

Unit Title: Politics and Campaigning

Term 2 Rich Task objectives:

Create and maintain a successful city using Sim City 4 as measured by Mayor Popularity Rating
Regularly provide updates about your city using a range of social media tools
Create and deliver a re-election campaign the position of town mayor
Evaluate the success of your city and your leadership style
Create political parties within the class and simulate government practices e.g. passing bills on local issues

Focus Questions and Key Concepts:

What are different styles of leadership and how do styles of them differ throughout different parts of the world and throughout different times in history?
What qualities do good leaders possess?
What is a good political decision? Is a popular decision always a good decision?
What factors might make leaders successful or unsuccessful?
What does it mean to be a leader?
How do politicians run an electoral campaign?
How is social media used in political campaigns?
What factors influence a successful political campaign?

Resources and Excursions:

Sim City 4 CD-ROM Computer Game (and accompanying documents)
Literacy Resources (from library):
DVDs
<http://phrontistery.info/govern.html>
Google Earth
Political parties websites;
www.liberal.org.au/
www.alp.org.au
<http://greens.org.au/>
<http://www.parliament.vic.gov.au/video-and-audio/videos>

Other Term Activities/Events:

PAT Testing
On-Demand Testing
NAPLAN
Report Writing

Rich Task:

Using the computer software package "Sim City" students will take leadership of and create a successful city in the role of the town mayor. The game requires players to use problem-solving, critical and creative thinking as well as a developing knowledge of government in order to address the simulated "real-life" demands of developing, maintaining and ultimately leading a successful city (including aspects such as government, economy, foreign relations, managing of resources, development of cities, improvement of infrastructure and so on). Students must then run a campaign for re-election, explaining their leadership philosophy, what makes them a good leader, what have you done in the past, and what they will you do in the future.

Students will then form a representative government, based on the models such as the Australian Federal Parliament (Westminster System). Students will work in groups and will respond to various scenarios based on the vested interests of their particular party or role. Each party will have a mission statement (or mandate) that they will be aiming to follow. Each party will be trying to pass at least one bill or an act of parliament. The arrangement of the groupings will require the students to use group-work and negotiation skills to perform the function of their party/role. The task will engage students in understanding the democratic process.

Game Play Overview:

Students can play the game as an individual or as interdependent cities. The goal of the game is to keep your mayor approval rating up and maintain a thriving region of cities.
Mayors begin the game in 'God Mode' where they can modify and paint the terrain for their region
Mayors create three zones; commercial, residential and industrial.
Mayors must then provide basic utilities such as running water, rubbish collection and power.
Mayors will then examine the services that they can provide, such as, police stations, hospitals, fire stations, and schools.
Mayors must pay attention to news headlines that provide important feedback and monitor their approval rating.
City advisors will provide advice on city planning, finance and environment.
Mayors must employ intelligent tax strategies and use logic in their city planning, such as, for health reasons do not put industrial and residential zones to close together.

Key VELS Standards:

The Humanities: History – Historical Knowledge and Understanding

At Level 4, students demonstrate their knowledge and understanding of significant events in Australian history including Aboriginal and Torres Strait Islander history, European settlement, the development of the colonies, the development of the wool industry, the 1850s gold rushes; the moves to self-government, Federation; and World War I. They demonstrate an understanding of the histories of some cultural groups which make up Australia today. They make links and appropriate comparisons with contemporary Australia. Students demonstrate an understanding of key aspects of an Asian country or countries within the Australian region. They explain significant events and people in the history of that country or countries. They describe aspects of governance, customs, religious traditions and daily life. They explain the values important to other societies and their own and links between other countries and Australia. They compare and contrast the values and beliefs of Australians and people of other cultures. They compare aspects of different cultures and countries, in both the past and present, and ask questions about their own society. They sequence events and describe their significance in bringing about significant developments. At Level 4, students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries. They comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented. They use appropriate historical language and concepts to develop historical explanations. They present their understandings in a range of forms.

The Humanities: Economics – Economic Knowledge and Understanding

At Level 4, students describe the nature of the economic problem (scarcity) and explain how selected goods and services are produced and

distributed. Students describe the difference between needs and wants, and their own roles as producers and consumers of goods and services. They explain the need to be an informed consumer. They explain the role of work in society and distinguish between paid and unpaid work. They compare different types of work and enterprise in the local community. Students demonstrate basic understanding of personal money management and the role of banking, budgeting and saving.

