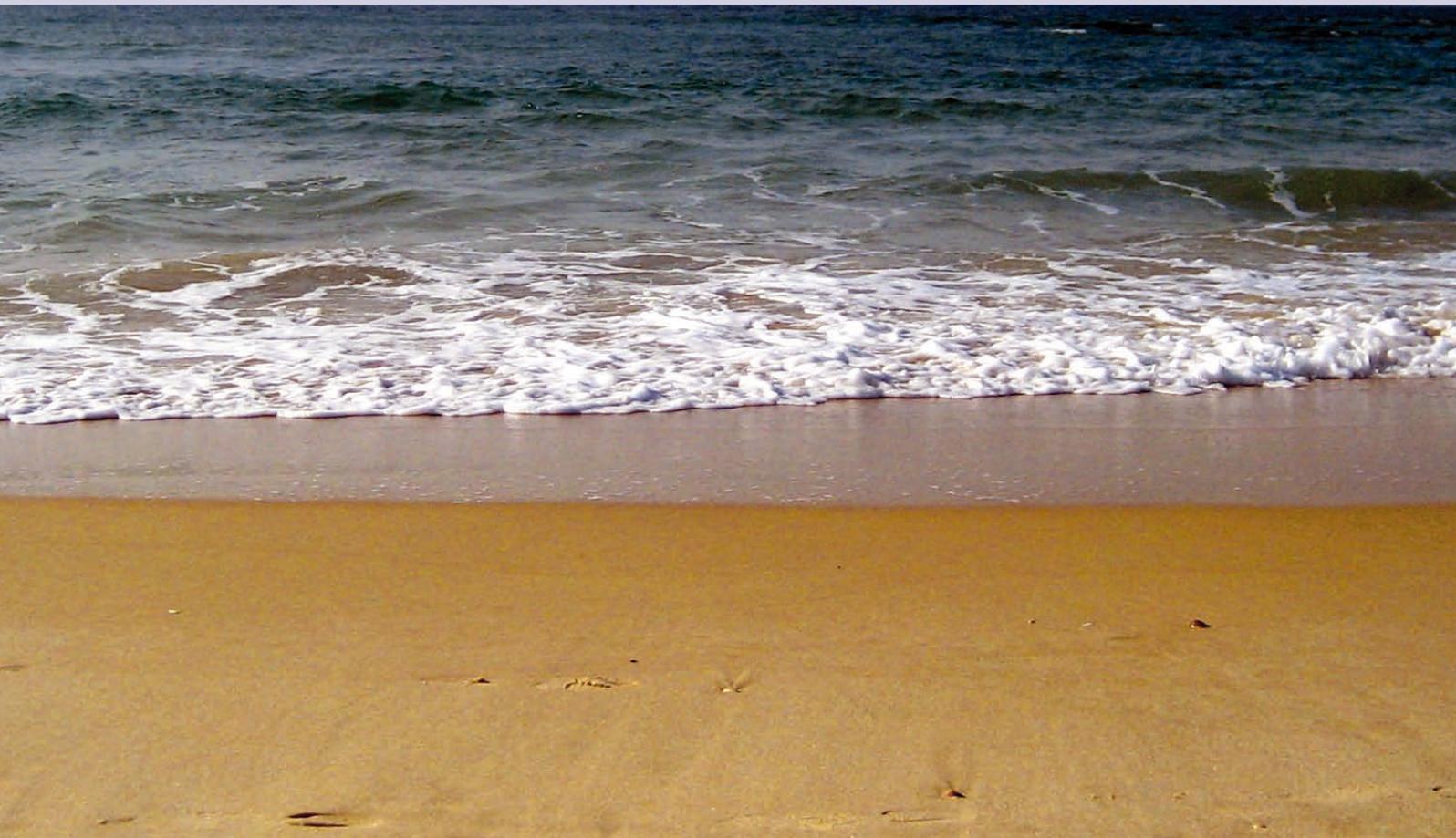


TRUE BLUE?

ON BEING AUSTRALIAN

Teaching and
learning activities



Australian Government

Department of Education, Employment
and Workplace Relations



True Blue? On Being Australian – Teaching and learning activities

Published by Curriculum Corporation

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Carlton South Vic 3053

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Website: www.curriculum.edu.au

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Acknowledgement

This product was funded by the Australian Government Department of Education, Employment and Workplace Relations.

True Blue? On Being Australian – Teaching and learning activities can be found at the National Australia Day Council website: **www.australiaday.gov.au/trueblue**

ABOUT TRUE BLUE?

AMBIVALENCES, ANXIETIES, COMPLEXITIES AND CONTRADICTIONS

For well over a century Australians have been concerned to define a national identity. In her recently released study, *Being Australian*, Catriona Elder says:

'Being Australian is not simply about the pleasure of the past and the excitement of the future... It is not just about that funny feeling a citizen might get when the Australian flag is raised at the Olympics. Being Australian also encompasses feelings, ideas and emotions that vary from joy to shame, guilt to confusion, hatred to love. Yet, in most national narratives these feelings of anxiety are erased or repressed in favour of the pleasurable aspects of national identity. Finding pleasure in being Australian is valuable; however exploring and explaining the anxiety and fear that lie at the heart of the idea of being Australian is also important.'

In the collection **TRUE BLUE?** we have attempted to problematise the notion of Australian identity for senior students. Our hope is that, through exposure to a range of competing and sometimes complementary perspectives, students will begin to formulate their own positions, learn more about the way identity has been discussed in this country and learn more about themselves and the 'other'. It may be that they come to see identity as something constantly evolving but they may possibly see recurring patterns. Perhaps they will be able to identify characteristics that are unique to Australia, perhaps not. We hope, however, that in working with this collection their development as thoughtful, engaged and active citizens of this country will be supported and enhanced.

USING THE COLLECTION

This collection has been designed to provide lively models of writing across a range of text types for students of senior English. The selections can be used for analysis of argument and language use, as well as stimulus and jumping off points for the students' creation of their own texts. Poems, song lyrics, personal reflections and recounts, descriptive prose, argument, satire, short stories, speeches, expository writing – you will find all these and more in this collection. And there is a wonderful selection of visual images – art, cartoons and photographs – to develop students' visual literacy.

USING THE TEACHING AND LEARNING ACTIVITIES

These teaching and learning activities are largely student-centred and can be used in variety of ways. Some activities are clearly designed for use with the whole class. Other tasks could be undertaken by pairs or individuals. Teachers are encouraged to use this resource flexibly and to adapt activities to their local context.

TRUE BLUE? contains five chapters: People, Symbols, Place, Sport and Words. A series of activities has been developed for each chapter. These activities have been divided into three sections: *Tuning In*, *Looking Closer* and *Taking it Further*. The *Tuning In* section seeks to alert students to the broader issues raised in the chapter. *Looking Closer* examines the specific texts within the chapter, highlighting the diverse ideas presented about Australian identity. *Taking it Further* invites students to respond in a variety of ways to the texts they have examined and the ideas they have discussed.

STATE AND TERRITORY CURRICULUM AND ASSESSMENT CONTEXTS

Texts set for study at senior levels in Australian English curriculums often address questions of identity and, in particular, explore notions of Australian identity. This resource complements existing curriculums at state and territory levels. It provides activities that deal with the core concerns of English – reading and viewing, writing, speaking and listening, and critical analysis. For example, in the **Australian Capital Territory** the resource provides both diverse models of creative writing and opportunities to respond in a variety of ways to the theme of identity. In **New South Wales**, *Belonging* is the new Area of Study from 2009. The texts in this anthology could form the basis of a Preliminary (Year 11) Area of Study, *Identity*, which would prepare students for the conceptual demands of Year 12. Additionally, many of the texts in **TRUE BLUE?** would serve well as related texts for Year 12 *Belonging*. In **South Australia** and the **Northern Territory**, the resource could be used in areas such as Text Response, Critical Literacy and Text Production. In **Queensland**, the resource can be used in exploring Texts within Contexts, Textual Features and Constructedness of Texts. The **Tasmanian** syllabus strands of Ideas and Issues, Texts and Contexts, and Applications all provide opportunities for using **TRUE BLUE?** In **Victoria**, Area of Study 2 (Creating and Presenting) of the new course involves choosing one of four Contexts – one of these Contexts is *Exploring Issues of Identity and Belonging*. **TRUE BLUE?** provides comprehensive material to explore notions of national identity. In **Western Australia**, the text could be used as stimulus in the Stage 1 units in preparation for a more significant focus in Stage 2 and 3 units where notions of identity can be explored.

