

Our rights:

Origins of Australian democracy

Strand

Time, Continuity and Change
Systems, Resources and Power

Core learning outcomes

*Time,
Continuity
and Change*

TCC 4.3 Students share empathetic responses to contributions that diverse individuals and groups have made to Australian or global history.

TCC 4.4 Students critique information sources to show the positive and negative effects of a change or continuity on different groups.

*Systems,
Resources
and Power*

SRP 4.4 Students present comparisons of government and citizenship in pre- and post-Federation Australia.

SRP 4.5 Students classify values that underpin campaigns and organisations associated with human or environmental rights.

Purpose and overview

Activities are based on the *Discovering Democracy* materials. Students investigate the development of democracy and aspects of citizenship in Australia since 1788 and explore two Indigenous citizenship campaigns. Students critique how the media presents information. They also investigate media and campaign strategies.

Activities in Phase 3 are organised in learning centres to encourage independent and group learning. Students investigate a range of human rights campaigns in Australia's past, such as the eight-hour day, equal pay for women, the right to a fair trial, the Federation movement and issues relating to South Sea Islanders after Federation.

Students synthesise their new knowledge on an information timeline that illustrates the history of Australia's evolving democracy. This timeline highlights how citizenship has changed in Australia over time and events that caused change.

Students evaluate issues related to citizenship from the perspectives of various people and analyse a contemporary issue about gaining citizenship and its representation in the media. They then create possible futures timelines based on a contemporary issue.



Phases	Activities	Core learning outcomes	Assessment opportunities
1. Setting the scene	1. Timeline of Australian rule 2. Word games 3. The meaning of citizenship	TCC 4.3 SRP 4.4 SRP 4.5	Students are working towards TCC 4.3, SRP 4.4, SRP 4.5
2. Finding out	4. What was the Aboriginal Freedom Ride? 5. How does the media report social events? 6. What changed after the Freedom Ride? 7. The Wave Hill Walkout	TCC 4.3 TCC 4.4 SRP 4.4 SRP 4.5	Discussion responses: Observe students' discussion responses. Newspaper article analysis: Students critique a media report about a social event and share it with their peers (TCC 4.4). Learning journal: Students begin to write notes in their journal.
3. Finding out more	8. Exploring a range of Australian citizenship campaigns	TCC 4.3 TCC 4.4 SRP 4.4 SRP 4.5	Student workbooks: Observe student discussions and workbook records. Learning journal: Students may add to or modify their journal notes.
4. Making connections	9. People power strategies 10. Australians and their campaigns 11. Synthesising information to construct a history	TCC 4.3 SRP 4.4 SRP 4.5	Discussion responses: Observe students' discussion responses for evidence of TCC 4.3, SRP 4.4 and SRP 4.5. Word sort and match: Students classify and define people power strategies (TCC 4.3 and SRP 4.5). Learning journal: Students may add to or modify their journal notes.
5. Going further	12. Australia's evolving legal system 13. Federation	TCC 4.3 TCC 4.4 SRP 4.4 SRP 4.5	Assessment will vary according to the activities selected. Learning journal: Students may add notes to their journal.
6. Reflecting and evaluating	14. Responding empathetically 15. What's our future? 16. Making final judgments	TCC 4.3 TCC 4.4 SRP 4.4 SRP 4.5	Learning journal: Students reflect on and refine their notes, then submit their journal as a demonstration of all the module's learning outcomes. Teacher–student conferences: Gather further evidence of demonstrations of learning outcomes during a conference.

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.

Resource 1 Seven overarching questions have been developed for this module. They are informed by the seven valued attributes of a lifelong learner, as described in the Studies of Society and Environment syllabus. These questions are listed in the students' learning journal (Resource 1). Students consider the questions and progressively develop answers as they work through the learning activities. These questions are:

Valued attributes of a lifelong learner	This module's overarching questions
An effective communicator	How have citizenship campaigns been represented in the media?
An active investigator	What have some people contributed to the development of democracy in Australia?
A participant in an interdependent world	Step into the shoes of a person who had no or limited citizenship rights in the past. What do you think it was like to be that person?
A knowledgeable person with deep understanding	What is Australian citizenship and how is it achieved?
A complex thinker	How is citizenship connected to freedom?
A creative person	What are some possible democracy issues for Australia in the future?
A reflective and self-directed learner	How well did I work on my own and with others to complete the learning centre activities?

Assessing learning outcomes at different levels

The topics that are covered in this module — citizenship, government, people power, social justice, the influence of the media and dominant and marginalised groups over time in Australia — may provide contexts for students to demonstrate other learning outcomes at levels before or after Level 4.