The Humanities: Economics – Economic Reasoning and Interpretation

At Level 4, students use the inquiry process to plan economics investigations about economic issues in the home, school or local community and form conclusions supported by evidence.

The Humanities: Geography – Geographical Knowledge and Understanding

At Level 4, students identify and describe Australia's significant natural processes. They describe the reaction of people to these processes including the management of natural disasters. They compare the various ways humans have used and affected the Australian environment. Students recommend ways of protecting environmentally sensitive areas in a sustainable way. They provide examples and evidence based on their inquiries. They use geographic language to identify and describe the human and physical characteristics of local and global environments depicted by different kinds of maps, diagrams, photographs and satellite images.

The Humanities: Geography – Geographical Reasoning and Interpretation

At Level 4, students use atlases, street directories and town plan maps to accurately describe the distance, direction and location of places. They identify features from maps, satellite images, and oblique photographs. They draw sketch maps of their neighbourhood using simple mapping conventions such as title, scale, north point and legend. They research, collect, record and describe data obtained through field study surveys and measurements to form conclusions about the use of resources.

Communication – Listening, Viewing and Responding

At Level 4, students ask clarifying questions about ideas and information they listen to and view. They develop interpretations of the content and provide reasons for them. They explain why peers may develop alternative interpretations. They describe the purpose of a range of communication strategies, including non-verbal strategies, and evaluate their effectiveness for different audiences.

Communication – Presenting

At Level 4, students summarise and organise ideas and information, logically and clearly in a range of presentations. They identify the features of an effective presentation and adapt elements of their own presentations to reflect them. Using provided criteria, they evaluate the effectiveness of their own and others' presentations.

Information and Communications Technology – ICT for Visualising Thinking

At Level 4, students apply ICT tools and techniques to represent and explore processes, patterns and cause-and-effect relationships. Students use ICT tools and techniques that support the organisation and analysis of concepts, issues and ideas and that allow relationships to be identified and inferences drawn from them. Students review their stored thinking strategies in order to identify similarities and differences in their thinking patterns. They document in their bank of digital evidence how these visualising thinking strategies help them to understand concepts and relationships.

Information and Communications Technology – ICT for Creating

At Level 4, students safely and independently use a range of skills, procedures, equipment and functions to process different data types and produce accurate and suitably formatted products to suit different purposes and audiences. They use design tools to represent how solutions will be produced and the layout of information products. Students select relevant techniques for minimising the time taken to process data, and apply conventions and techniques that improve the appearance of the finished product. Students modify products on an ongoing basis in order to improve meaning and judge their products against agreed criteria. Students create and maintain an up-to-date, logically structured bank of digital evidence of their learning. They password protect and back up important files and use file naming conventions that allow easy retrieval.

Information and Communications Technology – ICT for Communicating

At Level 4, students use email, websites and frequently asked question facilities to acquire from, or share information with, peers and known and unknown experts. When emailing, they successfully attach files and they apply protocols for sending and receiving electronic information. They successfully upload their work to a protected public online space. Using recommended search engines, students refine their search strategies to locate information quickly. They evaluate the integrity of the located information based on its accuracy and the reliability of the web host.

Thinking Processes – Reasoning, Processing and Inquiry

At Level 4, students develop their own questions for investigation, collect relevant information from a range of sources and make judgments about its worth. They distinguish between fact and opinion. They use the information they collect to develop concepts, solve problems or inform decision making. They develop reasoned arguments using supporting evidence.

Thinking Processes – Creativity

At Level 4, students use creative thinking strategies to generate imaginative solutions when solving problems. They demonstrate creativity in their thinking in a range of contexts and test the possibilities of concrete and abstract ideas generated by themselves and others.

Thinking Processes – Reflection, Evaluation and Metacognition

At Level 4, students use a broad range of thinking processes and tools, and reflect on and evaluate their effectiveness. They articulate their thinking processes. They document changes in their ideas and beliefs over time.

