

An Assortment of Resources and Activities

Web-Based Resources

Several web-based resources that are “first stops” are:

For K-12 Teachers and Students (<http://www.austudies.org/info/aushist.html>)

This web page prepared by the Australian Studies organization provides brief annotations and links to a variety of web sites and other resources on Australia. Among the topics included are “Teachers and Schools”, “General Information”, “Government,” “Aboriginal,” “Mining,” “Music,” and “Miscellaneous.”

High School Curriculum Series (<http://austudies.org/k-12/curriculum.html>)

This site contains four history-focused lessons “The History of an Australian Hunter-Gatherer Culture,” “Terra Australis,” “Evolution of a National Identity and an International Voice,” and “Global Connections and Interactions.”

The History of Immigration to Australia (<http://www.ozramp.net.au/~senani/peoplehi.htm>)

Like the United States, immigration is a defining characteristic of Australia. This web site presents a simple, illustrated chronology of immigration to Australia. The story is told in ten panels in a straightforward, easy-to-understand style.

Students could be challenged to tell the story of US immigration in a similar style. Require that students pick out the key facts and “stories” related to migration in the US and briefly describe each.

How does the story of immigration to Australia match that of the US? (both had indigenous populations in place when immigrants from Britain arrived; both colonies began with British convicts and political and religious dissenters; both attracted British settlers seeking a better way of life through economic opportunities; both received large numbers of Irish displaced by the Potato Famine)

In what ways is it different? (convicts never made up the majority of US immigrants; the US always attracted large numbers of Europeans, particularly Germans; Australia has accepted more refugees in the last 30 years)

What factors account for the similarities and differences? (answers will vary).

Connection to the TEKS

Grade 6

6.1.B The student is expected to analyze the historical background of selected contemporary societies to evaluate relationships between past conflicts and present conditions.

6.4.C The student is expected to explain ways in which human migration influences the character of places and regions.

6.21.B and C The student is expected to analyze information by sequencing, identifying cause and effect relationships... and Organize and interpret information...including graphs, charts, timelines, and maps.

World Geography Studies

WG.7.B The student is expected to explain the political, social, economic and environmental factors that contribute to human migration...

WG.18.A The student is expected to describe the impact of general processes such as migration, war, trade, independent inventions and diffusion of ideas and motivations on cultural change.

World History Studies

WH.5.B The student is expected to explain the political, economic, cultural, and technological influences of European expansion on both Europeans and non-Europeans beginning in the 16th century.

WH.7.A The student is expected to analyze examples of major empires of the world...British..

WH.25.B and C The student is expected to locate and use primary and secondary sources...and Analyze information by sequencingm categorizing, identifying cause and effect relationships...

The Peoples of Australia (<http://www.ozramp.net.au/~senani/austral.htm>)

In many ways the people of Australia are very much like Americans. Australians have a reputation for being open, friendly, egalitarian, and athletic. This web site explores the characteristics of the people of Australia by examining where Australians live, what they do to earn a living, their favorite sports and how they enjoy leisure time. The information is presented in brief sentences with appropriate illustrations.

Students could be challenged to develop a US or Texas equivalent to this web page. Research and organization skills are developed in such an activity. Students, working alone or in groups, can develop web pages or make other illustrated presentations software such as PowerPoint or Appleworks. The last slide or web page might include four things that each group of students would want someone from Australia to know about the US and/or about Texas. Among the information students would need to include about the US and/or Texas would be:

- Percent of the population living in cities
- Percent of the population employed in manufacturing, mining, services, and agriculture
- Major agricultural exports
- Most popular winter sports
- Most popular summer sports

and so on.

Connection to the TEKS

Grade 3

3.4.D The student is expected to identify and compare the human characteristics of selected regions.

3.12.A The student is expected to compare ethnic and or cultural celebrations in Texas, the United States and other nations.

3.16.B The student is expected to sequence and categorize information.

Grade 6

6.16.A and B The student is expected to identify institutions basic to all societies and Compare characteristics of institutions in selected contemporary societies.

World Geography Studies

WG.17.A The student is expected too describe and compare patterns of culture that make specific regions of the world distinctive.

Curriculum Resources

The planning group for this workshop conducted an analysis of the Texas Essential Knowledge and Skills, the National Council for Social Studies (NCSS) Standards, and the National Geography Standards to find curriculum connections in which Australian content is appropriate. This recognizes that the social studies curriculum is already very full and that integration and infusion is a more feasible implementation policy than attempts to “add on” Australian studies.

Four core topics, those of greatest interest and/or potential impact, were identified in the curriculum analysis. The topics are:

- Migration
- Natural Hazards
- Global Interdependency
- People, Resources, Environment, and Society

These subject areas address the needs of teachers in multiple grade levels, particularly in courses that feature contemporary world cultures (6th grade in Texas), World History and World Geography Studies, and U.S. History.

Other ways that educators may introduce information about Australia are through topics such as:

- Australia and Texas: Comparisons and Contrasts: So few people, so much land
- Discovery and Exploration: Australia and the United States
- First Peoples in Australia and the United States
- Australia and the United States: Friends in War and Peace
- Mapping to Study Australia (technology)
- Ecotourism
- Australian literature
- Ten Things Americans Should Know About Australia
- Migration [voluntary versus involuntary migration; First peoples in the US and Australia; Asian immigration]
- Introduction of alien species and consequences on environments of US and Australia; diffusion; problems with introduced species/overpopulations
- Technology: use series of maps to teach about Australia
- Westward movement: settlement history, boom/bust cycles, gold mining
- Exploration across the continent, roughly same period of time; myths [Ned Kelly, cowboy songs, creation of Australian slang, cattle raising practices in Australia versus Texas]
- Cost of industrialization/agricultural development
- Globalization: Australia in the world system
- Water rights issues, e.g., Sydney's quest for water compared to Los Angeles; diamond minds in Kalgooli and water supply
- Historical links: WWI, WWII, Australia and the southern Pacific
- Perspective: Australia's view of the world to explain views on events
- Movies: not just American movies about Australia but Australian movies [beyond Mad Max]
- Icons in Australia and the US
- Seasons, Time Zones
- Systems of government
- Environment and Society: population distribution, water resources, overcoming distance