Assessment needs are specific to curriculums in states and territories, so this resource should be adapted to meet local requirements.

PROFESSIONAL LEARNING: WORKING WITH IDENTITY

Teachers wishing to underpin their own or students' understandings of theories about identity and culture could access *Developing Intercultural Understandings*. This professional learning program provides a range of theories about the ways in which 'culture' is constructed, along with practical advice about working with students in regard to cultural identity: http://www.asiaeducation.edu.au/pdf/developing_intercultural_understanding.pdf.

LINKS TO WEBSITES

The web links for these teaching and learning activities were correct at the time of publication.

PEOPLE

“TWENTY-ONE MILLION PEOPLE. TWENTY-ONE MILLION DIFFERENT ‘IDENTITIES?’”

The passages in the chapter ‘People’ address, in a multitude of ways, the question of ‘Who or what is an Australian?’ If we are to attribute the label ‘Australian’ to people, what is it that we’re saying about them? What is it that we share and hold in common? Ken Boundy, former Managing Director of the Australian Tourist Commission (now Tourism Australia), has observed: ‘We must be the only country in the world that marks its national day not by celebrating its identity, but by questioning it’ (<http://www.convictcreations.com/research/nationalism.htm>). It seems that we are preoccupied with this question in a way that other nationalities are not.

TUNING IN

- 1 As a class, discuss the opening paragraph of this section. Are we pre-occupied as a nation with questions of identity, and if so, why?
- 2 Stereotypes. Look at the following website: <http://blogoscoped.com/prejudice>. Be sure to click on the ‘right’ answer (hint: dot point 4). This will take you to the Prejudice Map. (Here’s another way to the same image: http://www.flickr.com/photo_zoom.gne?id=88943702&size=o.)

In small groups, consider the national characteristics listed for various countries.

- To what extent do you agree with the representations on the map?
 - Do you find this approach amusing, helpful or outrageous? Give reasons for your response.
 - What do you think about the comments *about* Australia? If you were asked to provide such material, what would you say?
 - What is the purpose of the Prejudice Map? What website features are used to achieve this purpose?
 - How accurate is the title ‘Prejudice Map’? Or should it be called ‘Stereotypes Map’? What’s the difference?
- 3 How ‘others’ see us. Examine the following three websites – all designed to provide information about Australians for business people and travellers visiting Australia:
<http://www.todaytranslations.com/index.asp-Q-Page-E-Doing-Business-in-australia--74024165>
http://www.ediplomat.com/np/cultural_etiquette/ce_au.htm
<http://www.kwintessential.co.uk/resources/global-etiquette/australia.html>
- Who are the authors of this web material? Who, in your view, has the right to try to define Australian identity?
 - What do you agree/disagree with?
 - What impressions of Australians are presented? How are these impressions constructed? Consider the use of visual and textual features. What headings or themes are used as defining elements of national character?
 - What sort of information would you provide for this audience?

ACTIVITY ONE

- 4** Assessments from within. Go to the following website: <http://www.multiculturalaustralia.edu.au>.

Type 'Hou Leong' into the search facility on the site. Download the PowerPoint presentation that is returned in the search. Hou Leong is a Chinese-born, Canberra-based artist.

View the presentation of his works.

- What argument is Hou Leong presenting?
 - What are the strengths and weaknesses of his argument?
 - Discuss the effectiveness of using visual images to make an argument.
 - What questions do these works raise for you about *who* is an Australian?
- 5** Compare how the various websites referred to in questions 1–4 use textual features to construct different ideas about who an Australian is.
- 6** Consider the following poster:



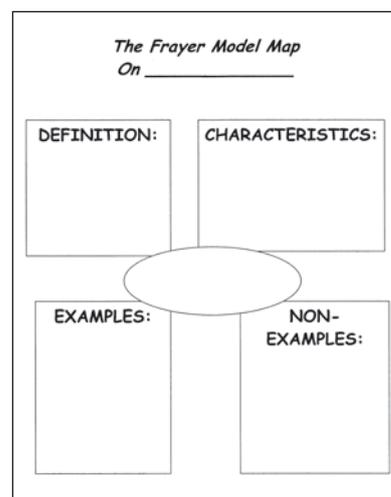
- Who created this poster? When? Where? (See www.boat-people.org.)
- What is its message?
- How does it communicate this message?
- What impact does this message have on your understanding of who is an Australian?

LOOKING CLOSER

- 1** Look at the images that have been used in this chapter. What groups of people do they represent? Who has been left out? Create your own collection of images to accompany this chapter.
- 2** Examine the people whose written views have been included in this chapter. How representative of the nature of Australian society do you consider that group to be? Who is missing? Who would you include?

ACTIVITY ONE

- 3 Look at 'The Prodigal Son' by Patrick White, p22. What is White's view of the Australian people? Make a list of the images White employs. What impression of Australians and their values is created by these images?
- 4 In 'Stretching the Stereotype', p24, Duncan et al claim that, because of the diversity of Australia's population, 'it does not make sense to narrowly and prescriptively define what it means to be Australian'. Does this mean we don't hold anything in common? Are there common beliefs, values and attitudes that Australians share? How would you define these if they exist?
- 5 In 'My Country: A Personal Journey', Robert Manne, p27, 'The Black Armband View', Geoffrey Blainey, p29, and 'Anglo Inheritance', Suzy Baldwin, p32, there is a presentation of the struggle with the implications for our understanding of ourselves of the 'not so glowing' events and attitudes of our past. Which of the views do you sympathise with and why? What role do negative events in our history have in forming national identity? You might consider how Japan and Germany have addressed the histories of their nations in World War 2.
- 6 There are several passages in this chapter that address the position of Aboriginal people within our nation. Having read these pieces (Manne, Blainey, Clendinnen, Morgan & McPhee, Hay, Moffatt, Foster, pp27–40), how would you explain the nature of the debate around indigeneity and Australian identity to an exchange student?
- 7 The Commonwealth Government's Department of Immigration and Multicultural Affairs officially changed its name to the Department of Immigration and Citizenship on Jan 30th 2007. Peter Jensen's piece, 'What place multiculturalism?', challenges the contemporary usefulness of the term. Conduct a Frayer Model analysis of the term 'multiculturalism'. (The Frayer Model is a graphic organiser used for word analysis and vocabulary building. It prompts students to think about and describe the meaning of a word or concept by:
 - defining the term;
 - describing its essential characteristics;
 - providing examples of the idea;
 - offering non-examples of the idea.)
- 8 Having considered the term 'multiculturalism', read the following comments and then debate the question that follows.



Comment 1

'Some Australians worry that progressively the term multicultural has been transformed by some interest groups into a philosophy, a philosophy which puts allegiances to original culture ahead of national loyalty, a philosophy which fosters separate development, a federation of ethnic cultures, not one community,' he (Andrew Robb) said. <http://www.news.com.au/couriermail/story/0,23739,20832674-953,00.html>

ACTIVITY ONE

Comment 2

'Secondly, the destruction of our identity is being carried out by multiculturalism itself. From politicians and academics comes the cry "we are all ethnics", no-one is an actual Australian – everyone is an "ethnic". The origin of your parents or forebears dictates what type of "ethnic" you are: if you have English parents then you're an English "ethnic", if you have Irish parents then you're an Irish "ethnic"...we are now being taught to see ourselves as "ethnics", rather than Australians, and this cannot help but to adversely affect our national cultural output and development.'