Civics and Citizenship – Civic Knowledge and Understanding

At Level 4, students describe the nature of Australia's democracy that developed as a result of Federation. They describe the three levels of government and some of the key functions of each level. They explain the basic elements of Australia's federal parliamentary system and key democratic principles and values such as freedom of speech and equality before the law. They explain the concept of multiculturalism and describe the contribution of various cultural groups, including Aboriginal and Torres Strait Islander communities, to Australian identity. They demonstrate understanding of the process of making and changing laws.

Civics and Citizenship – Community Engagement

At Level 4, students demonstrate understanding of the roles and responsibilities of leaders, and of democratic processes, when engaging in school and community activities. They present a point of view on a significant current issue or issues and include recommendations about the actions that individuals and governments can take to resolve issues. They demonstrate understanding that there are different viewpoints on an issue, and contribute to group and class decision making.

Cognitive What aspects of the unit will be intellectually challenging?

- Learning about the abstract concepts of democracy and governance including making comparisons between models from different times

<p>throughout history and different places throughout the world</p> <ul style="list-style-type: none"> • Learning about the Australian model of federal parliament, including how the lower and upper houses pass acts of parliament, and then putting this process into action in a classroom parliament with open-ended hypothetical scenarios and issues • Putting abstract thinking into action (when being members of a classroom parliament and voting on hypothetical scenarios and issues) • Students in groups will be required to respond to the scenarios and hypothetical issues in a problem-solving manner in order to pass an act of parliament with their party
<ul style="list-style-type: none"> • <i>Dispositional What aspects of the unit will engage students in thinking deeply? What activities/experiences will encourage deep thinking?</i> <p>Authentic involvement of students in a self/group-directed rich task</p> <ul style="list-style-type: none"> • Scenarios and hypothetical issues have been written with the intention of open-ended outcomes • Students will be engaged in thinking by attending an excursion • A variety of resources will be used, including web-based learning tools <p>Class discussions will be an integral aspect of the unit</p>
<p><i>Skills What skills will be taught during the unit? How will students be required to use them in the rich task?</i></p> <ul style="list-style-type: none"> • Refining search engine researching and gathering relevant information • Apply historical reasoning and thinking when comparing and evaluating historical documents and accounts • Developing hypotheses based on scenario criteria and historical evidence • Developing and documenting long-term strategies and working towards progress goals (including documenting evidence of progress made and follow-up decisions and actions) • Using critical thinking skills in analysing scenarios, game play and problem-posing • Problem-solving and brainstorming ideas for overcoming difficulties • Partner-work and negotiation skills • Generating questions to assist in addressing problems in the game-based software • Reading skills, such as cross-referencing • Computer gaming skills

<p>Tuning In and Finding Out (Weeks 3 to 4)</p>	
<p>Class activities:</p> <p>Log on to the www.peo.gov.au, read through the website and answer the following questions:</p> <ul style="list-style-type: none"> - Who and what set up our commonwealth parliament? - Why is Australia known as a constitutional monarchy? - How many levels of government does Australia have and what are their responsibilities? - What position does the leader of our country hold and what are their roles? - Who creates laws for our country and how do they come into being? - Where is parliament house and what happens there on a daily basis? - What was the Australian form of government? - How is government formed in Australia? <p>Class discussion about “<i>what it means to be a political leader?</i>” (e.g: looking at, comparing and evaluating accounts of history, examining the perspective of different political leaders, how have political campaigns changed over time)</p> <p>Students discuss and record using a Venn Diagram: What are the roles and responsibilities of governments? What are the roles and rights of citizens? Students examine different styles of government and look at current and historical examples of these, including;</p> <ul style="list-style-type: none"> - monarchy - dictatorship - republic - communism - socialism - constitutional monarchy <p>Students create a diagram highlighting the similarities and differences between each style of government.</p> <p>Preferential Voting Explain to the students how preferential voting works and why we have it. Have a class vote using the preferential voting system about your favourite chocolate bar.</p> <p>Reading of class novel “<i>Animal Farm</i>” by George Orwell - Create leadership tree chapter by chapter, analyse how it changes over the course of the book</p>	<p>Student progress with rich task:</p> <p>Game Play Students do the terraforming tutorial and then begin the game in ‘God Mode’ where they can modify and paint the terrain for their region. Emphasise that the terrain is the important foundation of the city.</p> <p>Students do the mayor tutorial and then set up the industrial, commercial and residential zones in their city.</p> <p>Mayor Tasks Week 1: Students will create a press release as the Mayor’s Public Relations Officer explaining whom the new mayor is; what they stand for and what their vision is for the city.</p> <p>Week 2: Write a script for a fireside chat as the Mayor of your town explaining the developments that have taken place. Students can film their chat using Photo Booth or record their voice as podcast.</p>

