Society and the Environment

When it was first announced that the Belltower was to be built it produced a great deal of controversy and generated a lot of discussion in newspapers and on the TV and radio in WA. We are all influenced by images and words from our media environment. How we interpret and respond to these messages reflects our attitudes and values.

Have a look at some of the newspaper articles from that time provided and consider the arguments in light of having seen the building and Barracks Square and some of the statistics of the Belltower since opening (If you want to find out more, you can source every article written about the Belltower at the Battye Library). Are the articles accurate? Have any of the predictions come true? Do think there is any bias in the writing?

Produce a PMI (Plus, Minus, Interesting) graphic organiser to analyse the pros and cons of the development. Based on the information and your experience of the building what do _you_ think? How does this compare with others in your class?

P (Plus)	
M (Minus)	
I (Interesting)	

This tool helps you to look at all sides of a topic and recognise the strengths and weaknesses rather then focusing on your immediate emotional reaction, and can assist you to evaluate and reflect on your own work and the work of others.

Link to the Curriculum Framework
Learning Area: Society and Environment
Strand: Processing and Interpreting Information
ICP 4.3 The student identifies, selects and combines information from a variety of sources and perspectives, connecting similar ideas and making generalizations.

Strand: Time, Continuity and Change
Substrand: Interpretations and Perspectives
TCC 3.3 The student understands that people develop perspectives on people, events and ideas at a particular time can be gained from historical accounts.