

Citizens then and now: Beginnings of democracy

Strand

Culture and Identity

Systems, Resources and Power

Core learning outcomes

<i>Culture and Identity</i>	CI 3.5	Students explain changing attitudes in different time periods towards gender, age, ethnicity or socioeconomic identities.
<i>Systems, Resources and Power</i>	SRP 3.4	Students describe simply the basic principles of democracy and citizenship from ancient to modern times.
	SRP 3.5	Students explain the values associated with familiar rules and laws.

Purpose and overview

Activities assist students to gain an understanding of some basic principles of democracy by using ancient and modern contexts to investigate types of rule and some major developments in democracy and the citizenship status of groups.

Students explore familiar rules and laws, and discuss the consequences of obeying and not obeying rules and laws. Values such as safety, fairness and justice are considered.

Through investigation of different systems of rule, students explore the basic principles of democracy and citizenship from ancient to modern times. Information sources and reflective activities are used to discuss changing attitudes towards the citizenship rights of women.



Phases	Activities	Core learning outcomes	Assessment opportunities
1. Tuning in to rules and laws	<p>Students identify and examine some familiar rules and laws. Through exploration of the consequences of obeying/not obeying rules and laws, students develop awareness of why rules and laws exist.</p> <ul style="list-style-type: none"> – What is a rule? – What is a law? – Rule or law? – Valuing rules and laws. 	SRP 3.5	<p>Students interpret reasons for rules/laws and discuss the values of rules/laws as initial demonstrations of SRP 3.5.</p> <p>Students describe and predict consequences when rules/laws are breached as demonstrations of SRP 3.5.</p>
2. Finding out about types of rule in the past and present	<p>Students consider democracy and citizenship from ancient to modern times. Types of rule, such as absolute monarchy, direct democracy and representative democracy, are investigated.</p> <ul style="list-style-type: none"> – Let's rule – Travelling back to past rule – Rule in Australia – Democracy in ancient and modern times. 	SRP 3.4	<p>Students discuss, write about and enact aspects of types of democracy as demonstrations of SRP 3.4.</p> <p>Students discuss democracy at different times in history as demonstrations of SRP 3.4.</p> <p>Students describe situations from the past relating to different types of rule and explain how things are different or the same today as demonstrations of SRP 3.4.</p>
3. Going further by using types of democracy to make and evaluate rules	<p>Students review the principles of democracy and citizenship and make decisions about issues by enacting democratic processes.</p> <ul style="list-style-type: none"> – How will we rule? 	SRP 3.4	Students enact aspects of principles of democracy in class decision-making contexts as demonstrations of SRP 3.4.
4. Making connections by reflecting on changing attitudes to aspects of citizenship	<p>Students reflect on changing attitudes to aspects of citizenship in different time periods.</p> <ul style="list-style-type: none"> – Changing attitudes. 	CI 3.5	Students review citizenship rights in different time periods and explain how attitudes to the rights of women have changed as demonstrations of CI 3.5.

Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

Assessing learning outcomes at different levels

Activities in this module are designed primarily for students working towards demonstrations of Level 3 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level.

Using this module

Support materials and references

Activities in this module use resources from *Discovering Democracy Middle Primary Units* (Curriculum Corporation 1998). The themes *Who rules?* and *Law and Rights* and the units *Stories of the People and Rulers* and *Rules and Laws* assist students to:

- identify the basic features of absolute monarchy, direct democracy and representative democracy
- describe the basic concepts of citizenship under different types of rule
- make judgments about citizenship under different types of rule
- explain differences between rules and laws
- describe features of laws
- apply principles of law making to simulated situations.

Most activities draw on and link to activities in *Discovering Democracy Middle Primary Units*. References to relevant activities, worksheets and other resources in the *Discovering Democracy* materials are included in the 'Links' column of each phase.

Background information

Terminology

In this module students have opportunities to become familiar with and use the following terminology:

absolute power	diversity	law
ancient	election	local
assembly	equality	member of parliament
Australia	establishment	monarchy
citizens	exploration	multicultural
citizenship	fair	pharaoh
colony	federal	population
consensus	freedom	public
consequences	government	representative democracy
culture	governor	responsibilities
decision makers	Indigenous	rights
democracy	inhabitants	rules
development	invasion	state
direct democracy	journeys	systems
discrimination	justice	vote

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly those relating to school excursions and guest speakers.

Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- understand some of the principles of law operating in a democracy
- explore differences between rules and laws, why we have them and how they can be changed
- consider the importance of laws being applied equally and being public
- critique who benefits from and who is disadvantaged by some laws and rules
- consider the processes through which laws are made and interpreted
- examine citizens' rights and who is included and excluded from the decision-making process.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

Links

Studies of Society and Environment

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

This module has conceptual and process links to the following modules:

- Level 2: *Our faces: Belonging and identities in Australia*
- Level 3: *New horizons: Immigration in Australia*
- Level 3: *Belonging: Group belonging and perceptions*
- Level 4: *Our rights: Origins of Australian democracy*
- Level 4: *Active citizens, Australian governments: Australia's democracy*
- Level 5: *Law and the media: Civics and citizenship*
- Level 6: *Potentials of democracy: Civics and citizenship*.

