationalgeographic.com/explorer/australia/abell/>  
<http://www.virtualaustralia.com/>  
<http://www.lukasland.com/oz/> (main menu of Australia)  
<http://www.australia.com/>  
<http://www.midcoast.com.au/~ttc/identity.html> (Australian identity and values)  
[http://www.cap.nsw.edu.au/curriculum\\_links/stage\\_three\\_links.htm](http://www.cap.nsw.edu.au/curriculum_links/stage_three_links.htm) (Australian identity and values)  
<http://www.virtualteacher.com.au/australia.html>  
<http://www.edna.edu/edna/go/pid/1426> (Australian identity)  
<http://www.beenleigss.qld.edu/trhunt/hunt.htm> (Knowledge hunt)  
<http://www.beenleigss.qld.edu/subisamp/sampler.htm> (What does it mean to be Australian?)  
<http://www.beenleigss.qld.edu/webquest/actualquest/actualquest.htm>  
[http://www.beenleigss.qld.edu/requested\\_sites/beingaustrian/index.html](http://www.beenleigss.qld.edu/requested_sites/beingaustrian/index.html) (A research unit)  
[http://cmsstage.curriculum.edu.au/cce/for\\_teachers\\_9295.html](http://cmsstage.curriculum.edu.au/cce/for_teachers_9295.html) Teaching civics  
<http://www1.curriculum.edu.au/classroom/ausident.htm> Teaching civics-The Australian Identity over time  
<http://www1.curriculum.edu.au/ddunits/units/mp3fq5acts.htm> Symbols relevant to the Australian nation.  
[http://cmsstage.curriculum.edu.au/cce/this\\_australian\\_nation\\_who\\_are\\_we\\_what\\_do\\_we\\_val\\_9489.html](http://cmsstage.curriculum.edu.au/cce/this_australian_nation_who_are_we_what_do_we_val_9489.html) This Australian nation: Who are we? What do we value?

[http://www.cap.nsw.edu.au/bb\\_site\\_intro/stage3\\_Modules/exchangestudent/we\\_are\\_australian.htm](http://www.cap.nsw.edu.au/bb_site_intro/stage3_Modules/exchangestudent/we_are_australian.htm) (Identity and Values)

## Assessment task

### English Skills

#### *WE ARE AUSTRALIANS* POWERPOINT PRESENTATION

Congratulations! You and friend have been selected to represent Australia on an international exchange student program. You are required to make a five minute presentation to your host school, on the topic “We are Australian. What is it that makes us unique?”

Your presentation needs to include: images of Australia, significant events, famous Australiana and cultural influences that have shaped our nation.

Your presentation would be greatly enhanced by presenting it in the form of a slide show produced within POWERPOINT.

Step 1 – Print out the summary sheet (see appendix).

Step 2 – Working with a friend complete the summary sheet by choosing three images, three significant events, three famous people and three cultural influences from the links provided (see appendix). Your research can be done by using the links provided or by using library reference books or CD-ROM encyclopaedias.

Step 3 – Using the information you have gathered prepare your five minute presentation. Remember to include pictures and you can make use of a slideshow to present your work.

Outcomes addressed:

H1.4, H2.1, H2.3, H3.2, H4.1, H4.2

Criteria for assessment:

Your work will be evaluated on:

1. your interpretation and understanding of “We are Australian” – i.e. Who are we? What makes us different? Why?
2. the quality of the information you have gathered.
3. the quality of your presentation. i.e. your talk, slideshow or however you choose to present.

Value of task for school assessment:

## MARKING GUIDELINES

Criteria	Marks
<ul style="list-style-type: none"> <li>• Observes the conventions of the speech form</li> <li>• Speech has consistent and appropriate control of language</li> <li>• Uses a range of appropriate vocabulary and language which goes beyond the everyday</li> <li>• May use colloquial language in a controlled manner for effect</li> <li>• Displays an effective, clear sense of purpose throughout; the theme is always consistent with the task</li> <li>• Demonstrates sustained, sophisticated and cleverly structured development of ideas</li> <li>• Engages the audience with sophisticated delivery (projection, pace, tone, eye contact, body language)</li> <li>• Engages the audience with an effective PowerPoint presentation</li> </ul>	9 10
<ul style="list-style-type: none"> <li>• Observes most of the conventions of the speech form</li> <li>• Speech has appropriate control of language</li> <li>• Uses appropriate vocabulary and language which may go beyond the everyday</li> <li>• May use colloquial language for effect</li> <li>• Displays a clear sense of purpose throughout; the theme is mostly consistent with the task</li> <li>• Demonstrates sound development of ideas</li> <li>• Engages the audience with delivery (projection, pace, tone, eye contact, body language)</li> <li>• Engages the audience with a sound PowerPoint presentation</li> </ul>	7 8
<ul style="list-style-type: none"> <li>• Observes some of the conventions of the speech form</li> <li>• Speech has some control of language</li> <li>• Uses appropriate vocabulary and language</li> <li>• May use colloquial language for effect</li> <li>• Displays some sense of purpose throughout; the theme is mostly consistent with the task</li> <li>• Demonstrates some development of ideas</li> <li>• Engages the audience some of the time with delivery (projection, pace, tone, eye contact, body language)</li> <li>• Engages the audience with a satisfactory PowerPoint presentation</li> </ul>	5 6
<ul style="list-style-type: none"> <li>• Limited use of the conventions of the speech form</li> <li>• Speech has limited control of language</li> <li>• May use inappropriate vocabulary and language for purpose, audience and context</li> <li>• May use colloquial language</li> <li>• Displays limited sense of purpose</li> <li>• Demonstrates limited development of ideas</li> <li>• Limited engagement of the audience.</li> <li>• Presents an adequate PowerPoint presentation</li> </ul>	3 4
<ul style="list-style-type: none"> <li>• Little or no sense of the speech form</li> <li>• Minimal control of language.</li> <li>• Minimal evidence/understanding of purpose</li> <li>• Simple, undeveloped ideas; may be very brief and fail to engage audience</li> <li>• Some attempt to use a PowerPoint presentation</li> </ul>	1 2
<ul style="list-style-type: none"> <li>• Non-serious attempt</li> </ul>	0

