



Teacher Resource

# Monarchy Relevance

## Focus Questions

Discuss the BTN story as a class and record the main points of the discussion. Students will then respond to the following:

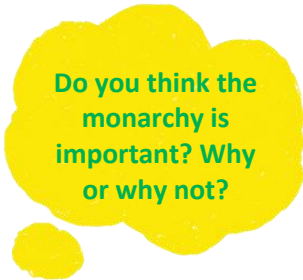
1. Briefly summarise the BTN Monarchy Relevance story.
2. What is the difference between an absolute monarchy and a constitutional monarchy?
3. How many countries are part of the Commonwealth? Name 3 of them.
4. What is Australia?
  - a. Constitutional monarchy
  - b. Republic
  - c. Absolute monarchy
5. What do you think about the issue? Discuss as a class.

## Activity: Class Discussion

### Before Watching

Before watching the BTN Monarchy Relevance story students will discuss in small groups what they already know about the monarchy and what they think this BTN story will be about.

- What do you know about the monarchy?
- What is the role of the monarchy in Australia?
- Do you think the monarchy is important? Why or why not?



Do you think the monarchy is important? Why or why not?

### After Watching

Students will respond to one or more of the following questions after watching the BTN story:

- What did you learn?
- What do you wonder?
- Have your thoughts or feelings changed since watching the BTN story? Discuss.
- What are some key words from the BTN story? Make a list.



### EPISODE 12

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### KEY LEARNING

Students will explore Australia's relationship with the monarchy.

### CURRICULUM

#### English – Year 6

Plan, draft and publish imaginative, informative and persuasive texts, choosing and experimenting with text structures, language features, images and digital resources appropriate to purpose and audience.

#### HASS – Year 6

Key figures, events and ideas that led to Australia's Federation and Constitution.

#### HASS – Year 7

Sequence information about events, developments, periods and phenomena using a variety of discipline-appropriate formats and conventions including chronological frameworks that use dating conventions.

#### Civics and Citizenship – Year 7

The process for constitutional change through a referendum.

## Activity: Glossary

Students will brainstorm a list of key words that relate to the BTN Monarchy Relevance story. Below are some words to get students started.

CONSTITUTIONAL MONARCHY	ABSOLUTE MONARCHY	REPRESENTATIVE DEMOCRACY
HEAD OF STATE	PARLIAMENT	DEMOCRACY

Ask students to write what they think is the meaning of each word (including unfamiliar words). They will swap definitions with a partner and ask them to add to or change the definition. Check these against the dictionary definition.

Further activities for students:

- Students will add to their glossary by downloading the transcript for the BTN Monarchy Relevance story and highlight all the words that relate to monarchy and democracy. Add the following words to the glossary to expand students' knowledge on the topic: absolute monarchy, hereditary monarchy, Commonwealth Realm, Terra Nullius, federation, republic, Magna Carta, succession.
- Write your own sentences using one or more of the key words.
- What is the difference between an absolute monarchy and a constitutional monarchy?
- How did this story make you feel? Make a list of words that describe how you felt after watching the BTN story.

## Activity: KWLH

After watching and discussing the BTN Monarchy Relevance story, what questions do students have? The KWLH organiser provides students with a framework to explore their knowledge on the issue and consider what they would like to know and learn.

What do I <b><u>k</u></b> now?	What do I <b><u>w</u></b> ant to know?	What have I <b><u>l</u></b> earnt?	<b><u>H</u></b> ow will I find out?

### Questions to research

Students will develop their own question/s to research about the monarchy and its relevance in Australian society. Students will collect and record information from a wide variety of sources. Students may develop their own question for inquiry or select one of the questions below.

- Create a timeline highlighting key events in the history of the British Monarchy. Include a title, date, and description for each event.

- Why is Australia a part of the Commonwealth? Learn more on the [PEO website](#). Do you think Australia should still be a part of the Commonwealth? Why or why not?
- Australia has a mixed system of government. What does this mean?
- Who is Australia's Head of State? Why are they Australia's Head of State and what is their role in Australia?
- Find out what a constitutional monarchy is and explore the reasons why some people want Australia to become a republic.
- Should Australia become a republic? Develop an argument for or against the issue.
- Create t-chart with the pros and cons of Australia remaining a constitutional monarchy.

## Activity: Persuasive Text

Students will explore the issues raised in the BTN Monarchy Relevance story and then develop a persuasive text for or against the following statement: *'Australia should not remain a constitutional monarchy'*.

Students need to weigh up the pros and cons of the issue then write a short persuasive argument using the following as a guide.

### Tips

- Who is your audience? For example, are you directing your argument at kids, teachers, or politicians?
- Explore how language choices can have a big impact on persuading your audience.
- Which language devices give the report credibility and authority?
- Which are designed to create an emotional response in the listener?
- Provide facts and evidence to support your argument.
- Write in the present tense.
- Check your spelling and punctuation.

Use this *Read Write Think* [persuasion map](#) to plan your exposition text.

### Introduction

- What is the point you are trying to argue?  
Construct an introductory paragraph which states the issue or topic.
- Introduce the arguments that will be developed in the body of the text.

### Body

- Construct arguments that support your point of view.
- Each paragraph starts with a topic sentence which introduces each point.
- The rest of the paragraph gives more reasons.
- Arguments can be ordered from strongest to weakest.

### Conclusion

- Restate your position on the argument.
- Construct a concluding paragraph that provides a summary of your arguments and a call to action.

### Reflection

- How difficult was it to think of points to support one side of the argument?
- Do you think you would have done a better job supporting the other side of the argument?
- Was I able to convince others of my opinion?
- What did you learn from this activity?

## Activity: Public Opinion

Students will interview a range of people to find out the different attitudes and feelings people have towards the monarchy. Students will use the following as a guide during the interview process:

- Determine who you will interview, for example, family and/or friends.
- Prepare for your interview by writing some questions that you will ask your interviewee. Write open-ended questions. Open-ended questions have no right or wrong answer and can't be answered with a 'yes' or 'no'.
- Find out what the monarchy means to them.
- Ask if they think Australia should become a republic and ask them to explain their answer.
- Think about ways to record peoples' responses – written, audio or video.

What does the monarchy mean to you?

What is the role of the monarchy in Australia?

Do you think Australia should become a republic? Why or why not?

## Activity: BTN Stories

As a class watch one or more of the following BTN stories to learn about the monarchy. After watching any one of the BTN videos ask students to respond to the discussion questions (to find the discussion questions and teacher resources go to the related BTN Classroom Episode and download the Episode Package).



[King Charles Coronation](#)



[Republic Debate](#)



[King Charles III](#)



[Republic](#)



[Queen's Platinum Jubilee](#)



[Coronation Cost](#)

## Activity: Class poll

Hold a poll in your class. Students will conduct their own opinion poll on the issue of whether Australia should become a republic. Working in groups, students will need to decide who their sample group will be and how many people will be polled. What method will they use to conduct the poll? (Face to face interviews or written responses). Ask students to graph the opinion poll results and then reflect on the results.



## Useful Websites

- [Republic Debate](#) – BTN
- [King Charles Coronation](#) – BTN
- [King Charles III coronation: Police arrest](#) protestors – Newsround
- [Why are we a constitutional monarchy?](#) – BTN
- [What is the role of the King in Australia's system of government?](#) – PEO
- [Australian system of government](#) – PEO