Using this module

Discovering Democracy school materials

This module is closely linked to the *Discovering Democracy* materials that were distributed to all schools by the Curriculum Corporation (see 'Support materials and references'). The materials are used to scaffold the development of critical literacy skills. Detailed information about Australia's democracy and citizenship, past and present, is provided in *Discovering Democracy: A Guide to Government and Law in Australia*.

Group work and learning centres

To encourage independent and group learning, activities in Phase 3 are organised as learning centres. Students will need access to a range of electronic and print materials to complete activities in this phase. If access to electronic materials is limited, activities can be replaced with others from *Discovering Democracy*. Guest speakers with personal stories of struggle can be an excellent primary source of information. Ensure oral history tellers are treated sensitively (see protocols for inviting Indigenous guests on the Equity page of the Queensland School Curriculum Council's website).

Preparation

The materials for Phase 3 should be prepared in advance. This includes organising access to the school Resource Centre and to computers; locating resources, websites, CD-ROMs and posters; making activity cards; and compiling student workbooks. The student workbook is compiled from the resource pages located at the back of this module.

Support materials and references

The national report on history studies in Australian schools (Taylor 2000 *The Future of the Past: Final Report of the National Inquiry into School History*) states that there are 'two essential outcomes of good history teaching — an appreciation of the problematic nature of evidence and an awareness that historians produce competing interpretations of the past ...' (Appendix C, p. i). The activities in this module encourage students to use a range of primary and secondary source materials to assist them to develop their own interpretation of the past and to appreciate the multiple perspectives associated with a variety of groups and past events.

Multiple perspectives

This differs from a didactic, one-perspective approach to teaching history. Sensitivity is required when considering the perspectives various groups may hold in relation to past events, places, phenomena and attitudes.

South Sea Islanders in Queensland

Support materials and references

The activities in Phase 3 emphasise the contribution Australian South Sea Islanders have made and are making to Australia's development and their struggle for citizenship. Many issues associated with South Sea Islander labour in 19th-century Queensland are controversial and socially sensitive, and a range of perspectives exists within the Australian South Sea Islander community regarding aspects of their history. *Australian South Sea Islanders: Stories and Activities for Primary Schools* (AusAID and Education Queensland 1997) is a valuable resource.

Aboriginal and Torres Strait Islander Human Resources Protocols

Ensure that appropriate protocols are observed when contacting people in Aboriginal communities and Torres Strait Island communities. These are detailed in the *Aboriginal and Torres Strait Islander Human Resources Protocols* on the Equity page of the Queensland School Curriculum Council's website at www.qscc.qld.edu.au.

Background information

Terminology

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

campaign/campaigner	Indigenous	petition
citizen/citizenship	influence	point of view
colony	judge	protest
convicts	labour	responsibilities
democracy	law/act	rights
demonstrate	lead sentence	segregation
emancipists	legal system	social justice
empathise/empathy	lobby	society
equality	media	South Sea Islanders
Federation	negotiation	suffrage
freedom	one-man rule	trial by jury
government	penal colony	values
headline	people power	workers' strike

School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly those related to contacting people within Aboriginal communities and Torres Strait Island communities.

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:

- reflect on the values of democratic process and social justice as they relate to the development of post-contact Australian society, particularly in relation to citizens' rights and responsibilities over time
- know that constructions of knowledge about the past can change as new evidence emerges and silent voices are heard
- identify the power relationships that exist between dominant and marginalised groups in society, now and in the past, and how these were enacted in behaviours and laws
- explore the reliability, representativeness and accuracy of media information
- analyse the relationship between media and social change
- appreciate the contributions diverse cultural groups have made to the development of Australian society
- understand that individuals and groups had/have different interpretations and perspectives about events, places, phenomena and attitudes
- value Australia's cultural diversity.

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's website at www.qscq.qld.edu.au for more information.

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

- Level 3: *Citizens then and now: Beginnings of democracy*
- Level 3: *Cattle, gold and sugar cane: Working in the past* (contributions groups in the past have made to Queensland's development)
- Level 3: *Australia's past: Australia circa 1788* (the relationship between Indigenous and settler Australians)
- Level 3: *New horizons: Immigration in Australia* (policies that affected Australian citizenship)
- Level 4: *Active citizens, Australian governments: Australia's democracy*
- Level 4: *What's the case? Indigenous communities and rapid change.*

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 students' 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 might also be adapted prior to their reuse. For further information, refer to the 'Evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Setting the scene

Core learning outcomes emphasis: working towards TCC 4.3, SRP 4.4, SRP 4.5

Students are introduced to a timeline that will be used to organise and synthesise information. They explore prior knowledge and extend their notion of citizenship as a starting-point for Phase 2 investigations.

Focus question:

- What is a citizen?