<http://members.ozemail.com.au/~natinfo@ozemail.com.au/mc3-03.htm>

Question

Is multiculturalism a help or a hindrance in defining Australian identity?

- 9** A number of writers in the latter part of this chapter leave the question of race and ethnicity behind and seek to answer the question of 'Who is an Australian?' by identifying character traits that are held in common and that have been forged by environment and experience.
- a** In 'A Modest Daily Heroism', p58, Peter Conrad suggests that something quintessentially Australian is to be found in the paintings of Russell Drysdale. Look at the following Drysdale paintings (including 'The Cricketers').

<http://www.nga.gov.au/Federation/Detail.cfm?WorkID=26575>

<http://www.nga.gov.au/Federation/Detail.cfm?WorkID=26224>

<http://www.nga.gov.au/Federation/Detail.cfm?WorkID=76616>.

What does Conrad see as the key to the national character? To what extent do you agree with him?

- b** Read through the passages 'A Turkish Tale', Robert Manne, p63, 'The Great War', Les Carlyon, p66, 'Weary', Lucy Tartan, p68, 'My First Sight of Australia', Hieu Van Le, p71, 'Differences Quarantined', John Hirst, p72, 'The Two of Us', Frank Robson, p74, 'The Mitchells', Les Murray, p78, and 'True Blue', John Williamson, p79.
- What are the qualities of Australians that emerge from these passages?
 - In your view, which writer most effectively encapsulates a quality or qualities of Australians (focus on their techniques rather than the qualities themselves)?
 - Do you consider these qualities to be uniquely Australian?
 - To what extent do you think the people who live in Australia share and demonstrate these qualities?
- 10** Choose one of the more substantial pieces in this chapter. What perspective does it offer on who is an Australian? Summarise the key points made. What is your view about these views? Post your response on the class blog.
- 11** Why do you think Hugh Mackay's article, 'Wave Away Any Notion of Identity', p 79, has been placed as the final passage in this chapter? What effect does it have on your reading of the passages that have come before?

ACTIVITY ONE

- 12 Looking back over the passages in this chapter, what, if any, values emerge as being shared by Australians?
- 13 What do the passages selected for inclusion in this chapter suggest about the forces which have influenced shifting notions of identity in Australia?
 - Look at the overarching themes, dates of publication and content of specific passages.
 - Show on a poster the drivers which have changed conceptions of Australian identity over time.

TAKING IT FURTHER

- 1 Create a paper or digital poster which represents your understanding of who is an Australian. You might use a collage or a single image (like the boat people poster).
- 2 Creating narratives. Australian Screen (<http://australianscreen.com.au>) is a wonderful resource that looks at the Australian film and television industry from its earliest days to the present.
 - Consider what this grouping of film clips says about Australian identity?
 - 'The Story of the Kelly Gang', Clip 3
<http://australianscreen.com.au/titles/story-kelly-gang/clip3>
 - 'Man from Snowy River', Clip 3
<http://australianscreen.com.au/titles/man-snowy-river/clip3>
 - 'Gallipoli', Clip 1
<http://australianscreen.com.au/titles/gallipoli/clip1>.
 - Compare it with this grouping:
 - 'Yolgnu Boy', Clip 1
<http://australianscreen.com.au/titles/yolgnu-boy/clip1>
 - 'Always a Visitor', Clip 2
<http://australianscreen.com.au/titles/always-visitor/clip2>
 - 'Colour Bars', Clip 1
<http://australianscreen.com.au/titles/colour-bars/clip1>.
 - In small groups, create your own narrative about Australian identity by downloading three to five film clips which combine to provide a multi-dimensional narrative about identity.
 - As notions of what it is to be 'Australian' have shifted over time, you may wish to create two competing narratives: 'The Traditional Australian' and 'The Contemporary Australian'. A useful article for exploring conceptions of 'The Traditional Australian' and other key narratives is 'Mate, You're a Legend': (<http://www.smh.com.au/articles/2003/05/16/1052885396799.html>).
- 3 There are four poems in this chapter: Peter Goldsworthy's 'The Operation', p 46, Ouyang Yu's 'Far and Near', p 49, Geoff Page's 'A Short History of Immigration', p51 and Les Murray's 'The Mitchells', p78.
 - What do these poets contribute to your understanding of who is an Australian?
 - Find a poem by an Australian writer that you think should be part of this collection. Post it on the class blog and explain why you think it is an essential inclusion in this chapter.

ACTIVITY ONE

- 4 Read Tim Winton's short story 'Neighbours', pp41–45. Talk with others in the class about Winton's key message. Write a short story that explores your own experiences of encountering cultural difference or views about multiculturalism.
- 5 Now, something a little different. Create and compose a website screen titled, 'How to make an Australian'. This should represent what you think is true and real. Try to avoid stereotypes – have a look at the following website that explores the use of stereotypes in advertising if you need a reminder about what these are: <http://www.duncans.tv/australian-stereotypes>.
- 6 What elements that make up who you are do you consider to be typically Australian? Share your ideas with a small working group in your class.
- 7 Look at the Australian of the Year website: <http://www.australianoftheyear.gov.au/pages/index.asp>.
 - What do the 'winners' of this award suggest to you about what is seen to be quintessentially Australian?
 - Debate in a small group if these are 'Australians of the Year' or just 'Good People of the Year'.
- 8 Run a debate within your class or perhaps between classes on the following topic:
'Defining who is an Australian is a futile and unnecessary undertaking'.
- 9 *Peril* is a website designed to explore what it is to be Asian-Australian as well as associated art and cultural concerns. <http://www.asianaustralian.org>. After exploring the website, work in groups to create a website which includes some of the responses you have produced in response to **TRUE BLUE?**

SYMBOLS

In its most basic sense, a symbol is something that stands for something else. We are, for example, familiar with a picture of a dove 'standing' for peace. In talking about signs, the French linguist, Ferdinand de Saussure, explained that there were two parts to a sign (or in our case, symbol): the signifier – the form which the sign takes (in our example, the dove), and the signified – the concept it represents (in our example, peace).

TUNING IN

National symbols

A national symbol is a symbol that a national community uses to represent itself to itself and to those beyond the community. National symbols draw a people together by creating visual or verbal representations of that people, their values, aspirations, history and dispositions.

These symbols are used to celebrate national days and national achievements. Sometimes they can be used to galvanise community support for national causes.

- 1 Spend five minutes as a class brainstorming all the symbols (signifiers) you know. You may find the following websites interesting to consult at another time:
<http://www.symbols.com>
<http://www.senri.ed.jp/Departments/english/tradsym.htm>
- 2 Choose a country and investigate what it has chosen/presents as its national symbols (signifiers). What do these symbols signify? Present your research to the class as a whole.
- 3 Spend five minutes as a class brainstorming what you consider to be Australia's national symbols. Below are a number of 'official' and unofficial websites that list Australian symbols (signifiers). How does your class list compare with these? Which do you think are the more potent symbols – the official or unofficial? Why?

http://www.australia.gov.au/National_Symbols

<http://www.itsanhonour.gov.au/symbols/flag.cfm>

<http://www.australiaday.gov.au/pages/page4.asp>

<http://www.rba.gov.au/CurrencyNotes/NotesInCirculation/index.html>

<http://www.didgeridoos.net.au/aboriginal-symbols.html>

<http://www.symbolsofaustralia.com.au>

<http://www.souvenirsaustralia.com/webcontent26.htm>

http://www.australianexplorer.com/australian_big_icons.htm

<http://www.pictureaustralia.org>

<http://www.nla.gov.au/exhibitions/sun/posters.html>

Use the table, Appendix 1, p11, to record your findings.

