

# Mass media and identities: Societies and change

## Strand

Time, Continuity and Change

Place and Space

Systems, Resources and Power

## Core learning outcomes

<i>Time, Continuity and Change</i>	<b>TCC 6.2</b>	Students use their own research focus to analyse changes or continuities in the Asia-Pacific region.
	<b>TCC 6.3</b>	Students collaboratively identify the values underlying contributions by diverse individuals and groups in Australian or Asian environments.
	<b>TCC 6.4</b>	Students produce a corroborated argument concerning causes of a change or continuity in environments, media or gender roles.
<i>Place and Space</i>	<b>PS 6.5</b>	Students make clear links between their values of peace and sustainability and their preferred vision of a place.
<i>Systems, Resources and Power</i>	<b>SRP 6.5</b>	Students apply understandings of social justice and democratic process to suggest ways of improving access to economic and political power.

## Purpose and overview

Students analyse various changes or continuities in the Asia-Pacific region and compare findings to identify common values that have motivated individuals associated with these changes or continuities. Students consider the extent to which mass media has supported change. They consider whether the way the mass media has portrayed the Asia-Pacific region has changed over the last one hundred years or so and the possible causes of this change or continuity. Comparison of media depictions and those derived from their research focus assist students to clarify their own values and preferred visions. Students learn to apply what they have learnt to suggest ways of improving access to economic and political power.

<b>Phases</b> (Minimum time recommended: 12 hours)	<b>Activities</b>	<b>Core learning outcomes</b>	<b>Assessment opportunities</b>
<b>1. Changes or continuities in the Asia-Pacific</b>  (approximately 4 hours)	1. Sorting information 2. Creating research questions	TCC 6.2 TCC 6.3	Summarising using tables, observations of collaborations
<b>2. Common values</b>  (approximately 3 hours)	3. Sharing findings 4. Our preferred vision for the Asia-Pacific region 5. Where do visions come from?	TCC 6.3 PS 6.5	Oral reports Labelled drawings of photographs, or short written pieces
<b>3. Influencing the media</b>  (approximately 3 hours)	6. Corroborating an argument 7. Media images might change over time 8. Using what we have learnt to create better futures	TCC 6.4 SRP 6.5	Corroborated argumentative essays Brief summaries of oral reports

## Assessment

The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

### **Assessing learning outcomes at different levels**

Activities are designed primarily for students working towards demonstrations of Level 6 learning outcomes. Some assessment opportunities may be used to decide whether students are demonstrating the learning outcomes at levels before or after Level 6. To guide judgments about students' demonstrations of learning outcomes consider whether students are:

- working towards demonstration of the Level 6 learning outcomes
- demonstrating the Level 6 learning outcomes
- demonstrating the Level 6 learning outcomes and working towards Beyond Level 6 learning outcomes.

Learning outcomes in the syllabus at Level 5 and Beyond Level 6 could provide a guide for teacher judgments. Studies of Society and Environment learning outcomes are organised so that there is a progression of concepts and processes within a strand. For example, the progression from SRP 5.5 to SRP 6.5 and SRP D6.5 involves increasing sophistication and complexity particularly related to the concept of *access to power* and the process of *reflecting*, though neither of these is exclusive of other concepts and processes. The elaborations of core learning outcomes provide specific content examples of how the concepts and processes may be levelled from Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

## Using this module

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In this module commercial texts and videos are required as resources. Multiple opportunities to demonstrate each of the core learning outcomes occur within each phase rather than across phases and assessment opportunities are suggested rather than provided in detail. The suite of modules, intended for students working toward Level 6 core learning outcomes provides examples of multiple opportunities for students to demonstrate learning outcomes.

Activities emphasise the key process of reflection. The fifth outcome in every strand highlights this process. Students reflect on values and the role of media in shaping identities in the Asia-Pacific region.

## Background information

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### Terminology

In this module students have opportunities to become familiar with and use the following terminology:

altruism	media
argument	migrants
Asia-Pacific region	mutual perceptions
corroboration	peace
democratic process	social justice
ecological sustainability	sustainability

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module.

### Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- challenge media stereotypes
- value diversity of cultures, beliefs and languages
- recognise that individuals who make positive contributions to their societies often share common values.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers. It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

### Links

#### **Studies of Society and Environment**

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

This module has conceptual and process links to the following modules:

- Level 4: *The telly never lies: Media representations*
- Level 5: *Societies and change: Industrial revolution*

#### **Other key learning areas**

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

### **Evaluation of a unit of work**

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about student's demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

## Activities

### Phase 1 Changes or continuities in the Asia-Pacific

**Core learning outcomes emphasis: TCC 6.2 TCC 6.3**

In this phase students identify and begin to analyse changes or continuities in an Asia-Pacific country and or concerning an Asia-Pacific regional issue. Tables or spreadsheets are used to collect information. Students identify and begin to research individuals associated with these changes/continuities.

**Teaching consideration**

Some prior research into available resources and a case study of your choice is necessary before beginning this module. Possible case studies are listed in Activity 1. Many of these are described in Studies of Society and Environment (SOSE) textbooks designed for Queensland and in commercially available videos. Many more are described on Internet sites.

**Focus questions:**

- Who are some individuals who have improved life for people in the Asia-Pacific region?
- What are some questions that are worth investigating concerning changes or continuities in Asia-Pacific countries or issues?

#### Activity 1 Sorting information

**Support materials and references**

Select an Asia-Pacific country or an Asia-Pacific regional issue and a collection of resources about this country or issue. Distribute the resources among students and ask them to describe types of information contained in the resources. Create a summary of these descriptions. Explain how a table can help to organise and sequence notes. For example, develop a table as follows:

<b>Place/s</b>	China or Australia-East Timor relations
<b>References</b>	bibliographical details of a textbook
<b>Issue or topic</b>	immigration, independence, urbanisation
<b>Change</b>	the percentage of people living in cities now as compared to a year in the past
<b>Continuity</b>	the percentage of Buddhists now compared to a year in the past
<b>Individual contributor/ groups</b>	Xanana Gusmao in East Timor
<b>Emerging questions</b>	What action did Australia take when the President of/the army of Indonesia threatened to invade East Timor in 1975?

Encourage students to suggest additional emerging questions. Add these to the table. Discuss how investigation of questions could provide opportunities to demonstrate core learning outcomes TCC 6.2 and TCC 6.3.

Invite students to select an Asia-Pacific country or an Asia-Pacific regional issue that they would like to investigate in small groups or pairs. Possible countries or issues include:

- East Timor
- Papua New Guinea
- China
- Vietnam
- Pacific island countries — for example, Fiji, Tonga, Solomon Islands
- Migration to Australia from Asia
- Trade and economic links between Asia-Pacific countries
- Regional religions
- Mutual perceptions – perceptions of specific Asian cultures and Australian cultures.

Some issues may be investigated by surveys in the local community.

### Activity 2 Creating our own research questions

Assist students to collect a range of resources that will assist with their research. Ask students to analyse these resources using a table as demonstrated in Activity 1. Encourage students to follow up a term in one text by considering that it might be described by a similar but different term in another text. Assist students to frame their questions.

As students begin their research, assist them to modify questions to provide a research focus on how individuals or groups contributed to particular changes or continuities in the Asia-Pacific region. Ask students to assist each other to create a main research question.

To assist students to research issues, discuss individuals/groups who have made positive contributions. Consider whether the individuals and the groups to which they belonged, really did contribute. Introduce the term 'altruism'. Discuss the possible reasons individuals may have made altruistic contributions and identify the values that appear to underlie their actions. Refer to definitions of key values in the syllabus.

Ensure students understand how their research provides opportunities to demonstrate TCC 6.2 and TCC 6.3. Demonstrations could take many forms including student submission of an analysis table illustrated by reference to an individual and the group to which this individual belonged. If appropriate, this could be supported by your observation notes concerning how each student has collaborated.

## Phase 2 Common values

*Core learning outcomes emphasis: TCC 6.3, PS 6.5*

Students build on their understandings by sharing what they have found and use this information to consider their preferred future vision of an Asia-Pacific country. Students consider questions about the origin of future visions and the role or the media in shaping such visions.

**Focus questions:**

- What have we learnt about the Asia-Pacific region?
- What are our preferred future visions for the region?
- How are visions shaped?

