

# Constitution and You

## ACHCK048 ACHCK049

### Year 6

#### Essential concepts:

- Students continue to build on their understanding of the concepts of the Westminster system and democracy by examining the key features of Australia's democracy, and how it is shaped through the Australian Constitution and constitutional change.
- Students develop increasing independence in critical thinking and skill application, which includes questioning, researching, analysing, evaluating, communicating and reflecting. They apply these skills to investigate events, developments, issues, and phenomena, both historical and contemporary

#### Achievement standard:

- Students describe how democracy in Australia is shaped by the Commonwealth Constitution. They describe the operation of Australia's federal structure of government and the role of parliament, within the Westminster system.
- Students construct a range of questions and use a variety of methods to select, collect and organise information and/or data from appropriate sources. They develop criteria to determine the usefulness of primary and/or secondary sources for a purpose.
- They draw simple evidence-based conclusions in a range of contexts. Students represent information and/or data in appropriate formats to suit audience and purpose.
- Students use evidence to support findings and acknowledge sources of information.

Curriculum descriptor	Suggested Lessons	Resources	Assessment	Excursions
<p><b>Content:</b> ACHCK048</p> <p><b>Skills:</b> WAHASS64 WAHASS67</p> <p><b>Cross Curriculum</b></p>	<p>Lesson 1: Focus Questions:</p> <ul style="list-style-type: none"> <li>• How has the Constitution shaped Australia's democracy?</li> </ul> <p>1. Watch "Snapshots - The Constitution". Complete the 5 W chart to determine understanding of the <i>who, what, where, when, why</i> of the Australian Constitution.</p> <p>2. Class discussion – Why was a single document such as The Constitution essential in successfully forming a Federation?</p> <p>3. Using "The Australian Constitution (online)" (or hard copies)</p>	<p><a href="#">VIDEO and TRANSCRIPT The Australian Constitution (2m29s)</a></p> <p><a href="#">The Australian Constitution (online)</a></p> <p><a href="#">Parliament in Pictures</a></p>		

<p><b>Priorities:</b> NIL</p> <p><b>General Capabilities:</b> L, CCT, PSC</p>	<p>Divide class into five groups, each to look at a different part of the first three chapters of The Constitution:</p> <ul style="list-style-type: none"> <li>• Chapter I, Part I</li> <li>• Chapter I, Part II</li> <li>• Chapter I, Part III</li> <li>• Chapter II</li> <li>• Chapter III</li> </ul> <p>Each group to identify the 3 main points of their allocated reading, record them on paper, report back to the class.</p> <p>4. Pose the question “How valuable is the Australian Constitution in Australia’s democracy?” Journal answers.</p>	<p><a href="#">Closer Look – The Australian Constitution</a></p>		
<p><b>Content:</b> ACHCK048</p> <p><b>Skills:</b> WAHASS75</p> <p><b>Cross Curriculum Priorities:</b> NIL</p> <p><b>General Capabilities:</b> L, ICT, CCT, PSC</p>	<p>Lesson 2: Focus Questions:</p> <ul style="list-style-type: none"> <li>• What is meant by “Separation of Powers?”</li> <li>• Why is it important to have a “Separation of Powers?”</li> </ul> <p>1. Reflect on last lesson. Chapter I, II and II define three (mostly) separate groups the Parliament, the Executive and the Judiciary. Using the “Three Arms of Government” use the Constitution to identify each arm’s role and composition.</p> <p>2. Quick Research- The term “Separation of Powers” was coined in 18<sup>th</sup> Century by Charles de Montesquieu. What did he say about the separation of powers?</p> <p>3. Class discussion – Does Australia have a true separation of powers? Justify your answer with evidence.</p>		<p><a href="#">Three Arms of Government</a></p>	<p><a href="#">Visit to Constitutional Centre of WA</a></p> <p><b>The Constitution and You</b> Students work their way through a series of activities to learn more about our constitution. The activities include 3 arms of government, separation of powers, roles of the bicameral parliament and advantages of a written constitution. Link to booking page of website. <a href="#">Make a booking</a></p>
<p><b>Content:</b> ACHASS048</p> <p><b>Skills:</b> WAHASS</p> <p><b>Cross</b></p>	<p>Lesson 3: Focus Questions:</p> <ul style="list-style-type: none"> <li>• What is meant by “Separation of Powers?”</li> <li>• Why is it important to have a “Separation of Powers?”</li> </ul> <p>1. Assessment: Written Test a) Explain the difference in roles and composition of the three arms of government in Australia.</p>		<p><a href="#">Written Test</a></p>	

<p><b>Curriculum Priorities:</b></p> <p><b>General Capabilities:</b> L, CCT, PSC</p>	<p>b) Explain why a separation of powers is considered necessary in a democracy</p> <p>c) Discuss the extent to which the concept of the separation of powers operates in Australia today- Make specific reference to each branch of government in your answer.</p>			
<p><b>Content:</b> ACHASS048</p> <p><b>Skills:</b> WAHASS65 WAHASS66 WAHASS71 WAHASS75</p> <p><b>Cross Curriculum Priorities:</b> NIL</p> <p><b>General Capabilities:</b> L, ICT, CCT, PSC, EU, IU</p>	<p>Lessons 4, 5 &amp; 6:</p> <p>1. Group Assessment (see link)</p>	<p><a href="#">Group Assessment - PEO</a></p>		
<p><b>Content:</b> ACHASS049</p> <p><b>Skills:</b> WAHASS65 WAHASS66 WAHASS71 WAHASS75</p> <p><b>Cross Curriculum</b></p>	<p>Lesson 7: Focus Questions:</p> <ul style="list-style-type: none"> <li>• How can the Constitution be changed?</li> <li>• What is a referendum?</li> <li>• How is a referendum used in Australian Government?</li> </ul> <p>1. Refer to Chapter VIII of The Constitution “Alteration of the Constitution.” Ask students to find out how the constitution can be changed.</p> <p>2. Using the resources provided choose a case study. Highlight the “for” and “against” arguments in that case; if the referendum was successful. Do they agree with the result, why/ why not?</p>	<p><a href="#">1967 Referendum</a></p> <p><a href="#">Changing the Constitution</a></p>		

<p><b>Priorities:</b> NIL</p> <p><b>General Capabilities:</b> L, CCT, PSC, EU, IU</p>	<p>3. Conduct a class referendum on a topic chosen by the students.</p>			
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<b>Key</b>	
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