ACTIVITY TWO

- 4 How we present ourselves. Read the following article by Dominic Pettman about the Sydney Olympics opening ceremony: <http://www.blackjelly.com/Mag2/features/thongolympics.htm>.
 - Try to arrange a viewing of the opening ceremony of the Sydney Olympics. (The DVD is out of print but many public libraries have copies or it is possible to arrange a search for a second-hand copy via a website like www.allaboutmovies.com.au.)
 - To what extent do you agree with Pettman's responses to, and assessment of, the opening ceremony?
 - What symbols would you have used to represent Australia to the world in the opening ceremony of the Olympics?
- 5 Browse the Australian government's official website about Australia – a window for the world into our nation: <http://www.dfat.gov.au/geo/australia>.
 - What impressions of the Australian people emerge from this site?
 - How are these impressions constructed? Consider the language forms as well as the features and structures of the text.
 - How accurate do you think these impressions are?
 - Compare the impressions created on this site to those created by Pettman in his satire of the opening ceremony of the Sydney Olympics.
- 6 'Selling Australia' is a series of four documentaries exploring Australia's cultural identity in response to the tourism industry. More deeply, the series explores the Australian cultural fabric and the dichotomies that exist within the country, both culturally and politically. It is available for loan at ACMI (<http://www.acmi.net.au/>). The four-part series includes 'The Games', 'The Brand', 'Tourist Town' and 'Selling Australia'. In what way does this series raise questions about the distance between the mythologised image and the reality of a place and culture?
- 7 Design a new set of symbols (signifiers) that you feel represent the key elements of Australian identity in the early twenty-first century.

Heroes

About 50 years ago, Russell Ward argued in 'The Australian Legend' that a certain historical era may become enshrined as the formative period in shaping what is perceived to be a people's inherent identity. In Australia, the earliest generation of settlers of the late 19th century has been transformed into the national mythology: a pioneer myth peopled with outlaw-heroes (the bushrangers) and heroic settlers, bushmen and explorers who tamed the wilds of a new continent, transforming a foreign ecology into a pastoral landscape. **'Thus, national Australian folklore deals eagerly with this first generation of European settlement, and persons connected with it.'** (Ward 1958). However, it is likely that our national 'heroes' have changed over time, as have the national myths to which we attach importance.

- 8 Create your own gallery of Australian heroes. You can choose only 10. For each individual explain what essential Australian quality you feel his or her life symbolises. There is a wealth of web-based perspectives, including:

<http://www.australianoftheyear.gov.au/pages/index.asp>

<http://members.ozemail.com.au/~natinfo@ozemail.com.au/heroes.htm>

http://www.cap.nsw.edu.au/bb_site_intro/stage3_Modules/Heroes/australian_heroes.htm

<http://www.learn.org.au/fp/art/heroes/contents.htm>

<http://www.abc.net.au/tv/heroes>.

ACTIVITY TWO

9 When you have completed this task, consider the following:

- In what ways do these heroes signify something important about Australian identity?
- How many men and how many women have you chosen? Are there some common themes in your choices, eg a range of sporting stars?
- Compare your gallery of heroes with others in the class. What hypotheses might you develop about the heroes you see as important in a construction of national identity compared to your classmates? Or your parents?

10 At the website, <http://www.uow.edu.au/~morgan/posters6.htm>, you can view a range of movie posters of Australian films and some from other countries. You might also find other websites of Australian film posters or material in your school library. Look carefully at these posters. Describe the symbols used to represent Australia. Do these vary according to the period of the film? If so, in what ways?

11 Locate the *Values for Australian Schooling* poster that is displayed in your school. You can also access this poster at: http://www.valueseducation.edu.au/verve/_resources/9_point_values_with_flag_only.pdf.

- Consider the values listed. Do you regard these as national or universal values?
- Consider the image that forms the background of this poster. In what way do you consider this image to represent something central about being Australian?

12 *Vexillology* is a field of study that can help us with understanding national identity. What is it? The study of flags. Explore the following site: <http://www.ausflag.com.au>. Consider, for example, the page titled 'Australian National Flags'. What insights do you gain about notions of identity as presented through the symbols on Australian flags?

APPENDIX 1

FLAG	History	Key symbols	What are the features of these symbols? Describe and draw.	Where and when is the flag used?	Other interesting information

ACTIVITY TWO

LOOKING CLOSER

- 1 Look at the selections in this chapter. Can you discern a narrative behind the arrangement of the pieces? (ie what story about Australian identity is being told through these passages grouped around the topic, 'Symbols'?)
 - Is this the story that you would tell?
 - If not, what is your narrative? What pieces would you include in a chapter on 'Symbols'?
- 2 Write a letter to the editor of a major daily newspaper in which you respond to 'What Lies Beneath', p89, Larissa Behrendt's perspective on the use of Aboriginal symbols as national symbols.
- 3 By juxtaposing 'Anzac Day', p91, by Inga Clendinnen and 'The 7.56 Report on Anzac Day', p92, by John Clarke, we are presented with two very contrasting 'takes' on Anzac Day and its significance.

The Rising Sun badge is one of the most prominent symbols of Anzac Day.

You can read a little more about it at: <http://www.anzacday.org.au/education/tff/risingsun.html>.

- Exactly what do you think is represented in the Anzac experience?
- How does this shape notions of Australian identity?
- How do you explain the resurgence of interest in the commemoration of Anzac Day, particularly amongst young people?
- In what ways are Anzac Day and Australia Day different forms of national symbolism?
- Compare Australia's national days with those of countries such as Britain, the USA, India, France and China. What do the comparisons tell you about Australian identity?

The following unit of work may assist you in your thinking: <http://www.anzacday.org.au/education/publications/pdf/activity12.pdf>.

- 4 It seems that we also turn our heroes into symbols. Through the challenges of their lives, our heroes develop qualities that many of us see as quintessentially Australian. The passages on pp101–105 explore the question of who can be a hero in our society. What viewpoints are presented in these pieces?
- 5 On pp108–116 you are presented with a series of paintings and photographs. These represent different facets of life in Australia. If you were to look at each one as symbolic of Australian qualities/identity, what would each piece symbolise about being Australian to you? What visual features are used in each to construct its notion of Australian identity?

ACTIVITY TWO

TAKING IT FURTHER

- 1** Using the resources of Picture Australia, <http://www.pictureaustralia.org>, Australian Screen, <http://australianscreen.com.au>, and The Learning Federation, <http://www.thelearningfederation.edu.au/tlf2> create a visual exhibition (using PowerPoint or similar software) that explores Australian identity in the 20th century through symbols, posters etc.
- 2** Read through the following song lyrics and try to hear a recording of *And The Band Played Waltzing Matilda*: <http://ericbogle.net/lyrics/lyricspdf/andbandplayedwaltzingm.pdf>.
Choose a tune you know well and write your own lyrics that express your views about Anzac Day.
- 3** Design a new set of symbols that you feel represent the key elements of Australian identity in the early 21st century.

ACTIVITY THREE

PLACE

A relatively new area of academic study is called 'Place identity'. 'Place identity' touches on the fields of geography, urban planning, landscape architecture and environmental psychology. It explores the interaction between who we are and where we are. Some would say that if you live in a cold region like the Arctic you have to be very pragmatic and disciplined. You have to think ahead – bring in food and firewood for the times you can't get out, and ensure you have adequate clothing for the climate. The passages in this chapter explore the connection between the physical reality of living in the environment of Australia and our sense of who we are, the people we have become.