### Activity 3 Sharing findings

Ask students to form small groups representing students who have studied different places or issues to share findings. Follow this group sharing with a discussion about the diversity that has constituted human history in the Asia-Pacific region. Ask students to consider whether the individuals they have studied may have been motivated by similar values. Discuss definitions of values, including social justice, democratic process, ecological and economic sustainability and peace.

Ask a spokesperson from each group to present the group's conclusions. As students report make a summary that emphasises the values of peace and sustainability. Analyse this summary.

### Activity 4 Our preferred vision for the Asia-Pacific region

Review how some individuals in the Asia-Pacific region seem to have based their contributions to society on values such as peace and sustainability. Ask each student to write their own personal ideas of peace and sustainability.

Refer to 'A futures perspectives: position paper' available on the Queensland School Curriculum Council website for information about assisting students to envisage and create possible, probable and preferred individual and shared futures. Draw on the values researched and discussed to create a shared preferred vision for an Asia-Pacific country.

Assist students to develop presentations of their findings that refer to a specific place or places in the Asia-Pacific region, define peace and sustainability as values in the context of this place and make links between values and vision.

### Activity 5 Where do visions come from?

Encourage students to consider what factors other than values might have influenced the vision they created. Emphasise that they will need to reflect introspectively and discuss why it is important to understand what may influence our visions.

#### Support materials and references

Ask students to individually record the first images that come to mind when they think of countries in the Asia-Pacific region. If they have no thoughts students record 'nil'. Students then record the possible origin of each of these images. In small groups compare results and list the origin of their images (In the case of the 'nil' group, they consider why this may be the case.) Discuss this list. Is there a common force influencing the ideas of many students? Is it the media? Has the media they have experienced included reference to the Asia-Pacific region? Ask students who have more immediate experiences of these places to compare their images with those who may have accessed them only from the media such as television, magazines and texts. Show a short segment of a video that presents non-stereotypical images and discuss why that may not be common images (see 'Support materials and references').

Briefly discuss the likelihood that media images have changed over time and some possible reasons why this may be the case. Introduce the idea that answers need to relate to a variety of evidence and corroborated argument.

## Phase 3 Influencing the media

**Core learning outcomes emphasis: TCC 6.4, SRP 6.5**

Students investigate how and to what extent media may have influenced perspectives of Asia-Pacific people and places and therefore, identities.

**Focus questions:**

- How can we prove anything in Studies of Society and Environment?
- What does corroboration mean?
- Why and in what way might media images of Asia-Pacific region have changed over time?

### Activity 6 Corroborating an argument

Present students with varied historical evidence related to a change or a continuity in the way the media has presented images of an Asia-Pacific place. Old textbooks are a useful media source, so are books of paintings and other images. Oral history can also provide insights. Students could interview people of different ages concerning what they recall of media images of specific places. Corroborate the evidence to argue that it has been mainly a change or a continuity. Clarify that this 'proof' will always be tentative because new evidence may be discovered or new ways of looking at old evidence may emerge. Explain that nonetheless some arguments are of a higher standard than others and this is mainly because of the way the argument is based on corroborated evidence.

Provide a current written argument about people or places in the Asia-Pacific region and assist students to assess it for how well it corroborates evidence.

### Activity 7 Media images might change over time

Discuss possible reasons why some media images may change over time and record hypotheses that arise. Examples of such hypotheses are described in the left-hand column in the following table. On the right-hand side are examples of evidence that could be sought to test the hypotheses and then later used in a corroborated argument about the causes of change in media imagery.