Other key learning areas

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to *The Arts*:

- DR 3.1 Students negotiate, in and out of role, a range of situations and narratives.
- DR 3.2 Students rehearse and present dramatic action for a specific purpose.
- DR 3.3 Students discuss and interpret the learnings and understandings developed through drama experiences.

Possible links to *Health and Physical Education*:

- EPD 3.4 Students demonstrate communication, cooperation and decision-making skills to collaborate in social, team or group situations.

Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about student's demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 — Tuning in to rules and laws

Core learning outcomes emphasis: SRP 3.5

Students identify and examine some familiar rules and laws. Through exploration of the consequences of obeying/not obeying rules and laws, students develop awareness of why rules and laws exist.

Links	Activities	Assessment opportunities												
<p><i>The section 'Rules and Laws' and the 'Stories of Democracy' CD-ROM in Discovering Democracy Middle Primary Units are needed for Phase 1.</i></p> <p><i>Handouts 1, 2, 3 and 4 in the 'Rules and Laws' section are also needed.</i></p>	<p><i>What is a rule?</i></p> <ul style="list-style-type: none"> Discuss school and/or class rules. Ask students what they understand by the term 'rule'. Ask groups of students to create posters showing what rules are. These posters should show situations where rules apply and who has to obey these rules. Discuss the term 'consequences'. Ask students to consider the consequences of following/not following the rules illustrated in their posters. Assist students to complete Handout 1, 'Consequences tree', in the 'Rules and Laws' section. Discuss their responses. <p><i>What is a law?</i></p> <ul style="list-style-type: none"> Ask students what they understand by the term 'law'. Use Handout 2, 'What is the law?', in the 'Rules and Laws' section to identify and discuss road laws. Organise students into small groups to play 'The road laws game' on the <i>Stories of Democracy</i> CD-ROM. Afterwards, discuss the processes students used to play the game. Encourage students to consider why we need road laws, how and why road laws have changed over time, and the consequences of breaking laws. <p><i>Rule or law?</i></p> <ul style="list-style-type: none"> If possible, take students on a local area walk to observe people obeying different laws and/or rules, such as road signs. You may wish to take photographs/video footage during this walk to discuss later. Discuss what students observed. Use Handout 3, 'Pick the rule, pick the law', in the 'Rules and Laws' section to assist students to understand 'rules' and 'laws'. Discuss the similarities and differences between rules and laws, and help students to define rules and laws. Assist students to record observations on Handout 4, 'Rule or law?', in the 'Rules and Laws' section or provide a table format for students' responses. 	<p>Students interpret reasons for rules/laws and discuss the values of rules/laws as initial demonstrations of SRP 3.5.</p> <p>Students describe and predict consequences when rules/laws are breached as demonstrations of SRP 3.5.</p>												
<table border="1"> <thead> <tr> <th>Rule</th> <th>Law</th> <th>Who has to obey?</th> <th>What is valued</th> <th>Positive consequences of obeying the rule</th> <th>Negative consequences of not obeying the rule</th> </tr> </thead> <tbody> <tr> <td>Pools must be fenced</td> <td>Pool laws</td> <td>Pool owners</td> <td>People's lives</td> <td>Saves children's lives</td> <td>Children may drown</td> </tr> </tbody> </table>			Rule	Law	Who has to obey?	What is valued	Positive consequences of obeying the rule	Negative consequences of not obeying the rule	Pools must be fenced	Pool laws	Pool owners	People's lives	Saves children's lives	Children may drown
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Pools must be fenced	Pool laws	Pool owners	People's lives	Saves children's lives	Children may drown									
<p><i>Valuing rules and laws</i></p> <ul style="list-style-type: none"> Discuss the fact that Australia's laws apply equally and are made public. Refer to students' posters and highlight what is valued — for example, rights and responsibilities. Discuss the values contained within laws. 														

Phase 2 — Finding out about types of rule in the past and present

Core learning outcomes emphasis: SRP 3.4

Students consider democracy and citizenship from ancient to modern times. Types of rule, such as absolute monarchy, direct democracy and representative democracy, are investigated.