TUNING IN

- 1 What are the places that are of most significance in your life?
 - Prepare a PowerPoint presentation that combines visual representations of these places with music and a spoken commentary that explains how each place has shaped the person you have become.
- 2 Read Henry Lawson's 'The Drover's Wife' at http://whitewolf.newcastle.edu.au/words/authors/L/LawsonHenry/prose/billyboils_2/droverswife.html.
 - In what ways is Lawson suggesting that the environment has shaped the woman's character? Make close reference to textual features.
- 3 As a class, list all the places in Australia that are considered extraordinary or special in some way.
 - Who thinks they are special? (Eg young people, tourists, indigenous people, general public, RSL, sports fans etc.)
 - What do these places contribute to our identity as Australians?
 - How do they assist us in defining who we are?

You might undertake this activity by placing large pictures of the places around the room and then placing comments under these on Post-it notes.

- 4 You have been asked to design an Australian Tourist Commission poster to be used for overseas marketing purposes. Your poster must somehow show the link between particular Australian places and what you consider to be common aspects of the national Australian character. Your poster can be in digital format if you wish. Present your poster to the class and explain the dynamic relationship you believe exists between place, character and time.

LOOKING CLOSER

- 1 Look at the selections in this chapter. Can you discern a narrative behind the arrangement of the pieces? (ie what story about Australian identity is being told through these passages grouped around the topic 'Place'?)
 - Is this the story that you would tell?
 - If not, what is your narrative? Select a collection of prose, poetry and images to include in your own chapter on 'Place'.

ACTIVITY THREE

- 2 Whilst the bush and the outback seem to be iconic places for Australians, the reality that we are largely urban coastal dwellers means that the beach plays a more significant and 'real' role for many, many Australians. Consider the following websites:

<http://www.cultureandrecreation.gov.au/articles/beach>

<http://archive.amol.org.au/discovernet/tales/beach.asp>

http://www.nicholsoncartoons.com.au/cartoon_307.html.

and the passages and images in **TRUE BLUE?** pp118–127.

- What is it about the beach that appeals so much to Australians?
 - Is the beach just 'a sandy synonym for the laid-back, sun-loving Aussie way of life' (quoted at http://www.lonelyplanet.com/theme/beaches/be_bondi.htm)?
 - What values does the beach represent for Australians?
 - What aspects of character does the environment of the beach encourage in those who spend their time there?
- 3 The passages on pp128–136 present a powerful impression of the harshness and 'otherness' (from the European perspective) of the bush and the outback.
- What do these pieces suggest about the qualities required by humans to make their way in this environment?
 - How are literary and visual techniques used to suggest the necessity of these qualities?
- 4 It seems that our physical environment shapes our character in obvious and not-so-obvious ways. However, for the Aboriginal people, land is integral to personal identity. At times this is difficult for non-Indigenous Australians to understand.
- Examine the passages on pp139-143 and consult a number of websites – here's an example:
<http://www.dreamtime.net.au/indigenous/land.cfm>
<http://www.ahc.gov.au/publications/generalpubs/nourishing/index.html#contents>.

The writer of the latter website, Deborah Bird Rose, states that '**most of my experience with Aboriginal people has been that people speak straight from the heart, and speak straight to the issues that matter to them. Their immediate and direct words best communicate their relationships to country, and that is what I wanted to communicate to others.**'

- Select some of the 'direct voices' of Indigenous people from passages in the book and these and other websites to create a visual storyboard which shows something of the particular connections of Indigenous people to the country and of its impact on identity.
- 5 Read 'The Rock' by Robyn Davidson, p142. She describes the experience of Uluru as like 'driving into a hologram'.
- What does she mean by this? How does she use words and images to develop this simile?
- Climbing Uluru has been a controversial activity for some time. Use the following website and others to explore the range of perspectives in regard to this debate: <http://www.outback-australia-travel-secrets.com/climbing-ayers-rock-uluru.html>.
- What does this debate suggest to you about issues at the core of some debates about Australian identity?

ACTIVITY THREE

- 6** Many non-Indigenous Australians do not share this view of the sacredness of land. For some, the land is to be exploited for its wealth, for others it is to be developed in a way that it can be sustained for generations to come, for others still it is to be protected from the greed and savagery of humans.
- What do the different ways in which Australians deal with issues of land use today suggest to you about the connections between land and the shape of Australian identity?
- 7** Australians are predominantly neither rural nor urban dwellers – the majority of us live in suburbs. What elements of the suburban experience are explored in the passages in this chapter?
- How does the suburban experience contribute to the way we see ourselves?
 - Given where the vast majority of us live, why does the bush remain such a potent means by which we characterise ourselves?

TAKING IT FURTHER

- 1** Explore the controversy surrounding the Cronulla beach riots that occurred in December 2005. The following site has a list of web references to assist you in your research: <http://www.trinity.wa.edu.au/plduffyrc/issues/cronulla.htm>.

- What do these events suggest to you about the role of the beach, national symbols and race in shaping notions of identity?
- Do the events of Cronulla say anything about the national character?

You might present your findings in the form of a moderated panel discussion, with individual students taking on the roles of key players.

- 2** In 'The Coast Dwellers: Australians Living on the Edge' (1994), Philip Drew, an architectural historian, suggests that Australians are 'verandah people' – that our identity is defined by the fact that we live on the physical margins of an island continent. That we are looking out to find our place in the world, as opposed to the traditional view that the bush, at our centre, is the pre-eminent touchstone of our identity. How do you think our relative isolation and geographical position in global terms has shaped our collective identity?
- 3** Read the transcript: http://www.radioaustralia.net.au/australia/now/program_5.htm and Graeme Davidson's essay on suburban character: http://elecpress.monash.edu.au/pnp/free/pnpv7n4/v7n4_6davison.pdf.
- Create a multimedia presentation that examines the strengths and weaknesses of the suburban experience in Australian life.
- 4** Create a visual montage of images of Australian places that represents your understanding of the Australian character in the 21st century.
- 5** Write a cycle of poems that explore the links between place and identity in the Australian context or that explore your relationship to place and your sense of being Australian.

ACTIVITY THREE

6 Recent Australian film and TV has been focused on Australian suburbia.

- Look at online film trailers and clips or full length films, depending on available time.
What impressions might an overseas viewer gain of Australia through these depictions?

'Kath and Kim' – www.kathandkim.com

'Kenny' – <http://www.madman.com.au/actions/trailer.do?method=view&trailerId=933&webChannelId=8>

'Suburban Mayhem' – <http://www.suburbanmayhem.com/main.html>

'Noise' – <http://www.madman.com.au/actions/trailer.do?method=view&videogramId=3040&webChannelId=8>

Respond to the following essay topic using examples from a range of films, passages from pp144–152 and the images on pp114–116. You may want to include examples from soap operas as well as clips from Australian Screen (<http://australianscreen.com.au>).

Essay

How do film makers, writers and artists variously evoke 'The Australian Dream'?

ACTIVITY FOUR

SPORT

Sociologist Catriona Elder wrote recently, **'The link between Australian-ness and sport is sometimes represented as so intimate that the Australian national sporting team is understood to stand for the nation'**. Where does this leave the legion of people who, for example, loathe the onset of the football season (whatever the code)? Would a focus on the arts provide a better definition of where we are at as a nation? While many will debate the inclusion of sport as a defining element of Australian identity, there is no doubt that sport lies close to the hearts of a large percentage of the population.

TUNING IN

- 1 Choose a graphic organiser from <http://www.graphic.org/goindex.html> to represent your thoughts, attitudes, experiences and feelings regarding sport.
 - Survey other people as to how important it is in constructions of Australian identity.
 - Display these around the room and give everyone a chance to view individual responses.
 - As a class, discuss what ideas have emerged.
- 2 Go to Australian Screen (<http://australianscreen.com.au>). In pairs, explore two or three of the sports-related film clips (see suggested clips below). Use the table to record the ideas which are suggested about Australian identity.
 - After completing the table, analyse what is 'missing' from this clump of sporting narratives. Develop some hypotheses about the reasons for this.