**Hypotheses concerning why media images of people and places in the Asia-Pacific region may change over time.**

Reasons	Evidence
<p>1. historical events such as:</p> <ul style="list-style-type: none"> <li>– Late 1900s racially motivated coup in Fiji that may have changed the image of a peaceful idyllic holiday destination</li> <li>– anti-Australian demonstrations in Indonesia during the late 1990s</li> <li>– uprisings on the Solomon Islands during the 1990s</li> <li>– more trade occurring between Australia and China</li> <li>– Independence in East Timor</li> </ul>	<ul style="list-style-type: none"> <li>– text descriptions of events</li> <li>– newspaper headlines and photos before and after the coup or uprising</li> <li>– trade statistics</li> </ul>
<p>2. more Australians studied this place such as:</p> <ul style="list-style-type: none"> <li>– greater emphasis of Asia-Pacific region in Studies of Society and Environment learning outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>– titles and contents of subjects and textbooks in the 1960s as compared to Studies of Society and Environment and current textbooks outcomes. For example <i>Australia and the Near North</i>, Connole, P. (1961) Jacaranda Press, Brisbane. This text claimed that Indonesian villages were like European medieval villages, (Connole, 1961, p246)</li> </ul>
<p>3. more Australians visited this place</p>	<ul style="list-style-type: none"> <li>– tourist statistics from the Australian Bureau of Statistics</li> </ul>
<p>4. Changes in the economy of Asia-Pacific nation e.g. from being a supplier of raw materials to a tourist destination</p>	<ul style="list-style-type: none"> <li>– economic data, tourist postcards from different time periods</li> </ul>
<p>5. Media personnel becoming less Euro centric in their reporting</p>	<ul style="list-style-type: none"> <li>– Newspapers ‘old and new’</li> <li>– Newsreel VS TV news</li> </ul>

Using this information and the model of a corroborated argument, assist students to use a range of arguments about causes of a change or continuity in media. Provide opportunities for visual and/or written samples.

Students share their own evidence as an opportunity to demonstrate TCC 6.4.

### Activity 8 Using what we have learnt to make better futures

By creating an argument concerning why the media has changed how it depicts people and places in the Asia-Pacific region and by analysing the values of people who have made a contribution to Asia-Pacific countries students have been encouraged to think deeply about values, people and power. Provide students with a newspaper cutting or a video clip of a news item and ask them to analyse it for what it suggests about access to economic or political power. Structure some questions that are sequenced from comprehension to interpretation about the degree of access to power.

Revisit definitions of social justice and democratic process. Ask students to use these definitions to suggest ways of improving access to economic and political power for the event. Ask students to share their decisions. Small groups could report, providing opportunities to demonstrate SRP 6.5. Individuals could complete written explanations. Emphasise that the ways that are suggested should be realistic.

## Support materials and references

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Alexander, A. 2001, *SOSE for Queensland Book 2*, Heinemann, Melbourne.

Asia Education Foundation 2001, *Studies of Asia: A statement for Australian Schools*, Curriculum Corporation, Melbourne.

Cunningham, S. & Turner, G. 1997, *The media in Australia*, Allen & Unwin, Sydney.

Gilligan, B. 2001, *Voices and Values*, Curriculum Corporation, Melbourne.

McCauley, D. Brown, P. and Mills, M. (2001) *SOSE for Queensland 2*, Jacaranda, Brisbane.

Nicholls, G. et al 1994, *Images of Australian History*, Nelson, Melbourne.

Shafer, M. 1996, *Visions of Australia*, Oxford, Melbourne.

Stewart, C. 1997, *Media: New ways and meanings*, 2<sup>nd</sup> ed Jacaranda, Brisbane.

Turner, G.ed 1993, *Nation Culture text: Australian Cultural and Media Studies*, Routledge, London.

Ward, I 1995, *Politics of the media*, Macmillan, Melbourne.

### CD ROMS

Curriculum Corporation 2001, *Asia at a Glance*, Melbourne. This incorporates stories, photographs and statistics on a range of Asian countries.

### Audiovisual

Film Australia has numerous titles available that are appropriate for this module. For example:

- *Flowers and the Wide Sea*  
The story of one of Australia's oldest immigrant communities - the Chinese, at a time when the world is more than ever aware of China and its economic and cultural influence.
- *The Reef*  
The Reef traces a history of the Great Barrier Reef from early exploration by European travellers through to its exploitation by modern day visitors.
- *Line Home*  
When the military coup ends democracy in the Pacific island state of Fiji in May 1987, the lives of a young Fijian couple in Australia are shattered.
- *Winds of Change*  
Stories of change and struggle from Indonesia, Vietnam and Hong Kong.
- *Starting From Zero*  
Starting from Zero tells the story of three East Timorese returning to their shattered homeland after 24 years in exile. *As screened on SBS (Aus)*

### Websites

(All websites listed were accessed in April 2002.)

Australian Bureau of Statistics [www.abs.gov.au/](http://www.abs.gov.au/)

**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

***Years 1 to 10 Studies of Society and Environment Syllabus***

***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***

***Studies of Society and Environment Initial In-service Materials***

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