

Australia's Flag

Focus Questions

1. Briefly summarise the BTN *Australia's Flag* story.
2. Who designed the Australian flag?
3. When was the Australian flag designed?
4. When did Australia become a federation?
5. Which national flag does the Union Jack symbol come from?
6. What is the Southern Cross?
7. What does the 6-pointed star on the Australian flag represent?
8. Why do many people say the Union Jack doesn't represent a lot of Australians?
9. Do you think the Australian flag should be changed? Why or why not?
10. Design your own Australian flag using three symbols and explain what they represent.

Activity

Pre-viewing questions

Before watching the BTN *Australia's Flag* story, hold a class discussion asking the following questions:

- What does the Australian flag look like? What do the different elements of the flag represent?
- Why do we have a national flag?
- When would you see the Australian flag? Give some examples.
- Do you think our national flag represents Australia and its history? Why or why not?



Activity

KWLH

After watching the BTN story, discuss with students what they learnt about the Australian flag. The following KWLH organiser provides students with a framework to explore their knowledge on this topic and consider what they would like to know and learn.

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

Key Learning

Students will learn about the history of the Australian flag and develop an argument for or against changing the Australian flag.

Curriculum

HASS – Year 3

Days and weeks celebrated or commemorated in Australia (including Australia Day, Anzac Day, and National Sorry Day) and the importance of symbols and emblems.

HASS – Year 4

Examine information to identify different points of view and distinguish facts from opinions.

HASS – Year 5

Examine primary sources and secondary sources to determine their origin and purpose.

HASS – Year 6

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children.

HASS – Year 7

Interpret and analyse data and information displayed in a range of formats to identify and propose explanations for distributions, patterns, trends and relationships

Students will develop their own historical question/s for inquiry. Students will collect and record information from a wide variety of sources (internet, books, newspaper and magazines) and present the information they find in an interesting way. Students can choose one or more of the following questions to research or develop their own.

- What are the flags of Australia? Explore the history and meanings behind each of the flags.
- What does the flag of Australia look like and how is its design representative of the country's history?
- List some places you would see flags. Where can you see the Australian, Aboriginal and Torres Strait Islander flags in your community?
- Are flags important? Why or why not?
- How and why do people use flags?
- What do the elements of the Australian flag represent? Explore the symbolism of the Union Jack, the Southern Cross and the 5-pointed star.
- What is the history of the Australian flag? (Who created it, why, when was it first flown?)
- Survey friends and family about the Australian flag. Find out what they know about the flag and what it means to them. What was surprising about the results?
- Some people feel we should have a new Australian flag that better represents Australians and our history. Think of some reasons why we should change the Australian flag.

Activity

Flag design

In this activity students will design a new Australian flag that they think best represents Australians and Australia's history. Use the following as a guide for this activity.

- Include three symbols in your new flag design and describe what each of the symbols represent.
- Create your flag design. Be creative, for example, use collage, melty beads or photoshop.
- Present your flag design to the class explaining what each of the symbols mean.
- Display your flag in the classroom. Hold a competition in your class for the best flag.
- How has this activity impacted on your thinking about the Australian flag?

Activity

Interview

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


- Determine who you will interview, for example, family, friends or a teacher.
- 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 they know about the Australian flag and what it means to them.
- Ask if they think Australia's flag should be changed in any way, and if so, to suggest what they would like to see on Australia's flag.
- What have you learnt from this experience?



What do you know about the Australian flag?



What does the Australian flag mean to you?



Do you think the Australian flag should be changed?

Activity

Persuasive text

Students will explore the issue and develop a persuasive text for or against the following statement: ‘*The Australian flag should be changed to better represent Australians and our history*’. Students can use their own research to help develop their argument. Encourage students to use a range of sources.

Provide students with the following structure to follow when completing this activity.

Structure

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.

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.

Useful Websites

Aboriginal Flag Debate – BTN

<https://www.abc.net.au/btn/classroom/aboriginal-flag-debate/11205394>

Aboriginal Flag History – BTN

<https://www.abc.net.au/btn/classroom/aboriginal-flag-history/10489214>

Flag Day – BTN

<https://www.abc.net.au/btn/classroom/flag-day/10527712>

Flag Debate – BTN

<https://www.abc.net.au/btn/classroom/flag-debate/10531290>

Aboriginal and Torres Strait Islander flags – NAIDOC Week

<https://www.naidoc.org.au/about/indigenous-australian-flags>

National Archives of Australia – The Australian Flag Factsheet

<http://www.naa.gov.au/collection/fact-sheets/fs102.aspx>