Activity 1 Timeline of Australian rule

Teaching considerations

Create a timeline that can be displayed as a wall chart and that identifies the significant eras in Australian history. Ensure the timeline has arrowed ends and/or ragged edges and that the eras are proportional in width, as shown below.

	Penal settlement	Colonial era	Federation	Republican debate
←	1788	1823	1901	2001
				→

Assist students to explore the timeline — for example:

- What does this timeline show?
- What might the various events represent?
- Why are the beginning and end points of the timeline ragged/depicted with arrows?
- Why are the timeline panels different widths?

Explain that the timeline will be used as a way of organising and analysing information about certain events during Australia's past. These events relate to struggles by groups of Australians for citizenship rights and ways the government has changed.

Activity 2 Word games

Familiarise students with terminology relevant to this module by playing words games. Write words from the terminology section on pieces of card. Give each student a word card and ask them to move around the room. Have students do some/all of the following activities:

- When they see a word whose meaning they know, stop the student who is carrying the word and discuss its meaning.
- Find students who have words that are related to their own word — for example, synonyms, antonyms, adjectival/noun partners — and discuss the words.
- Find a student with a word they don't know the meaning of and find the dictionary definition of the word.

At the end of the activities, assist students to compile a chart that displays the words and their meanings. Discuss the words and ensure all students are familiar with the pronunciations and definitions.

Activity 3 The meaning of citizenship

Teaching considerations

Students are exploring the concept of citizenship rather than seeking a definitive meaning. Background readings can be found on the Discovering Democracy website at www.curriculum.edu.au/.

Determine students' prior knowledge and understanding of citizenship and use appropriate learning experiences to further explore the concept (refer to *Discovering Democracy Middle Primary Units*; *The Australian Citizenship Pledge* in *Australian Readers: Discovering Democracy, Upper Primary Collection* and to the Level 4 Studies of Society and Environment module *Active citizens, Australian governments: Australia's democracy*).

Ask groups of students to brainstorm the various groups of people who currently live in Australia — for example, women, men, children, elderly people, Aboriginal people, refugees, illegal immigrants, Torres Strait Islander people, immigrants, international business people. Synthesise these as a list on an OHT. Discuss:

- Which of these groups may have people who are or are not Australian citizens?
- How does someone not born in Australia become an Australian citizen?
- What can an Australian citizen do that non-citizens cannot?
- Do all people born in Australia automatically receive Australian citizenship? If not, why not?
- Have all Australian-born people automatically been Australian citizens in the past?

Discuss people who have come to Australia since 1788 and consider their citizenship status.

Phase 2 Finding out

Core learning outcomes emphasis: TCC 4.3, TCC 4.4, SRP 4.4, SRP 4.5

Resource 1 This phase introduces two Aboriginal campaigns for citizenship rights and explores the role the media plays in influencing public awareness and perceptions. By comparing these campaigns, students gain an understanding of the features of effective campaigns. Students record what they have learned so far in a learning journal (Resource 1).

Focus question:

- What were some Aboriginal citizenship rights campaigns?

Support materials and references

The following materials are required for this phase:

- *Australian Biographies: Charles Perkins, an Aboriginal Activist*, Film Australia (optional)
- *Discovering Democracy Upper Primary Units*
- *Discovering Democracy Primary Video: People Power*
- 'From Little Things Big Things Grow' in *Australian Readers: Upper Primary Collection*
- tape or CD of the song 'From Little Things Big Things Grow' by Paul Kelly and Kev Carmody.

Activity 4 What was the Aboriginal Freedom Ride?

Support materials and references

Decide whether to show sections of the video *Australian Biographies: Charles Perkins, an Aboriginal Activist* (Film Australia) that depict Perkin's early life and the events associated with the Aboriginal Freedom Ride. Discuss the social issues Charles Perkins was involved with and the events in his life that influenced his actions.

Read the introductory text about the Aboriginal Freedom Ride in *Discovering Democracy Upper Primary Units* and watch the segment *Freedom Ride* on the video *Discovering Democracy Primary Video: People Power*. Discuss the role and effect of the media in the Aboriginal Freedom Ride. Questions in the *Discovering Democracy Upper Primary Units* will help to guide the discussion.

Activity 5 How does the media report social events?

Support materials and references

Ask students to complete appropriate activity sheets in *Discovering Democracy Upper Primary Units*.

Use an OHT copy of a newspaper article about a topical social event and model how to analyse the report for possible bias and/or persuasion — for example:

- discuss the wording of the headline
- consider the lead sentence

- circle words that indicate strong opinion or feelings about the event
- analyse any photos (who is in the picture? what message is it giving? who is missing? whose/what point of view is being shown?)
- discuss which groups are being portrayed in a positive way/negative way/stereotypical way
- consider who wrote the article and what their agenda may have been
- discuss any persuasive devices that are evident.

