

UNIT 4

Subject Area: Intercultural Understanding/Geography **Age:** 7-9+ **Year:** 3-6

Timing: 2-3 50 minute sessions

Unit Objectives: The distinction between Nation, State and Country helps to explain conflicts that affect people around the world. By connecting what students discover through the Ancestry Atlas students will understand how much culture plays a part in both empathy and tension in the world. This lesson can be adapted to meet learning objectives for various year levels.

Australian Curriculum Objectives:

Australia focus:

Year 3:

The representation of Australia as states and territories and as Countries/Places of Aboriginal and Torres Strait Islander Peoples; and major places in Australia, both natural and human (ACHASSK066)

Year 6:

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)

Year 4: Africa and South America

The main characteristics of the continents of Africa and South America and the location of their major countries in relation to Australia (ACHASSK087)

Year 5: Europe and North America

The influence of people on the environmental characteristics of places in Europe and North America and the location of their major countries in relation to Australia (ACHASSK111)

Year 6: World Diversity

The world's cultural diversity, including that of its indigenous peoples (ACHASSK140)

Cross Curriculum Links:

Literacy
Personal and Social Capability
Intercultural Understanding
Health Education
Ethical Understanding
ICT Capabilities

Rationale:

The ways that nations, states and countries interact with one another is a source of conflict around the world. For example the nations of Aboriginal people in Australia have been deeply affected by changing Australian Federal laws . Many of the problems affecting family and community breakdown are a result of the creation of laws that were incompatible with the culture of their nations.

Students will investigate one of the many factors that are affected by the tensions between nation, state and country. Student will practice posing questions in response to the video and infographic. Each year level can choose a slightly different cultural focus.

1. Following the Ancestry Atlas activity, discuss the diversity of your class/school. Has Australia always been a country with many diverse nations? Has Australia always had a history of immigration?
2. Watch Nation vs State vs Country video
3. Show students images of the geographical area of focus from this [Pinterest board of Cultural Maps](#), demonstrating the diverse aspects of many different nations such as language, ethnic and religious diversity etc.
4. Using the video and infographic, have students work in groups to decide what questions they would like to explore around the topic of Nation vs State vs Country. One method is to distribute large pieces of paper and have students write their questions on the paper and then rotate the pieces of paper between groups. They will discover what questions seem to be most commonly asked
5. Through any method you desire, whittle the questions down to your line of inquiry or allow students to work solo, in pairs or in groups to investigate the question they please. Here are some example questions:
 - How might laws within a state affect the culture of a nation?
 - What problems might arise from a nation being divided by country borders?
 - What nations are without a state?
 - Are there states without countries?

- Are there states that have different ideas of where country borders should be?
 - Have country borders always been the same?
 - Have countries always had borders?
6. Using this [interactive historical world map tool](#), have students focus on their geographic region and click through periods of history. Discuss what they have discovered about country borders over history. If you choose they can select one of the kingdoms, empires, city-states etc. from history and investigate where that nation is today.
 7. Project options:
 - A timeline of the historical changes of a region of the world with a focus on one or more aspects of diversity
 - A project highlighting a specific ethnic group from a geographic region and how one of the factors of nation, state or country have affected them
 - Mapping a specific cultural diaspora and their locations around the world. Their experiences in each culture can also be investigated, for example, the experience of Chinese immigrants in one or more different countries.
 - Connecting with other classes in the world and comparing Ancestry Atlas and devising questions about how nation, state or country affect the other classes.

Resources

- **Interactive Historical World Map**
This interactive online tool allows you to zoom in on a country and input a specific year to see the borders of the world change. You can keep skipping forward in time to see empires rise and fall and borders shift. <http://geacron.com/home-en/>
- **Pinterest board of Cultural Maps** showing ethnic, language, and religious diversity of countries around the world. <https://www.pinterest.com/willowneilson/cultural-maps/>
- **For 13+ students:** (WARNING: speaks of violence and murder) Tribal Punishment, Law and Payback
<https://www.creativespirits.info/aboriginalculture/law/tribal-punishment-customary-law-payback>