'Bigger Than Texas' – Alan Bond

<http://australianscreen.com.au/titles/bigger-texas/clip2>

'The Club' – Chasing a Lump of Pigskin

<http://australianscreen.com.au/titles/club/clip2>

'Farey: Opening Sydney Harbour Bridge' – Beach Scenes

<http://australianscreen.com.au/titles/farey-sydney-harbour-bridge/clip6>

'The Hillmen: A Soccer Fable' – Soccer Assimilation

<http://australianscreen.com.au/titles/hillmen-soccer-fable/clip3>

'Australia Today: Man-Eater' – Silent Terror of the Deep

<http://australianscreen.com.au/titles/australia-today-man-eater/clip1>

'Australian Story' – A Man for All Seasons

<http://australianscreen.com.au/titles/man-all-seasons/clip1>

'The Last Innings of Victor Trumper'

<http://australianscreen.com.au/titles/australasian-gazette-last/clip1>

'Footy the La Perouse Way'

<http://australianscreen.com.au/titles/footy-la-perouse-way/clip1>

'Don Bradman in England'

<http://australianscreen.com.au/titles/don-bradman-england/clip1>

'Australia Today – Customs Officers Fight Against Drugs' – Backyard Betting

<http://australianscreen.com.au/titles/australia-today-customs-office/clip2>

ACTIVITY FOUR

'Australia Today' – Men of Tomorrow

<http://australianscreen.com.au/titles/australia-today-men-tomorrow/clip2>

'Boys and Balls'

<http://australianscreen.com.au/titles/boys-and-balls/clip2>

Ideas about Australian identity	Relevant scene from films

LOOKING CLOSER

- 5** Look at the selections in this chapter. Can you discern a narrative behind the arrangement of the pieces? (that is, what story about Australian identity is being told through the passages grouped around the topic 'Sport'?)
 - Is this the story that you would tell?
 - If not, what is your narrative? What selections of prose, poetry and images would you make from your own reading to include in a chapter on 'Sport'?
- 6** Waleed Aly, in his piece, 'This Rich Sporting Life', p156, suggests that 'our' obsession with sport is, if not unique, definitely peculiar.
 - What are these peculiarities, according to Aly?
 - What does he see as the 'true function' of the Australian sportsman?
 - What is your response to Aly's propositions?
- 7** Jim Davidson takes issue with Waleed Aly in his piece, 'A Nation of Barrackers', p159.
 - What contrary interpretation does he offer regarding the peculiarities of Australian attitudes to sport?
- 8** How do Waleed Aly and Jim Davidson present their arguments? Which of the two perspectives do you find more convincing and why?
- 9** Richard Cashman in 'Sport is Culture', p163, suggests that it is a myth that sport and the arts exist in separate cultural ghettos. He argues that sport is culturally formative and significant.
 - List the points he makes. Debate these points amongst your class.

ACTIVITY FOUR

- 10** In what ways does the Nicholson cartoon, 'The Nation's Specimens', p165, comment on Cashman's perspective?
- 11** What quintessential Australian quality does Geoff Page, 'On the Death of a Late Famous Cricketer', p166, see demonstrated in the life of Sir Donald Bradman?
- Do you think that such a quality is still cherished in our sportsmen and women?
 - If not, what has changed?
- 12** What elements of Australian character are captured in Dawn Fraser's story of meeting the Queen and Dame Patty Menzies, in 'Dawn', p168?
- 13** The photo of Nicky Winmar, p170, suggests that, from his perspective, the football arena was not a level playing field when it came to issues of race.
- Read the following review of a book that examines the role of Aboriginal people in sport:
<http://www.greenleft.org.au/1995/194/11617>.
- 14** Sport – the great social leveller providing a 'fair go' for all, or Sport – a means of perpetuating intolerance and exclusion? Catriona Elder has suggested in her book, 'Being Australian', that **'Within the story of sport in Australia, the idea of egalitarianism is very powerful. In fact, in the Australian story of egalitarianism, sport features as the key place where equality is practised.'**
- What do you think? You might take into account the material on pp174–177 in considering your response.
- 15** **'Australians play sport as if their life depended on it.'** (D.H. Lawrence)
- Can you explain why this might be the case?
 - How do you explain the apparent conflict between our passion for sport and contemporary studies highlighting obesity rates and sedentary lifestyles?
- 16** Read Garrie Hutchinson's passage, 'Australian Way of Life: Going AWOL', p178. Now, consider this comment about the same incident:
- 'When Sally Robbins suddenly stopped rowing in an Athens Olympic rowing final in August 2004, it was a major media event. Though a similar incident took place during the same games – a Canadian rower stopped rowing in his team's final – it did not similarly register in the Canadian press and current affairs. In Australia, politicians were asked for (and gave) their opinions ... why did Australians care so much? Why did the epitaph 'un-Australian' spring to mind ... the fact a sporting incident became a national incident says much about how Australian-ness is produced through sport.'**
- More information about this incident can be found at http://news.bbc.co.uk/sport1/hi/olympics_2004/rowing/3597914.stm.
- What do you think about these responses to Sally Robbins's actions? Write a letter to the editor of a major daily newspaper expressing your viewpoint.
- 17** Looking back over the passages in this chapter, what values are promoted as being shared by Australians? What evidence is there that the values expressed in sport are shared by most Australians?

ACTIVITY FOUR

TAKING IT FURTHER

- 1 Read the article at: <http://www.onlineopinion.com.au/view.asp?article=355> by Ian Jobling.
 - Create a class blog on your school's intranet. The blog topic will be: 'The role of sport in Australian identity'. Each student is required to post one piece expressing personal perspectives on the topic – this can be in any mode/style – and three responses to other students' postings.
- 2 ABC Radio broadcasts a weekly program called "The Sports Factor". The purpose and focus of the program is stated on the website as: **"The Sports Factor debates and celebrates the cultural significance of sport. From the global spectacle of the Olympic Games, to a local Little Athletics meeting, sport is a dynamic force that both reflects and creates values. 'The Sports Factor' goes beyond the 'scores and groin injuries' style of sports reporting to talk about how sport intersects with other social institutions like politics, economics, art, religion, law, and health. Whether you love sport or hate it, it's too big to ignore. 'The Sports Factor' offers new angles on the way sport is much, much more than a game."**
 - Choose an aspect of what you consider to be the cultural significance of sport in Australia and prepare a podcast of your ideas, thoughts and reflections for members of your class and other classes.
- 3 Write a short story or cycle of poems that explores your connection to sport and your experience of being Australian or the connection between sport and Australian identity.
- 4 Choose an Australian sporting legend and present an informative speech about his or her life and achievements and the way/s in which you think he or she has helped to shape Australian notions of national identity. You might consider the names below as a starting point:
 - John Landy
 - Sir Donald Bradman
 - Dawn Fraser
 - Sir Hubert Opperman
 - Evonne Goolagong Cawley
 - Rod Laver
 - Cathy Freeman
 - Liz Ellis
 - Ian Thorpe
 - Michael Long
 - Steve Waugh
 - Karrie Webb
 - Hazem El Masri
 - Polly Farmer
 - George Gregan.

WORDS

The following passage, 'The Principles of Newspeak', comes from the appendix of George Orwell's novel, '1984'. Before you read the passage below, read the description of 'Newspeak' found at: <http://en.wikipedia.org/wiki/Newspeak>.

'The purpose of Newspeak was not only to provide a medium of expression for the world-view and mental habits proper to the devotees of Ingsoc [English Socialism], but to make all other modes of thought impossible. It was intended that when Newspeak had been adopted once and for all and Oldspeak forgotten, a heretical thought – that is, a thought diverging from the principles of Ingsoc – should be literally unthinkable, at least as far as thought is dependent on words. Its vocabulary was so constructed as to give exact and often very subtle expression to every meaning that a Party member could properly wish to express, while excluding all other meanings and also the possibility of arriving at them by indirect method. This was done partly by the invention of new words and by stripping such words as remained of unorthodox meanings, and so far as possible of all secondary meanings whatever ... A person growing up with Newspeak as his sole language would no more know that "equal" had once had the secondary meaning of "politically equal," or that "free" had once meant "intellectually free," than, for instance, a person who had never heard of chess would be aware of the secondary meanings attaching to "queen" or "rook". There would be many crimes and errors which it would be beyond his power to commit, simply because they were nameless and therefore unimaginable.'