TOTAL MARK: \_\_\_\_\_ / 10      SIGNATURE OF ASSESSOR: \_\_\_\_\_      DATE: \_\_\_\_\_

COMMENT:

**ADDITIONAL RESOURCES FOR TEACHERS*****We Are Australian***  
**SUMMARY SHEET**

Use the points to consider in each section to write brief notes which will help you as you consider which aspects of Australian identity you will include in your presentation.

<b>IMAGES</b> <b>Points to consider:</b> What do we learn from this image about our national identity? <ul style="list-style-type: none"> <li>• Culture</li> <li>• Nature</li> <li>• Leisure</li> <li>• Lifestyle</li> <li>• Building achievements</li> <li>• Icons</li> </ul>	1	
	2	
	3	

<b>SIGNIFICANT EVENTS</b> How did this event help shape our national identity? <ul style="list-style-type: none"> <li>• When</li> <li>• Where</li> <li>• Why</li> <li>• Who</li> <li>• Significance</li> </ul>	1	
	2	
	3	

<b>IMAGES</b> <b>Points to consider:</b> What do we learn from this image about our national identity? <ul style="list-style-type: none"> <li>• Culture</li> <li>• Nature</li> <li>• Leisure</li> <li>• Lifestyle</li> <li>• Building achievements</li> <li>• Icons</li> </ul>	1	
	2	
	3	



<b>FAMOUS AUSTRALIANS</b> What were this person's achievements? <ul style="list-style-type: none"> <li>• When</li> <li>• Where</li> <li>• How have their achievements contributed to our national identity?</li> </ul>	1	
	2	
	3	

<b>CULTURAL INFLUENCES</b> How has the influence of other countries helped shape and enhance our national identity? <ul style="list-style-type: none"> <li>• When</li> <li>• How</li> <li>• Special events</li> <li>• Cultural traditions</li> </ul>	1	
	2	
	3	

## APPLICATION FOR AUSTRALIAN CITIZENSHIP

Fill in the following form

2006

Anonymous

You must answer 75% of these questions correctly in order to qualify for Australian Citizenship.

**1. How many slabs can you fit in the back of a Falcon Ute while also allowing room for your cattle dog?**

---

**2. Is the traditional Aussie Christmas dinner...?**

- a) At least two roasted meats with roast vegetables, followed by a pudding you could use as a cannonball. Also ham. In 40°C heat.
- b) A seafood buffet followed by a barbie, with rather a lot of booze. And ham. In 40°C heat.
- c) Both of the above, one at lunchtime and one at dinnertime. Weather continues fine.

**3. You call that a knife, this is a knife. True or False?**

**4. Does 'yeah-nah' mean...?**

- a) 'Yes and no'
- b) 'Maybe'
- c) 'Yes I understand but No I don't agree'

**5. Who was the original lead singer of AC/DC?**

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**6. Which option describes your ideal summer afternoon?**

- a) Drinking beer at a mate's place
- b) Drinking beer at the beach
- c) Drinking beer watching the cricket/footy
- d) Drinking beer at a mate's place while watching the cricket before going to the beach?

**7. Would you eat pineapple on pizza? Y or N**

**Would you eat egg on a pizza? Y or N**

8. How many stubbies is it from Brissy to the Gold Coast in a Torana travelling at 120 km/h?

---

9. How do you apply your tomato sauce to a pie?

- a) Squirt and spread with a finger
- b) Sauce injection straight into the middle

10. Have you ever had/do you have a mullet? Y or N

11. Thongs are:

- a) Skimpy underwear
- b) Casual footwear
- c) They're called jandals, bro?

12. On which Ashes tour did Warney's hair look the best?

- a) 1993
- b) 1997
- c) 2001
- d) 2005

13. What is someone more likely to die of?

- a) Red Back Spider
- b) Great White Shark
- c) Victorian Police Officer
- d) King Brown Snake
- e) Your missus after a big night
- f) Dropbear

14. Can you sing along to Cold Chisel's '*Khe Sanh*'? Y or N

15. What are Budgie smugglers?

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**16. Is it best to take a sick day...?**

- a) When the cricket's on
- b) When the cricket's on
- c) When the cricket's on

Your score .....

