



Parliamentary Mace

Grade Level/s:
6

Subject/s:
History

Type:
Lesson Plan

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Parliamentary Mace

This activity draws on student's prior knowledge about Australia and the research that they will undertake into the significance of the Parliamentary Mace as a symbol of democracy. Students undertake a design process where they are able to redesign and reinterpret the head of the Parliamentary Mace. Students go through a design and review process, redesigning a second version before creating their design in 3D using Makers Empire software.

Single Lesson Plan

Redesign the Parliamentary Mace

Task:

Task 1 - What is the Parliamentary Mace?
(45-60 min)

Activity:

Students undertake research to discover more about the Parliamentary Mace, its significance within the Parliamentary system and its current design.

Resources:

Access to the internet and to the website peo.gov.au/learning/fact-sheets/mace.html

Task 2 - Thinking Time
(30 min)

The design brief requires students to do a new design for the head of the Parliamentary Mace. The set inclusions for the new design is something from Australia's native wildlife; something that Australia is known for growing and something that Australia is known for around the world. One or more of these needs to be included in their new design. Students need to take time to consider what items that might include by drafting out a list.

Pencil and paper.

Task 3 - Initial Design
(45-90 min)

Using pencil and paper, students need to design their new Mace head, including notes with their design to explain what they have included as well as why. They also need to pay attention to how their design would be constructed, looking for things such as points of weakness or how to emphasise certain parts of the design.

Pencil and paper.

Task 4 - Feedback (15 min)	Seek peer feedback in writing about their design. They need to comment about what they like about the design and what they believe could be improved.	Critical friend.
Task 5 - Redesigning the Mace Head (45 min)	Based on the peer feedback, students create a second design for their Mace head that incorporates the suggestions that have been made. Again the design needs to have annotations on it to show what has been included and possible manufacture/printing design ideas.	Pencil, paper and written feedback from a critical friend.
Task 6 - 3D Design Process (135-180 min)	Using their modified design, students go about using the Makers Empire software to create their design as a 3D image that incorporates each of their design components. Choice of design tool could be left to the student to decide, however "Blocker" would probably be the better design tool for this task.	Access to a computer, the internet and Makers Empire design software.
Task 7 - Selection of Designs to be Printed (10 minutes)	The notion in this activity is that the final printing selection process is done by an independent third party. In this case, school staff have been suggested, however in a larger school setting, another class could be used as the selection panel. Each panel member is given a list of the design criteria and a sticky dot that they place on the design that they believe best meets the criteria. Student designs can be printed as images for this selection process to occur.	Images of student designs, an independent judging panel.

Downloadable files

 Learning_Design_six_steps_horizontal_worksheet_blank.docx
(/download/lesson_plan_attachments/files/000/000/139/original/Learning_Design_six_steps_horizontal_worksheet_blank.docx?1497829770)

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(/download/lesson_plan_attachments/files/000/000/140/original/Microsoft_Word_-_FEDERATION_2.pdf?1497829814)

Curriculum

South Australian TfEL:

- 2.1 develop democratic relationships
- 2.2 build a community of learners
- 2.4 challenge students to achieve high standards with
 - 3.2 foster deep understanding and skilful action
 - 3.3 explore the construction of knowledge
 - 3.4 promote dialogue as a means of learning
- 4.1 build on learners' understandings
 - 4.2 connect learning to students' lives and aspirations
 - 4.3 apply and assess learning in authentic contexts
 - 4.4 communicate learning in multiple modes

Domain 4: Personalise and connect learning

Australian Curriculum:

Identifying Key Elements Of Australia's System Of Law And Government And Their Origins (For Example The Magna Carta; Federalism; Constitutional Monarchy; The Westminster System And The Separation Of Powers Legislature, Executive, Judiciary; The Houses Of Parliament; How Laws Are Made) (ELBH182)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/9d44c22d-fb5f-4c59-a049-9e4600a31699>)

Using Historical Terms And Concepts Related To The Content Such As 'Democracy', 'Federation', 'Empire', 'Immigration', 'Heritage', 'Diversity', 'Enfranchisement', 'Suffrage' (ELBH197)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/d9593ebf-a7c8-4aba-9991-9e4600a31699>)

Use historical terms and concepts (ACHHS118)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/4fd0a193-9759-4285-a27d-9e4600a31699>)

Using Internet Search Engines, Museums, Library Catalogues And Indexes To Find Material Relevant To An Inquiry (ELBH200)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/bb3a20a9-520d-4408-90bf-9e4600a31699>)

Developing Charts, Graphs, Tables, Digital Presentations, Written And Oral Presentations To Explain The Past Using Ic Ts. (ELBH212)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/f60fec1c-4864-48ca-9eb4-9e4600a3169e>)

Explaining The Role Of The Monarchy And Its Representatives In Australia Including The Governor General, And The Parliaments And Courts In Australia's System Of Government (ELBH190)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/8d7a97bb-3ddf-4a66-9657-08e08b2e91b7>)

Recognising The Importance Of The Westminster System And The Magna Carta In Influencing Australia's Parliamentary Government (ELBH1104)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/46877bd3-9861-49b2-aff7-40b7488af2fb>)

Investigating Sites Virtually Or In Situ Associated With Key Democratic Institutions To Explore Their Roles, Such As Parliament House In Canberra (ELBH1163)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/1e000dc4-ce21-4a60-870d-18728635a8c1>)

The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments, and courts (ACHCK035)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b218dc76-6696-4bb7-ac09-ca095953092b>)

Generating A Range Of Design Ideas For Products, Services Or Environments Using Prior Knowledge, Skills And Research (ELBT408)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/ecc70bac-4ded-4719-8922-2fe8ac3055fd>)

Analysing And Modifying Design Ideas To Enhance And Improve The Sustainability Of The Product, Service, Environment Or System (ELBT365)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/059cdc15-9fbc-4dcd-ad2f-47592878e0ea>)

Representing And Communicating Design Ideas Using Modelling And Drawing Standards Including The Use Of Digital Technologies, For Example Scale; Symbols And Codes In Diagrams; Pictorial Maps And Aerial Views Using Web Mapping Service Applications (ELBT364)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/b45f775a-3a31-4e00-80e6-4876549184f2>)

Outlining The Planning And Production Steps Needed To Produce A Product, Service Or Environment Using Digital Technologies (ELBT143)
link (<http://rdf.australiancurriculum.edu.au/elements/2014/09/a5b5d5fd-d72c-4d06-a01a-b7977bcfffbf>)