<p>Sorting Out and Deciding Directions (Week 5)</p>	
<p>Class activities:</p> <p>Reading of class novel “<i>Animal Farm</i>” by George Orwell</p> <ul style="list-style-type: none"> - What has changed on the farm? - Who is the leader now? <p>What are laws, policies, rules and government initiatives and how are they formed in Australia? http://www.parliament.vic.gov.au/video-and-audio/videos</p> <p>What are important decisions that have been passed in Australia? E.g. Women voting, Republic, Mabo, G.S.T., Australia Act, Tasmanian Dams, Sacking Gough Whitlam</p>	<p>Student progress with rich task:</p> <p>Game Play Students begin experimenting with the Sim City 4 game, providing infrastructure and essential services. They work through the Essential Services Checklist to ensure their city has all the basic services required.</p> <p>Mayor Tasks Students will use 140 characters to write a tweet summarising the weekly updates of their city. They will need to decide what is the most important information to tweet out and justify their decision. This will be posted on the 5/6 Commonwealth Site.</p>

Students listen to and read famous speeches e.g. Hitler, Martin Luther King, Paul Keating, Kevin Rudd, Old Major (Animal Farm). These speeches will be analysed by the students and rated on their effectiveness. They will form the basis for the students creating their own election campaign speech.

Students write their own 'Letter to the Editor' from the perspective of a town resident. What issues might the residents have in the town? What things are important to residents? How will they want them rectified? Students will use a template supplied by the teacher to assist them with the format.

Going Further and Making Conclusions (Weeks 6 to 7)

Philosophical Discussion:

What makes a good leader?

How do you know someone is a good leader?

Does being popular mean you are a good leader?

Students create a drawing of a "good leader" they then write underneath the image what are the thoughts of a "good leader" what inner turmoil are they experiencing?

Analysing and creating political caricatures, cartoons and advertising materials - students examine specified political cartoons (see attached presentation) as a class and then create their own caricature/cartoon based on a current political event.

Students will watch election campaign ads from YouTube and the Gruen Transfer from the 2010 Australian Federal Election from the Labor, Liberal and Greens parties. Students will compare party policies and use of images in ads to convince viewers to vote for them.

Students will examine political slogans e.g. "Yes we can" and then create their own slogan for their SIM CITY town.

Interview local political members about the process of a political campaign. (This may be done by an actual visit or by skype -TBC)

Students create questions to ask the politician about the process and what is the impact on social media in campaigns.

Students select the medium they would like to present and then prepare a Election Campaign presentation that addresses the following points:

- What is your leadership style and what leadership qualities do you possess?
- What evidence have you got from your Sim City game that supports you re-election as mayor?
- What is your plan for the future of your town?

Students continue to develop their city and experiment with decision-making and policy decisions.

Student progress with rich task:

Students will prepare and present their re-election campaign to the class

Students will evaluate the effectiveness of their city by creating a brochure/video advertising their town.

Taking Action and Reflection (Week 9 -10)

Class Activities:

Students will work in groups and will respond to various scenarios based on the vested interests of their particular party or role. Each party will have a mission statement (or mandate) that they will be aiming to follow. Each party will be trying to pass at least one bill or an act of parliament. The arrangement of the groupings will require the students to use group-work and negotiation skills to perform the function of their party/role. (See attached sheet for further information and student scenarios.)

Students Progress with Rich Task:

Students will form a representative government, based on the models such as the Australian Federal Parliament (Westminster System).

Government Scenarios for parliamentary debate (see attached) - classes will debate the following issues paying close attention to the parliamentary running sheet (see attached)

- Edinburgh Gardens
- Merri Creek
- Local Library
- Clearways and Parking Restrictions
- Arts and Festivals Program