Links	Activities	Assessment opportunities
<p><i>The section 'Stories of the People and Rulers' in Discovering Democracy Middle Primary Units is needed for Phase 2.</i></p>	<p><i>Let's rule</i></p> <ul style="list-style-type: none"> • Introduce the concept of 'absolute power' by assisting students to enact this system of rule or encouraging them to imagine that they have the power to rule the other students in the class. Discuss with students how they felt about this situation. Refer to 'Who rules?' in the 'Stories of the People and Rulers' section. <p><i>Travelling back to past rule</i></p> <ul style="list-style-type: none"> • Use the activities in the 'Stories of the People and Rulers' section and other resources you may have available to assist students to investigate and describe democracy and citizenship in Ancient Egypt and Ancient Athens. • Assist students to compare and contrast these political systems considering laws, decision making, control, powers, rights and responsibilities, and who was advantaged and disadvantaged. <p><i>Rule in Australia</i></p> <ul style="list-style-type: none"> • Use the activities in the 'Stories of the People and Rulers' section and other resources you may have available to assist students to investigate and describe Australia's political system and the current rights of Australian citizens. <p><i>Democracy in ancient and modern times</i></p> <ul style="list-style-type: none"> • Use the activities 'How should a nation be ruled?' in the 'Stories of the People and Rulers' section to assist students to compare and consider the basic principles of democracy and citizenship within the different political systems — absolute monarchy, direct monarchy and representative democracy. Ensure students are able to describe the basic principles of these three systems and can comment on their preference for a particular system. 	<p>Students discuss, write about and enact aspects of types of democracy as demonstrations of SRP 3.4.</p> <p>Students discuss democracy at different times in history as demonstrations of SRP 3.4.</p> <p>Students describe situations from the past relating to different types of rule and explain how things are different or the same today as demonstrations of SRP 3.4.</p>

Phase 3 — Going further by using types of democracy to make and evaluate rules

Core learning outcomes emphasis: SRP 3.4.

Students review the principles of democracy and citizenship and make decisions about issues by enacting democratic processes.

Links	Activities	Assessment opportunities
<p><i>The section 'Stories of the People and Rulers' in Discovering Democracy Middle Primary Units is needed for Phase 3.</i></p>	<p><i>How will we rule?</i></p> <ul style="list-style-type: none"> • Review the principles and processes of the different political systems investigated in the 'Stories of the People and Rulers' section. Assist students to select and vote on a class issue by enacting processes of representative democracy. Issues may include: <ul style="list-style-type: none"> – selection of topics for future projects/investigation – possible excursions and places of interest to visit – possible community service/environmental campaign projects. • Assist students to reflect on the processes they used and to consider the 'fairness' of these processes. 	<p>Students enact aspects of principles of democracy in class decision-making contexts as demonstrations of SRP 3.4.</p>

Phase 4 — Making connections by reflecting on changing attitudes to aspects of citizenship

Core learning outcomes emphasis: CI 3.5.

Students reflect on changing attitudes to aspects of citizenship in different time periods.

Links	Activities	Assessment opportunities
	<p><i>Changing attitudes</i></p> <ul style="list-style-type: none"> Review all the information gathered about the rights and responsibilities of citizens in Ancient Egypt, Ancient Athens and present-day Australia. Discuss who were/are considered citizens and the attitudes to men and women. This information may be collated as a table. Assist students to use the collated information to discuss and explain how and why attitudes to the rights of women have changed over time. 	<p>Students review citizenship rights in different time periods and explain how attitudes to the rights of women have changed as demonstrations of CI 3.5.</p>

Support materials and references

Bruce, J.B. 1996, *Prime Ministers of Australia*, Kangaroo Press, Kenthurst, NSW.

Marotta, H. 1992, *Rules and Laws*, VCTA Publishing, Collingwood, Vic.

Nicholson, J. 1998, *Who's Running this Country? Government in Australia*, Allen & Unwin, St Leonards, NSW.

Queensland Department of Education 1988, *Primary Social Studies Sourcebook — Year 6*, Brisbane. (Includes information on types of government.)

Queensland Department of Education 1988, *Primary Social Studies Sourcebook — Year 7*, Brisbane. (Includes information on rules and laws.)

Kits

Curriculum Corporation 1998, *Discovering Democracy Primary Kit*, Curriculum Corporation, Carlton South, Vic.

Materials from this kit include:

Curriculum Corporation 1998, *Discovering Democracy Middle Primary Units*, Curriculum Corporation, Carlton South, Vic.

Curriculum Corporation 1999, *Australian Readers: Discovering Democracy Middle Primary Collection*, Curriculum Corporation, Carlton South, Vic.

Hirst, J. 1998, *Discovering Democracy: A Guide to Government and Law in Australia*, Curriculum Corporation, Carlton South, Vic.

Websites

(All websites listed were accessed in June 2002.)

Macpherson & Kelly Solicitors and Public Affairs, Information and Publishing Section, Department of Immigration and Multicultural Affairs, *Citizenship of Australia Fact Sheet*.
<http://members.ozemail.com.au/~mthornto/12cits.htm>

Department of Immigration and Multicultural and Indigenous Affairs, *Schools Kit Page*.
www.immi.gov.au/citizen/

National Archives of Australia, *History of Citizenship in Australia*.
www.naa.gov.au/publications/fact_sheets/fs187.html

This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:

Years 1 to 10 Studies of Society and Environment Syllabus

Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines

Studies of Society and Environment Initial In-service Materials

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