

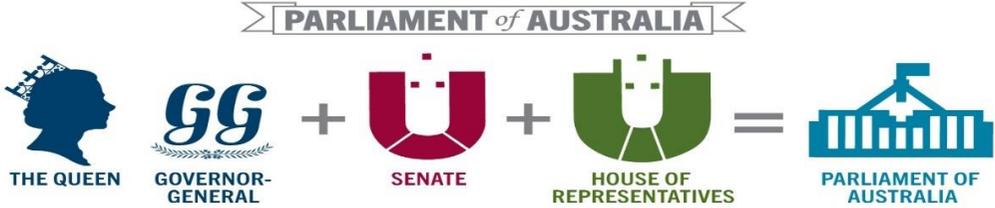
Our Lady of the Rosary Catholic School, The Entrance
→ Stage 3 History

Unit Title: Australia As A Nation	Stage: Three	Year: Six	Term: One, 2017
<p>Unit Description: This topic moves from colonial Australia to the development of Australia as a nation, particularly after 1901. Students explore the factors that led to Federation and experiences of democracy and citizenship over time. Students understand the significance of Australia's British heritage, the Westminster system and other models that influenced the development of Australia's system of government. Students learn about the way of life of people who migrated to Australia and their contributions to Australia's economic and social development.</p>	<p>Key Inquiry Questions:</p> <ol style="list-style-type: none"> 1. Why and how did Australia become a nation? 2. How did Australian society change throughout the twentieth century? 3. Who were the people who came to Australia? Why did they come? 4. What contribution have significant individuals and groups made to the development of Australian society? 		
Outcomes	Historical Skills	Historical Concepts	
<p>HT3-3: identifies change and continuity and describes the causes and effects of change on Australian society</p> <p>HT3-4: describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples</p> <p>HT3-5: applies a variety of skills of historical inquiry and communication</p>	<p>The following historical skills are integrated into the lesson sequences:</p> <p>Comprehension: chronology, terms and concepts</p> <ul style="list-style-type: none"> • respond, read and write, to show understanding of historical matters • sequence historic people and events • use historical terms and concepts <p>Analysis and use of sources</p> <ul style="list-style-type: none"> • locate relevant information from sources provided • compare information from a range of sources <p>Perspectives and interpretations</p> <ul style="list-style-type: none"> • identify different points of view in the past and present <p>Empathetic understanding</p> <ul style="list-style-type: none"> • explain why the behaviour and attitudes of people from the past may differ from today <p>Research</p> <ul style="list-style-type: none"> • identify and pose questions to inform an historical inquiry • identify and locate a range of relevant sources to support an historical inquiry <p>Explanation and communication</p> <ul style="list-style-type: none"> • develop historical texts, particularly narratives and descriptions, which incorporate source material • use a range of communication forms (oral, graphic, written) and digital technologies 	<p>The following historical concepts are integrated into the lesson sequences:</p> <p>Continuity and change: some things change over time and others remain the same</p> <p>Cause and effect: events, decisions or developments in the past that produce later actions, results or effects</p> <p>Perspectives: people from the past will have different views and experiences</p> <p>Empathetic understanding: an understanding of another's point of view, way of life and decisions made in a different time</p> <p>Significance: the importance of an event, development or individual/group</p> <p>Contestability: historical events or issues may be interpreted differently by historians</p>	