Orwell's passage highlights for us the power of language. Our language provides us with a means of seeing and interpreting the world. Our 'word world' is our 'thought world'. And so it is that language can be the gatekeeper that lets us in or keeps us out. Language is an integral part of who we are – of our identity.

TUNING IN

- 1 In small groups, discuss what you think are the particular features of 'Australian English'.
- 2 'Strine' (a version of Australian English with a distinctive accent), slang and colloquialisms seem to be hallmarks of the Australian 'take' on the English language. Examine the following websites:

<http://www.koalanet.com.au/australian-slang.html>

<http://members.ozemail.com.au/~enigman/australia/slang.html>

<http://goaustralia.about.com/cs/language/a/strinea.htm>

<http://www.abc.net.au/wordmap>

<http://www.abc.net.au/civics/globalcitizens/ozstrine.htm>

http://www.nma.gov.au/exhibitions/now_showing/nation/australian_english.

- What does this approach to language and its use suggest to you about the Australian character?
- What are the words that you use that you consider uniquely Australian? Think about the contexts in which you use these words. What is their function (eg to unite, to exclude...)?

ACTIVITY FIVE

LOOKING CLOSER

- 1 Read the first three pieces in this chapter, all of which focus on the notion of 'unAustralian'. You may wish to supplement these pieces with two online pieces:

<http://www.onlineopinion.com.au/view.asp?article=5450>

<http://www.unaustralia.com/electronicpdf/Unneumann.pdf>

- From these readings make a list of activities, attitudes etc. that are branded 'unAustralian'.
- What are your views about this term? Do you find it useful? If so, what sorts of things would you name as 'unAustralian'?

- 2 The 'Application for Australian Citizenship', pp195–197, is a tongue-in-cheek response to the debate surrounding what should form the content of an Australian citizenship test. In October 2007 a new test came into being. You can find the booklet about Australian citizenship and the test and a tutorial and practice test at: **<http://www.citizenship.gov.au/test/preparing/index.htm#a>**.

- 3 Divide into five small working groups. There are five chapters in the booklet – each group should take one chapter to examine. Prepare an analysis of the ways in which language is used in your chapter of the booklet. The following resources may assist you in this task:

<http://www.abc.net.au/rn/science/ockham/stories/s805188.htm>

http://www.schnet.edu.au/edu/english/sn_eng11issues.htm (look at two documents in particular – 'Grammar of persuasion' and 'Authoritative language')

<http://www.mdx.ac.uk/WWW/STUDY/glolan.htm> (this resource will help you with the metalanguage used when discussing language use)

Choose an engaging medium to present your findings to your classmates.

- 4 On pp199–202 you will find two famous speeches by Australian prime ministers – John Howard's 'A Sense of Balance: The Australian Achievement' speech, p199, and Paul Keating's 'The Unknown Australian Soldier' speech, p200.

- How are their ideas and images about Australia and Australians presented in these speeches?

There are a number of techniques used in successful speeches.

- Rhetorical questions
- Understatement
- Contrast
- Quotations
- Personal pronouns
- Emotive language
- Alliteration, assonance, onomatopoeia and rhyming
- Imagery: metaphors, similes and personification
- Repetition
- Lists

ACTIVITY FIVE

- You will probably be able to add to this list. Of course, the actual delivery of the speech has a huge impact on its effectiveness. Using the following sites as resources, analyse the ways in which Howard and Keating have used language in seeking to create an effective speech that moves and convinces their respective audiences:

http://hsc.csu.edu.au/english/advanced/critical_study/2471/Rhetoric.html

http://hsc.csu.edu.au/english/advanced/critical_study/2471/Speech_Keat.html.

- How does each speech appeal to you as an Australian?

5 Ania Walwicz's piece, 'Australia', pp204–205, is a difficult piece of writing to categorise. It's not quite poetry; maybe stream-of-consciousness prose is the best description.

- What perspective/s about Australia, its people and culture does Walwicz offer us?
- How does she convey this through her use of language? (Don't just think about vocabulary here; consider techniques such as sentence structure, length and repetition.)

6 Read through Michael Leunig's proposed preambles, 'On Preambles', pp207–208.

- What aspects of Australian actions, attitudes and culture does he satirise in each of these statements?
- How does he achieve this in each instance?

TAKING IT FURTHER

1 Below is a list of links that will take you to some well-known and some lesser known Australian songs:

<http://www.users.on.net/~revelation/Songs.htm> <http://ericbogle.net/lyrics/lyricspdf/andbandplayedwaltzingm.pdf>

http://www.ozmusic-central.com.au/oztabs/jkl/kelly_paul/From%20Little%20Things%20Big%20Things%20Grow.txt

<http://ericbogle.net/lyrics/lyricspdf/goodbyeluckycountry.pdf>

<http://ericbogle.net/lyrics/lyricspdf/ournationalpride.pdf>

<http://folkstream.com/094.html>

<http://www.stlyrics.com/songs/c/christinaanu5875/islandhome233648.html>

<http://www.mountainman.com.au/reconciliation/iamanozi.htm>

<http://home.iprimus.com.au/gunnado/gumtrees.html>

<http://home.iprimus.com.au/gunnado/landdownunder.html>

<http://justin.justnet.com.au/oz/australiana>

<http://www.hamilton.net.au/advance/lyrics.html>

<http://www.southeastaustralianhistory.com.au/song.htm>

<http://www.johnwilliamson.com.au/html/music.html>

<http://www.graemeconnors.com//Album%20Sites/North/Lyrics/01.A%20Little%20Further%20North.pdf>

<http://www.graemeconnors.com//Album%20Sites/The-Moment/Lyrics/06.%20Aussie%20Girls.pdf>

http://www.mftcc.com/mp3/mftcc_homeimprov.mov.

You may know some Australian songs that are not listed here. Add them to this list.

ACTIVITY FIVE

- In groups of three or four, select four songs and complete the table below:

Title	What images of Australia are presented?	What words and phrases are used to create these images?	What other techniques are used to create these images?	What general impression of Australia is conveyed?

- As a group, select one of your four songs, obtain a recording of it, play it to the class and present your analysis of it.
- Create a digital video presentation of this song for YouTube. Use a storyboard to plan each frame – you will need to determine the textual, visual and auditory elements for each frame. Provide a framing commentary at the beginning – you can make this a voice-over of you like – explaining how this song presents a particular image of Australia and/or Australians.
- Explore the National Museum’s interactive guide to Aussie English at: http://www.nma.gov.au/play/aussie_english_for_the_beginner.
 - Create your own guide to Aussie English for someone who has recently arrived in Australia from a non-English-speaking country. You can make this a ‘hard copy’ booklet or a digital piece. If you have animation skills you might like to produce something like the museum’s interactive guide.
- The Cultural Studies Association of Australasia’s annual conference in 2006 was titled **UNAUSTRALIA**. This is how it was introduced:

‘If things are “un-Australian” it must be because they come from UNAUSTRALIA. Where is it? Who lives there? How does it come to be? What is its past and what is its future? While raising some very local questions of critique and desire, the theme is open to international perspectives and interpretations. Do other places have their own unplaces? What goes on there?’ See <http://www.csaa.asn.au/events/previous.php>.

As part of the conference an online art exhibition was created.

 - Take a tour of the exhibition: <http://www.unaustralia.com/exhibition/AAUNOZ/exhibition.html>.
 - Write an introductory essay to this exhibition for students from your year level.
 - Choose one of the art works and write an analytical piece exploring how and what is conveyed about the concept ‘unAustralian’.
- What three words you would choose to represent your understanding of Australia and Australians:
 - to someone from beyond our shores?
 - to those who live in this country?