Activity 6 What changed after the Freedom Ride?

Support materials and references

Use the section 'Some events that followed the Freedom Ride' in *Discovering Democracy Upper Primary Units* to assist students to understand how legislative change can result from social campaigns.

Add the Freedom Ride and consequent events to the timeline from Activity 1. Discuss:

- What political party was in power at this time?
- Who was head of the government?
- Who had citizenship at this time?
- How is that different to now?
- What things do people value now that they may not have valued before the Freedom Ride?

Activity 7 The Wave Hill Walkout

Support materials and references

Teaching considerations

Refer to *Discovering Democracy: A Guide to Government and Law in Australia* for information about The Wave Hill Walkout. This event is an example of Aboriginal people asserting their right to take *collective* action to negotiate equitable working conditions.

Introduce the Wave Hill Walkout (refer to 'From Little Things Big Things Grow' in *Australian Readers: Upper Primary Collection*). Discuss the photograph. Compare the Wave Hill Walkout with the Aboriginal Freedom Ride.

Assessment

Ask students to add relevant information to the timeline. Invite students to begin compiling a learning journal (Resource 1) by writing notes about what they know next to any of the questions. Explain that they will be able to add to and modify their notes as their learning progresses.

Resource 1

Phase 3 Finding out more

Core learning outcomes emphasis: TCC 4.3, TCC 4.4, SRP 4.4, SRP 4.5

Students use a range of primary and secondary sources (both print and electronic) to gather information about a range of citizenship campaigns in Australia. To maximise access to the resources, a 'round robin' system of learning centre activities is used. Classroom computers, the school Resource Centre and the *Discovering Democracy* materials will be required.

Focus question:

- What were some citizenship struggles in Australia? What were the outcomes?

Preparation

Resources 1 to 5

The following materials are required for this phase:

- A workbook for each student, containing the following:
 - Page 1: Cover (Resource 2)
 - Page 2: Student learning journal (optional) (Resource 1)
 - Pages 3 and 4: Instructions (Resource 4)
 - Page 5: Research project: Significant Australians (Resource 4)
 - Pages 6, 7 and 8: *Discovering Democracy Upper Primary Units*, pages 133–135
 - Page 9: South Sea Islanders in Australia (Resource 5).
- Activity cards — photocopy pages 136–139 and 140–143 of *Discovering Democracy Upper Primary Units* and laminate the pages or place them in plastic sleeves.
- Learning centre resources:
 - *Discovering Democracy: Stories of Democracy* CD-ROM
 - *Discovering Democracy Australian Readers: Upper Primary Collection*

- the ‘Eight-Hour Day Movement’ poster in the *Discovering Democracy* kit
- the ‘People Power’ 2B card in the *Discovering Democracy* kit
- *Child’s Play* website (www.slq.qld.gov.au/)
- (optional) *Eureka Stockade* by Alan Boardman
- (optional) *Australian South Sea Islanders: A Curriculum Resource for Primary Schools* by AusAID, Department of Foreign Affairs and Trade and Education Queensland.

If computer access is limited, activities may be replaced with others from the *Discovering Democracy* materials. Guest speakers with personal stories of struggle can be an excellent primary source of information. Ensure oral history tellers are treated sensitively.

Activity 8 Exploring a range of Australian citizenship campaigns

Resource 3

Divide students into groups and organise them to rotate through the activities outlined on Resource 3. The various concepts that are explored will be brought together in the next phase.

The round robin for the day can be displayed on the board or presented as part of the student workbook. Students could colour the activities as they work through them. The round robin may be organised as follows:

Round robin 1

Group 1	Activity A	Group 1	Activity C	Group 1	Activity B
Group 2	Activity B	Group 2	Activity A	Group 2	Activity C
Group 3	Activity C	Group 3	Activity B	Group 3	Activity A

Assessment Resource 1

As their learning progresses, encourage students to add to and modify the notes in their journal. Students’ workbooks and observation of student activities may provide evidence of demonstrations of learning outcomes.

Phase 4 Making connections

Core learning outcomes emphasis: TCC 4.3, SRP 4.4, SRP 4.5

Activities assist students to use retrieval charts and a timeline to organise their knowledge and understandings from earlier activities. Students then consider more complex ideas, such as the relationship between dominant and marginalised groups in society; the connections between minority groups and campaigns for citizenship; how legislation is an evolving process influenced by people; reasons for resisting legislative change; the representativeness of media information and its influence; and the use of media strategies in campaigns. Students’ journal writing and discussion responses may provide evidence of demonstrations of the learning outcomes.