Content	Teaching, Learning & Assessment	Evaluation	Resources						
<p>Key figures & events that led to Australia's Federation, including British & American influences on Australia's system of law & government</p> <p>Students will:</p> <p>→Identify the influences of Britain & the USA on Australian democracy</p> <p>→Sequence key figures and events and explain their significance in the development of Australian democracy, e.g. Sir Henry Parkes, Edmund Barton</p> <p>→Outline local, state and federal government structures and responsibilities</p>	<p>Key Inquiry Question:</p> <p>1. Why and how did Australia become a nation?</p> <p><input type="checkbox"/> Think – Puzzle – Explore thinking routine to gauge background knowledge and questions about Australia's system of law and government.</p> <ul style="list-style-type: none"> ○ <u>What do you think you know?</u> Ask this question and give students <u>think</u> time before or whilst recording. ○ <u>What questions or puzzles do you have?</u> Record responses. Push thinking further by inviting students to wonder about the topic with additional questions. ○ <u>How can we explore these puzzles?</u> Identify a puzzle/ question from the list, or highlight a couple. Ask how might we explore these puzzles further? <p>Federation:</p> <p><input type="checkbox"/> Introduce the concept of federation by examining the following short clips:</p> <ul style="list-style-type: none"> ○ PEO: Federation Snapshot (2:40) http://www.peo.gov.au/multimedia/videos/snapshots-federation/snapshots-federation-popup.html ○ BTN: Federation (4:54) http://www.abc.net.au/btn/story/s3962777.htm <p><input type="checkbox"/> Discuss and record responses to the following questions based on the clips:</p> <ul style="list-style-type: none"> ○ Why did Australia want to unite as one people? ○ Before, federation how many states did Australia have? ○ Who was Henry Parkes? ○ Why were initial attempts to become a Federation rejected? ○ What role did Alfred Deakin play in Australia becoming a Federation? ○ Why did the Queen have to sign off on Australia's constitution? ○ What was the purpose of the constitution? ○ In what year, did Australia become a nation? ○ Who was Australia's first prime minister? ○ How did Federation impact on Indigenous people and migrants? <p><input type="checkbox"/> Examine a federation leaflet (see appendix 1) and answer:</p> <ol style="list-style-type: none"> 1. Does the author support or oppose Federation? How do you know? 2. What point of view does the author express about the impact of Federation on NSW? What reasons does he give? <p><input type="checkbox"/> Optional: Examine images from the time of Federation and now → similarities & differences</p> <p>Significant Figures in the development of Australian democracy:</p> <p><input type="checkbox"/> Students undertake an investigation on one of the following three key people in Federation history and report their findings to the class. (ASSESSMENT TASK)</p> <table border="1" data-bbox="371 1166 1435 1513"> <thead> <tr> <th data-bbox="371 1166 725 1217">Sir Henry Parkes 1815-1895</th> <th data-bbox="730 1166 1077 1217">Alfred Deakin 1856 - 1919</th> <th data-bbox="1081 1166 1435 1217">Sir Edmund Barton 1849 - 1920</th> </tr> </thead> <tbody> <tr> <td data-bbox="371 1220 725 1513"> <ul style="list-style-type: none"> ▪ Why was Henry Parkes known as the 'Father of Federation'? ▪ What was his famous speech 'The Tenterfield Address' about? ▪ What is significant about the date of Parkes' death? ▪ Why do you think Parkes is referred to as one of the most significant politicians' in Australian history? ▪ Briefly describe the role he played in the move towards Federation. </td> <td data-bbox="730 1220 1077 1513"> <ul style="list-style-type: none"> ▪ Who was Alfred Deakin? Give a brief summary ▪ Where was, he born? ▪ What were Alfred Deakin's views about Federation? 