ACTIVITY FIVE

Are they the same or different? Why – why not? Write each word on an A4 sheet, choosing a font style and colour that resonates with the word's connotations.

Display the sheets around your room. Take it in turns to explain to the rest of the class the reasons for your choices.

- 7 Write your own 'stream of consciousness' piece, (along the lines of Ania Walwicz's piece, 'Australia', pp204–205) that represents your thoughts, feelings and attitudes about Australia and Australians.
- 8 These pieces might be displayed on noticeboards around your room, or placed on the school intranet for others to view. When you have completed your piece, write a reflection deconstructing your intentions in the language and structure of the piece.
- 9 Using 'Advance Australia Fair' and Amanda Vanstone's anthem (see 'Amanda's Ode to Oz', p205) as models, write your own new Australian anthem that reflects your views about being Australian. Choose a tune to which it can be sung. If you need some further inspiration, go to <http://david.national-anthems.net> where you can listen to and read the lyrics of anthems from around the world.
- 10 Michael Leunig provides us with some amusing alternatives for the preamble to our constitution, 'On Preambles', p207. The preamble to the Constitution that was proposed in a referendum to the Australian people in 1999 read as follows:

'With hope in God, the Commonwealth of Australia is constituted as a democracy with a federal system of government to serve the common good.

We the Australian people commit ourselves to this Constitution:

proud that a unity has been forged by Australians from many ancestries;

never forgetting the sacrifices of all who defended our country and our liberty in time of war;

upholding freedom, tolerance, individual dignity and the rule of law;

honouring Aborigines and Torres Strait Islanders, the nation's first people, for their deep kinship with their lands and for their ancient and continuing cultures which enrich the life of our country;

recognising the nation-building contribution of generations of immigrants;

mindful of our responsibility to protect our unique natural environment;

supportive of achievement as well as equality of opportunity for all;

and valuing independence as dearly as the national spirit which binds us together in both adversity and success.'

To read about the nature and purposes of preambles, read the material at:

<http://www.civicsandcitizenship.edu.au/cce/default.asp?id=9590>.

For another response to the proposed preamble, have a look at the following site:

<http://www.austlii.edu.au/au/journals/AJHR/2000/13.html#Heading50>

Having read this material, compose your own preamble to the Australian constitution, focusing on what brings us together as a nation and that identifies us as a nation.

ACTIVITY FIVE

WORKING BEYOND THE COLLECTION

- 1 Many would argue that perspectives and experiences of gender impact on both traditional and contemporary narratives of Australian identity. What role has and does gender play in defining ideas of identity in Australia? Select one or more pieces of film, prose or poetry to support your argument.
- 2 **TRUE BLUE?** doesn't have a chapter called 'Heroes'. If it did, what pieces would you include?
- 3 Add a chapter to **TRUE BLUE?** entitled 'Youth Culture'. What pieces will you include?
- 4 As a class, create your own version of **TRUE BLUE?** What chapters will you decide on? What texts will you select for each chapter?
- 5 Dr Dennis Wood of Edith Cowan University recently gave a paper titled 'Imagining Australia; Imagineering "Australian-ness": The "Bush Myth", "Battlers" and "Big Brother"'. In this, he made connections between some longstanding national myths and the TV reality series 'Big Brother': <http://www.sre.urv.es/web/comunicacio/narratingthenation/abstracts/Wood.pdf>.
 - Read the introduction to his paper.
 - What are the national myths which he mentions? You may wish to use other websites to find out more about common Australian 'narratives': http://www.radioaustralia.net.au/australia/pdf/national_id.pdf (go to 'The Australian Type') and <http://www.abc.net.au/lateline/stories/s281903.htm>.
 - To what extent has each of these myths received attention in **TRUE BLUE?**
 - What role do myth and myth-making have in shaping identity?
 - To what extent have these and other myths about Australia become important then waned over time?
 - To what extent do you see television reality shows like 'Big Brother', a globally syndicated program, as 'imagineering an image of Australian-ness' (Wood). Could this comment be applied to other television programs you watch? Or do we live in an increasingly globalised media world where identity has no borders?
 - Over the next few days, keep a log of the ways in which notions of identity are explored within the television programs/media which you watch. Who is on screen? How are they portrayed? Who is missing? What themes or qualities are upheld or dismissed? Are any of these peculiarly Australian? What landscapes and environments receive prominence? What language idiosyncrasies are visible?
 - Write a short piece with reference to your research which reflects on the visibility of 'Australian-ness' in multimedia.
- 6 Discuss the following question with reference to your own knowledge and experiences. Will the advent of social networking through Web 2 technologies such as Facebook and MySpace mean that characteristics of national identity become much more diluted in the future?
- 7 You have been asked to create a new chapter for the book entitled 'Beyond True Blue?' which looks at the evolution of the Australian identity in the next 30 years.
 - Create a short piece of 300 words or less in which you describe how our national identity might change. You may like to read Tim Flannery's 'A Environmental View of Culture', p57, and Hugh Mackay's 'Wave Away Any Notion of Identity', p79, before you start.

ACTIVITY FIVE

- 8** The Learning Federation’s digital resources are made up of picture, video and sound files (see <http://www.thelearningfederation.edu.au>). Use their search engine to find material relevant to Australian identity. You might enter ‘Australian identity’ or ‘Advertisements’ or ‘Posters’. Think about where you might see Australians being represented.
- Select a range of TLF resources and create a data show presentation about an aspect of Australian identity.
- 9** Trawl through the material available in the Education section at Australian Screen: <http://australianscreen.com.au/education>.
- Compile a series of clips and compose an accompanying commentary that explores some aspect of Australian identity, past and present.
- 10** Construct a photographic essay about Australian identity using Tom Ramsey’s idea of ‘The Australia not shown in postcards’ – see <http://welcometoshanedale.com.au>.
- You may choose to use the work of artists or be inspired by them to create your own images. You might like to consider works by Ann Zahalka, James Mellon, Hou Leong and Tracey Moffatt.
- 11** Construct a timeline that stretches from the beginnings of Federation to the present day.
- At appropriate intervals, add a piece of text or an image to your timeline to represent concepts of Australian identity in that period.
 - When you have completed this task, write a reflective piece about the way/s in which Australian identity has changed over time.
 - Reflect on why Federation had been chosen as the ‘start’ date for the timeline. What versions of identity are privileged in making this choice?
- 12** Do you think there is a set of distinctively Australian values?
- If so, what are they and what do they say about Australian identity? Consider the words of the proposed preamble on p26 of this document in thinking about this.
- 13** Look at the way **TRUE BLUE?** has been constructed, with an introduction and short pieces written by Peter Goldsworthy to introduce each chapter.
- Read each chapter introduction and define the textual features of the piece. Eg ‘Symbols’ opens with a playful list; ‘Games’ is introduced through verse.
 - Having reached your own conclusions about Australian identity, use the genre styles which Goldsworthy has used to construct a series of views of Australian identity.
- 14** Having read Peter Goldsworthy’s introduction to the collection and having worked with various selections in the different chapters, write your own introductory essay to **TRUE BLUE?**
- 15** Read the following article: <http://cpd.org.au/article/does-australia-have-national-identity%3F>.
- As a culminating exercise, write your own essay in response to the question, ‘Does Australia have a national identity? How do various texts construct the nature of Australian identity?’

The following websites may be also useful to you:

<http://www.australiansall.com.au>

<http://www.abc.net.au/rn/arts/ling/stories/s68786.htm>

<http://www.onlineopinion.com.au/view.asp?article=4896>.

Acknowledgements

Publication: *True Blue? On Being Australian* – Teaching and learning activities
Prepared by Julie Mitchell, 2008.

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