Focus question:

- Who campaigns for citizenship rights and whom do they campaign to?

Activity 9 People power strategies

Ask students to describe various campaign strategies and complete Handout 16 ‘Some People Power Strategies’ from *Discovering Democracy Upper Primary Units*.

Activity 10 Australians and their campaigns

Invite students to share their findings about significant Australians. Assist students collect and bundle statements that carry a similar theme and make into one statement; bundle and make into one statement as many times as needed to arrive at statements such as: people power has changed our laws; some people did unusual things to get their message across; not all people have had equal rights; some people resisted campaigns.

Provide information about some contemporary people associated with human rights campaigns. Discuss the people and the issues they are campaigning about and how such campaigns attempt to influence public opinion. Encourage students to share their points of view about the campaigns and the contributions of the people associated with the campaigns.

Activity 11 Synthesising information to construct a history

Support materials and references

Teaching considerations

'Background notes' in *Discovering Democracy Upper Primary Units* provides a summary of facts relating to government, decision making, rule of law and citizenship rights in Australia from colonial to present times.

Ask students to refer to a variety of resources and their workbooks to retrieve information about:

- the eight-hour day
- the Federation campaign
- equal pay for women
- the Deportation Act and South Sea Islanders
- other campaigns.

Assist students to add the information to the timeline.

Discuss who made decisions about citizenship and the rights of citizens and non-citizens at different times in Australia's history. Explore how the rights of different groups of citizens and/or non-citizens evolved; which groups resisted the values that underpinned the campaigns and how individuals and groups contributed to these changes.

Assessment Resource 1

Students' discussion responses may provide evidence of demonstrations of TCC 4.3, SRP 4.4 and SRP 4.5. Students may add to or modify the notes in their learning journal.

Phase 5 Going further

Core learning outcomes emphasis: TCC 4.3, TCC 4.4, SRP 4.4, SRP 4.5

Students investigate Australia's past, particularly the rule of law in early colonial Australia, in order to gain a deeper understanding of how some groups in Australia were empowered/disempowered.

Focus question:

- Why is the law so important?

Activity 12 Australia's evolving legal system

Support materials and references

Assist students to research Australia's democratic evolution, particularly the development of its legal system over time. Choose appropriate resources from 'The Law Rules' unit in *Discovering Democracy Upper Primary Units* and *Australian Readers, Discovering Democracy, Upper Primary Collection*.

Activity 13 Federation

Support materials and references

Assist students to research Australia's Federation, the people involved and issues about citizenship. Useful resources include:

- *Federation Matters* website: www.education.qld.edu.au/tal/federation/index.html
- *Discovering Democracy Upper Primary Units: The People Make a Nation*
- CD-ROM *One Destiny* (accompanying *Discovering Democracy* materials)
- Studies of Society and Environment module, *The Federation of Australia: Federation* (available on the Queensland School Curriculum Council at www.qscc.qld.edu.au).

Assessment Resource 1

As research is undertaken, students may add notes to their learning journal.

Phase 6 Reflecting and evaluating

Core learning outcomes emphasis: TCC 4.3, TCC 4.4, SRP 4.4, SRP 4.5

Students reflect on the perspectives of various groups in relation to an issue in order to develop an appreciation that aspects such as power make issues complex and that simplistic solutions are often ineffective. By exploring multiple perspectives, students clarify their point of view about an issue and develop empathy for those involved, including those with different points of view. Students refine their journals and submit them as evidence of demonstrations of learning outcomes.

Focus question:

- What do I feel and think about some social issues?

Activity 14 Responding empathetically

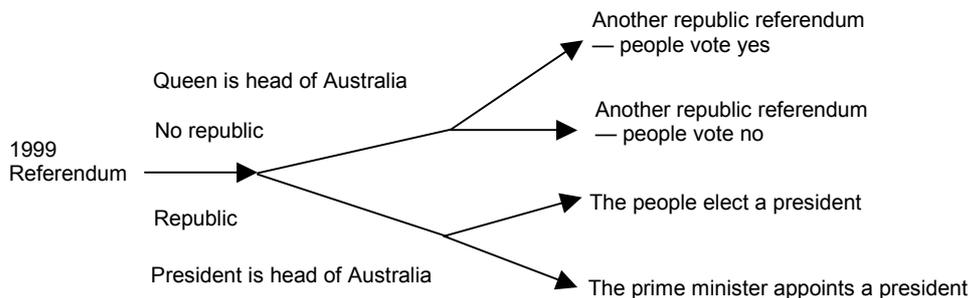
Ask students to form groups to reflect on and respond to an issue they have investigated. Assist students to present their issue from the perspective of the group promoting and/or resisting change in relation to the issue.