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<p>Experiences of Australian democracy and citizenship, including the status & rights of Aboriginal people, migrants, women & children</p> <p>Students will:</p> <p>→Examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children</p> <p>→Explain how Australian society has changed throughout the twentieth century for these groups</p> <p>→Investigate the significance of ONE of the following in the struggle for the rights & freedoms of Indigenous peoples: Stolen Generation, right to vote federally in 1962, 1967 referendum, Mabo decision</p>	<p>Key inquiry Question: 2. How did Australian society change throughout the twentieth century?</p> <ul style="list-style-type: none"> <input type="checkbox"/> Brainstorm discussion about 'What are rights?' and create a class definition (e.g. <i>A moral or legal entitlement to have or do something</i>) <input type="checkbox"/> Ask: What are the responsibilities that come with rights? Use the Australian Human Rights Commission Interactive (Lesson 1) to explore this question https://goo.gl/tLXOWZ <input type="checkbox"/> Pose the questions: What are human rights? Who do you think has human rights? Why do you think human rights might be important? <input type="checkbox"/> Conduct a Chalk Talk thinking routine. Looking at the question: <ul style="list-style-type: none"> ▪ <i>What ideas come to mind when you consider this question?</i> ▪ <i>What connections can you make to others' responses?</i> ▪ <i>What questions arise as you think about the ideas and consider the responses and comments of others?</i> ▪ Share the thinking → <i>What themes emerged? What were common issues and reactions seen? What surprised you?</i> <input type="checkbox"/> Watch Magna Carta – the story of our freedom https://www.humanrights.gov.au/magnacarta/video/ <input type="checkbox"/> Discuss three important qualities of human rights and view the illustrated universal declaration of human rights http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf <ul style="list-style-type: none"> ▪ Inherent ▪ Inalienable ▪ Universal <input type="checkbox"/> One of our rights as an Australian, is the right to vote when we turn 18, but it hasn't always been this way for everyone. <ul style="list-style-type: none"> ▪ Watch BTN episode: History of Voting (4:36) http://www.abc.net.au/btn/story/s4464749.htm ▪ Match the significant history of voting events to their key date. Use the BTN clip to assist. Students could also use the Think – Pair – Share thinking routine to collaboratively piece together the timeline. (see appendix) <input type="checkbox"/> Struggles for Rights and Freedoms (Assessment) <ul style="list-style-type: none"> ▪ Investigate the significance of at least ONE of the following in the struggle for rights and freedoms: <ul style="list-style-type: none"> ▪ The Stolen Generation →BTN episode: Stolen Generations http://www.abc.net.au/btn/story/s2219619.htm →BTN episode: Government Apology http://www.abc.net.au/btn/story/s2219615.htm ▪ The 1967 Referendum →BTN episode: Freedom Ride http://www.abc.net.au/btn/story/s4183260.htm ▪ The Mabo decision →BTN episode: Mabo Day http://www.abc.net.au/btn/story/s3765672.htm ▪ Women – Campaigning for Suffrage →BTN episode: Gender Equality http://www.abc.net.au/btn/story/s3784907.htm ▪ Migrants →BTN episode: Refugees and Migrants http://www.abc.net.au/btn/story/s4526308.htm →BTN episode: Chinese Migration http://www.abc.net.au/btn/story/s4178063.htm →BTN episode: New Migrants http://www.abc.net.au/btn/story/s3343578.htm <input type="checkbox"/> Discuss how Australian society has changed throughout the twentieth century. 		<p>Human Rights Commission interactive</p> <p>Chalk Talk Routine card</p> <p>Magna Carta clip</p> <p>Universal declaration of human rights illustrated booklet</p> <p>BTN History of Voting clip</p> <p>Timeline of voting worksheet</p>