Ensure students reflect on different perspectives and display empathy for the groups involved in their issue.

Activity 15 What’s our future?

Discuss the republic referendum of 1999 and some of the ‘for’ and ‘against’ arguments that were put forward. Model a futures timeline that shows some possible future scenarios that could have emerged as a result of a variety of referendum results — for example:

Futures timeline



Support materials & references

Use current affairs media to identify a contemporary issue relating to law, citizenship or government. For example:

- Native Title and the 1992 Mer (Murray) Island High Court decision or Mabo case. (Although it is offensive to Aboriginal people and Torres Strait Islander people, and members of some other cultures, to use the name of a dead person publicly, this significant court case is still regularly referred to using the name of the Aboriginal person who launched the action.)
- illegal entrants and asylum seekers in Australia
- future citizens (the Department of Immigration and multicultural and Indigenous Affairs has issued a kit on citizenship)
- the Reconciliation debate.

Consider how the media represents this issue and the campaign/s associated with it. Ask students to create a futures timeline that explores possible outcomes associated with the issue.

Activity 16 Making final judgments

Assessment Resource 1

Ask students to reflect on the notes they have compiled in their learning journals and to update and refine them. Ask students to submit their learning journals as evidence of demonstrations of learning outcomes.

Learning journal**Resource 1**

As you work through the activities, answer the questions by making notes in the boxes provided. As you learn more, you may change, edit, add to or delete information.

When you have finished your investigations, reflect on your notes and revise them so that they show all you understand about the questions.

1. How have citizenship campaigns been represented in the media?	
2. What have some people contributed to the development of democracy in Australia?	
3. Step into the shoes of a person who had no or limited citizenship rights in the past. What do you think it was like to be that person?	
4. What is Australian citizenship and how is it achieved?	
5. How is citizenship connected to freedom?	
6. What are some possible democracy issues for Australia in the future?	
7. How well did I work on my own and with others to complete the learning centre activities?	

Learning centre activities — Cover

Resource 2

Learning centre activities

Student name: _____

Instructions

Resource 3

Round Robin 1**Activity A: Research project**

Use the workbook page entitled 'Research project: Significant Australians' to research and record information about how people contributed to the development of democracy and citizenship in Australia.

Activity B: Stories of Democracy

Use the CD-ROM *Discovering Democracy: Stories of Democracy* to find out about the Aboriginal Freedom Ride. Explore *People Power* and play the game.

Activity C: Print activities

Use the information in *Discovering Democracy Upper Primary Units* and poster to find out about the campaign for the eight-hour day.

Discuss *Celebrating the Eight-hour Day around Australia* and choose one of the activities to complete.

Round Robin 2**Activity A: Research project**

Continue your research into how people contributed to the development of democracy and citizenship in Australia.

Activity B: Stories of Democracy

Use the CD-ROM *Discovering Democracy: Stories of Democracy* to find out about people's right to a fair trial in colonial Australia. Explore the Law Rules.

Read about Governor Macquarie's problem — too many court cases and only ex-convict lawyers for the cases.

As you explore the CD-ROM, click on the 'More information' buttons and discuss what you have learned with other students. Play the game.

Activity C: Print activities

Learn more about the symbols that people use to promote their campaigns by analysing the information in the following resources and discussing the symbols:

- pages 34 to 36 of *Australian Readers: Middle Primary Collection*
- the eight-hour day movement poster
- People Power Card 2B: Face up to racism campaign
- *Eureka Stockade* by Alan Boardman.

On a chart, list or draw symbols that have been used in campaigns — for example, in environmental, human rights, working conditions and peace campaigns — and discuss why those symbols might have been chosen.

Instructions (continued)**Resource 3****Round Robin 3****Activity A: Research project**

Continue your research into how people contributed to the development of democracy and citizenship in Australia.

Activity B: Stories of Democracy

Use *The People Make a Nation* in *Discovering Democracy Upper Primary Units* and the CD-ROM *Discovering Democracy: Stories of Democracy* to find out about the Federation campaign.

When the front page of the CD-ROM comes up on your screen, click on 'Upper Primary'. As you move through the CD-ROM, click around each window to find more information.

When you have finished, return to the seventh window (the 1901 ceremony at the Federation Pavilion) and then go to the last window (the 2001 Pavilion symbol). Answer these questions:

- What groups are dominant in the 1901 picture?
- What groups are represented in the 2001 picture?

Activity C: Print activities

Find out about the equal pay for women campaign.

Locate the activist cards 'Rosa the fruit packer', 'Muriel the lobbyist for equal pay', 'Rosemary the aircraft worker' and 'Zelda the union activist' in *People Power, Discovering Democracy Upper Primary Units*.

Take an activist card and read it. When you have finished reading, tell the rest of the group about your activist.