Assessment

Assessment for Learning:

“Assessment for learning involves teachers using evidence about students' knowledge, understanding and skills to inform their teaching. Sometimes referred to as 'formative assessment', it usually occurs throughout the teaching and learning process to clarify student learning and understanding.”

Assessment as Learning:

“Assessment as learning occurs when students are their own assessors. Students monitor their own learning, ask questions and use a range of strategies to decide what they know and can do, and how to use assessment for new learning”

Assessment of Learning:

“Assessment of learning assists teachers in using evidence of student learning to assess achievement against outcomes and standards. Sometimes referred to as 'summative assessment', it usually occurs at defined key points during a unit of work or at the end of a unit, term or semester, and may be used to rank or grade students. The effectiveness of *assessment of learning* for grading or ranking depends on the validity and reliability of activities. Its effectiveness as an opportunity for learning depends on the nature and quality of the feedback.”

Key Inquiry Question: 1

1. Federation & Significant People:

Students undertake an investigation on one of the following three key people in Federation history and report their findings to the class.

- Sir Henry Parkes
- Alfred Deakin
- Sir Edmund Barton

2. Who represents me and how?

- Show students which levels of government they are represented by.
- Task: Research levels of government which represent the people in your area.
 - What are the roles & responsibilities of each level of government?
 - What are the buildings/ locations that are connected to each of the levels?
 - Which people/ jobs are connected with each level of government?
- Create a way to present your research. Information must be clear, include the use of visual aids and make note of the sources used.

Key Inquiry Question: 2

3. Struggles for Rights and Freedoms

Investigate the significance of at least ONE of the following in the struggle for rights and freedoms:

- The Stolen Generation
- The 1967 Referendum
- The Mabo decision
- Women – Campaigning for Suffrage
- Migrants

Links to other Key Learning Areas

***I Am Australian* Lyrics (English)**

- Watch clip by the Seekers <https://youtu.be/rjkriYitgeA>
- Examine the meaning contained in each verse, engaging in rich discussions and reflection (Connect – Extend – Challenge or 4C's thinking routines would be appropriate here)
- Read the 2 new verses written by Bruce Woodley after the 2009 Black Saturday bushfires
- Compose a new verse that highlights significant events in the student's life (**NB:** students may wish to write about an event they have learnt about or about their personal life)
- Create artworks to visually represent the message of each verse & the chorus

Australian Governance book (English)

- Shared text (Library book)
- Exploring the role of the three levels of government in governing Australia/ NSW or the Central Coast

Citizens & their Government book (English)

- Shared text (Library book)

Modelled Text (English)

- Barrumbi Kids – Leonie Norrington

Visual Literacy (English)

- Use significant images from Federation to the Governments' Apology to Indigenous Australians
- Thinking routines such as See – Think – Wonder and/or Zoom In would be perfect for examining, discussing and delving deeper into the images.
- <http://www.sl.nsw.gov.au/learning/history-actions-aboriginal-rights/aboriginal-rights>
- http://res-3.cloudinary.com/moad/image/upload/c_fit,q_60,w_1024/v1/moad-web/heracles-production/690/a96/5f5/690a965f5f75eccc1388758c4b1918c2eae5f750cc1ef4ccf8264c03e04b4/1967-referendum-48d32a99b.jpg

USEFUL SOURCES:

Key Inquiry Question: 1	Key Inquiry Question: 2
<ul style="list-style-type: none"><input type="checkbox"/> PEO Federation Snapshot (Clip) http://www.peo.gov.au/multimedia/videos/snapshots-federation/snapshots-federation-popup.html<input type="checkbox"/> BTN: Federation (clip) http://www.abc.net.au/btn/story/s3962777.htm<input type="checkbox"/> PEO 1891 Federation Convention (Image and explanation) http://www.peo.gov.au/learning/closer-look/federation-cl/federation-conventions.html<input type="checkbox"/> State Library of NSW (Learning Tasks) http://www.sl.nsw.gov.au/learning/history-move-federation/source-analysis<input type="checkbox"/> State Library of NSW (1st Commonwealth Ministry Image, 1901) http://www.acmssearch.sl.nsw.gov.au/search/itemDetailPaged.cgi?itemID=403106<input type="checkbox"/> PEO Civics & Citizenship (Unit of Work) http://www.peo.gov.au/uploads/peo/docs/units-of-work/PEO_Units-of-Work_Year-6-all-files.pdf<input type="checkbox"/> PEO Parliament & Congress (Comparison of the two) http://www.peo.gov.au/uploads/peo/docs/closer-look/CloserLook_Parliament-and-Congress.pdf<input type="checkbox"/> PEO Constitution Snapshot (Clip) http://www.peo.gov.au/multimedia/videos/the-constitution/snapshots-the-constitution-popup.html<input type="checkbox"/> PEO Federation (Fact Sheet) http://www.peo.gov.au/uploads/peo/docs/fact-sheets/federation.pdf<input type="checkbox"/> National Museum of Australia (Prime Ministers of Australia) http://www.nma.gov.au/primeministers/edmund_barton<input type="checkbox"/> Civics & Citizenship Education (Centenary of Federation Images) http://www.civicsandcitizenship.edu.au/cce/default.asp?id=9254<input type="checkbox"/> BTN: What is Democracy? (clip) http://www.abc.net.au/btn/story/s4460249.htm<input type="checkbox"/> PEO Separation of Powers (fact sheet) http://www.peo.gov.au/uploads/peo/docs/fact-sheets/separation_powers.pdf<input type="checkbox"/> PEO What is Parliament (clip) http://www.peo.gov.au/multimedia/videos/about-parliament-what-is-parliament/about-parliament-what-is-parliament-popup.html<input type="checkbox"/> Parliament House Virtual Tour http://virtualltour.aph.gov.au/#?	<ul style="list-style-type: none"><input type="checkbox"/> Australian Human Rights Commission – An Introduction to Human rights and responsibilities (Interactive activities & lesson plans) https://goo.gl/tLXOWZ<input type="checkbox"/> Universal Declaration of Human Rights – illustrated booklet http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf<input type="checkbox"/> Magna Carta – the story of our freedom (clip) https://www.humanrights.gov.au/magnacarta/video/<input type="checkbox"/> Universal declaration of human rights (illustrated booklet) http://www.un.org/en/udhrbook/pdf/udhr_booklet_en_web.pdf<input type="checkbox"/> BTN episode: History of voting http://www.abc.net.au/btn/story/s4464749.htm<input type="checkbox"/> BTN: Stolen Generations http://www.abc.net.au/btn/story/s2219619.htm<input type="checkbox"/> BTN: Government Apology http://www.abc.net.au/btn/story/s2219615.htm<input type="checkbox"/> State Library of NSW (Learning Tasks) http://www.sl.nsw.gov.au/learning/history-actions-aboriginal-rights/aboriginal-rights http://www.sl.nsw.gov.au/learning/history-actions-aboriginal-rights/history-aboriginal-perspective<input type="checkbox"/> Australia as a Nation Weebly (series of resources) http://getsmarts.weebly.com/australia-as-a-nation-govt.html<input type="checkbox"/>

A1. Federation Leaflet

31

REMEMBER!

Voting "Yes" to the Bill means a final verdict—"No," a temporary remand. It is not a question of "Federation now or never." It is "The Convention Bill now (and for ever), or a better Bill later on"—with Queensland included.

W.A. Voter.
Tasmanian Voter.
S.A. Voter.
Vic. Voter.
N.S.W. Voter.

(From "Federation," by Messrs. Hagles and Dick, M.P.)

The Constitution Bill rings the death-knell of majority rule.

Forty-one per cent. of the people of the federating States reside in New South Wales. In the course of a few years she will probably contain more than half the population, and contribute at least half the taxation.

But the above Diagram, which indicates (by height of figures) the relative voting strength in the Federal Senate, shows that she occupies the weakest position.

One Tasmanian has eight times the voting power of one New South Wales man.

With nearly half the population and half the taxation N.S.W. will have but one-fifth of the voting strength in the Senate.

WE WANT A FAIR FEDERATION.

Co-operative Printing Works, 227 Castlereagh-st., Sydney.

It is a politician's Bill, framed to make more Political Billets, for which you will have to pay.

A2. Timeline of Voting

Use your knowledge of the history of voting in Australia to match significant voting events against each point in time. Cut around each box and paste them in a timeline format.

1856

Voting Age

The minimum voting age was lowered from 21 years to 18.

Indigenous Australians right to vote

All indigenous Australians are given the right to vote.

1895

Compulsory Voting

Compulsory voting was introduced and this resulted in a dramatic increase in voter turnout at the following election.

First Federal Election

The nation of Australia was born, with a federal parliament to govern it.

1924

1901

Women's Suffrage

The first women in Australia are given the right to vote. South Australian Parliament agreed and the remaining colonies gradually came to the same view.

1962

Secret Ballot

The secret ballot is first introduced in Australia.

1973