View the cards called Handouts 7, 8, 9 and 10 in *People Power, Discovering Democracy Upper Primary Units*. Discuss what you have discovered about women's and men's work in the past with the rest of the group.

Round Robin 4**Activity A: Research project**

Continue your research into how people contributed to the development of democracy and citizenship in Australia.

Activity B: Internet activity

Open the *Child's Play* website (www.childsplay.slq.qld.gov.au/) and click on the link to the students' section.

Search for photographs of South Sea Islanders in Queensland, using search words such as:

- Kanaka/Kanakas
- South Sea Islanders
- sugar cane
- sugar

You could also search using phrases from photograph titles. Try:

- Outdoor lessons in Far North Queensland
- Two Kanakas work the tramway across Skeleton Creek, Hambleton
- A baby with her mother as she plants sugar cane.

Discuss what the photos seem to tell you, for example: Who are these people? What rights might they have had/not had?

Activity C: Print activities

Use the workbook page entitled 'South Sea Islanders in Australia' to learn about the South Sea Islanders' campaign for citizenship rights. Follow the instructions on the page.

Research project: Significant Australians

Resource 4

Part A: Explore how people contributed to the development of democracy and citizenship in Australia.

You may find a lot of information about some of these people. Only record facts that are related to this topic. Try to find out about all people in one box at a time. Refer to Part B for ideas on how to do your research.

Campaigners 1

Name	Born and died	What did he/she campaign for?	What group did he/she represent?	What was in this campaign?
Henry Parkes				
Vida Goldstein				
Faith Bandler				
Peter Lalor				
Eddie Mabo				
Charles Perkins				

Campaigners 2

Pemulwuy				
Mary Gilmore				
Caroline Chisholm				
Vincent Lingiari				
Peter Garrett				
Alfred Deakin				

Campaigners 3

Louisa Lawson				
Musquito				
Noah Sabbo				
Normie Rowe				
Edith Cowan				
William Wentworth				

Other campaigners:

Noel Pearson, Nasuven Enares, Oodgeroo Noonuccal, Muriel Heagney, Yagan of the Wajuk, Catherine Helen Spence, Rose Scott, Annette Bear-Crawford, Jack Mundy

Research project: Significant Australians (continued)**Resource 4****Part B: Tick the methods you used to conduct your research:**

- I brainstormed key words.
- I used reference materials such as encyclopaedias.
- I used the card catalogues.
- I used the computer catalogue.
- I used the Dewey number system to locate books on shelves.
- I used 'search' on computer software such as *Encarta*.
- I used search engines like *Google*, *Yahooligans* and *Ask Jeeves* on the Internet.
- I used sitemaps on websites.
- I used a table of contents.
- I used an index.
- I used a website that was bookmarked for me.
- I found information in print resources such as books, posters and magazines.
- I found information in electronic materials such as websites, CDs and on television.
- I located information using the Internet.
- I located information in the nonfiction section of the library.

South Sea Islanders in Australia

Resource 5

Split into two groups. Group 1 is to sequence the information in Boxes 1, 2 and 3. Group 2 is to sequence the information in Boxes 4 and 5.

Order the events by cutting and arranging them or numbering them. There may not be a single correct sequence for some of the boxes, but your history should make sense.

Join with the other group and put the whole story together.

1. South Sea Islanders come to Queensland

- From the 1700s, America had been using African slave labour to produce very cheap cotton.
- The American Civil War in the 1860s caused a world shortage of cotton.
- Queensland farmers began to grow cotton to meet this demand.
- The American Civil War came to an end and America returned to cotton producing.
- Queensland farmers needed to find ways to produce cotton at cheaper prices.

2. Was it a slave trade?

- Robert Towns, after whom Townsville was named, was the first trader to use South Sea Islander labour. He had worked with South Sea Islanders as crew on his ships.
- *The Courier-Mail* accused Towns of introducing the horrors of the slave trade to Queensland.
- Towns stated that he had instructed that the workers would do light labour, be paid and be returned after one year.
- However, it appears that the recruits were kept for three or more years and not returned to their island homes.
- Later recruitment methods appear to have been very brutal.

3. Who was kidnapped and who came of their own will?

- Many historians agree that, in the early years of the labour trade, many Islanders who came to Australia had been either kidnapped or, at the very least, deceived (tricked).
- We don't know how many of the Islanders were 'blackbirded' (taken against their wishes) and how many actually agreed to come to Australia.
- There is evidence of kidnapping on about 20 voyages, although the number was probably higher.
- Kidnapping appears to have stopped after the first decade.
- From 1863 to 1904, approximately 50 000 South Sea Islanders signed contracts to work in Australia.
- Some Islanders were recruited a second time or decided to stay in Australia.

South Sea Islanders in Australia (continued)**Resource 5****4. South Sea Islanders' work**

- Over 800 voyages were made to recruit Islander labour to Queensland.
- Many of these Islanders saw this as a chance to better their status in their home society, returning with goods that were valuable there such as cloth, tobacco, axes, knives and guns.
- However, it would be wrong to think that Australia was a new paradise for the Islanders.
- Those who survived the dangerous journey did hard physical labour and risked contracting European diseases, which were the greatest killer of non-European people at that time.
- On average, South Sea Islander men were five times more likely to die than European males of a similar age.
- In 1884, parliament passed legislation that restricted South Sea Islanders to unskilled employment.
- Approximately 40 000 South Sea Islanders returned home.

5. Seeking citizenship

- In 1901, Australia federated and made its own laws. It passed two important laws that affected South Sea Islanders.
- The first law was the *Immigration Act* (the 'White Australia' policy), which only allowed people of European background to become citizens of Australia.
- The second law was the *Pacific Island Labourers' Act*, which ordered all South Sea Islanders to be deported (sent back to their islands).
- 7 068 South Sea Islanders were rounded up and deported to the Solomon Islands and Vanuatu. 1 654 South Sea Islanders were allowed to stay because they had been in Australia for more than 20 years
- South Sea Islanders were unable to stop forced deportation from Australia, but were able to achieve better conditions for their deportation — for example, families being allowed to travel together and having time to sell their property before they left.
- Between 1903 and 1906, South Sea Islanders organised themselves into associations and sent petitions to the governor-general and immigration minister asking to stay. This included 53 Australian-born Islanders who petitioned the governor-general asking that their families not be split.
- Before the 1950s, children of South Sea Islanders were not allowed to go to the same primary schools as white children.
- In 1996, the government published a report that recognised that South Sea Islanders have suffered discrimination.

Source: Adapted from AusAID, Department of Foreign Affairs and Trade 1997, *Australian South Sea Islanders: A Curriculum Resource for Secondary Schools*, Education Queensland, Brisbane.

Extension activity: Use the book *Australian South Sea Islanders: A Curriculum Resource for Primary Schools* to find out more about South Sea Islanders' experiences in Australia.

- Read the South Sea Islander story 'Echoes from a shell' on page 24.
- Read Australian South Sea Islanders' stories, starting on page 42.
- Identify examples of racism on pages 48, 50, 52, 54 and 57.

Support materials and references

AusAID, Department of Foreign Affairs and Trade 1997, *Australian South Sea Islanders: Stories and Activities for Primary Schools*, Education Queensland, Brisbane.

AusAID, Department of Foreign Affairs and Trade 1997, *Australian South Sea Islanders: A Curriculum Resource for Secondary Schools*, Education Queensland, Brisbane.

Boardman, A. & Harvey, R. (ill.) 1981, *Eureka Stockade*, Nelson, Melbourne.

Taylor, T. 2000, *The Future of the Past: Final Report of the National Inquiry into School History*, Monash University, Melbourne.

Kits (including audiovisual)

Australian Citizenship Teachers' Resource Kit, 1989, Department of Immigration, Local Government and Ethnic Affairs, Canberra (issued to all schools — consists of brochures, videocassette and teachers' notes).

Discovering Democracy Primary Kit, 1998, Curriculum Corporation, Carlton, Vic. Materials have been issued to all schools. They include a primary schools kit (blue) and a secondary schools kit (green). The primary school materials relevant to this module are:

- *Discovering Democracy Middle Primary Units*
- *Discovering Democracy Upper Primary Units*
- *Australian Readers Middle Primary Collection* (15 copies per school) with teachers' guide
- *Australian Readers Upper Primary Collection* (15 copies per school) with teachers' guide
- posters and video
- CD-ROM: *Stories of Democracy* (issued in the blue kit)
- Hirst, J. *Discovering Democracy: A Guide to Government and Law in Australia*
- CD-ROM *One Destiny*

Paul Kelly & Kev Carmody, *From Little Things Big Things Grow*, Copyright Mushroom Music Pty Ltd (50%) and Copyright Larrikin Music Publishing (50%).

Videos

Film Australia: Contact details ph. 02 9413 8777, fax 02 9416 9401 or email www.filmaust.com.au
Film Australia 1995, *Sugar Slaves*, ABC TV.

Film Australia, Australian Biographies: Charles Perkins, an Aboriginal Activist.

SBS TV September 1993, *Dateline: Return to Vanuatu*.

Websites

(All websites listed were accessed in June 2002.)

Australian Sugar Industry, *Refined White educational resource and touring museum display, associated with South Sea Islander labour*.
www.sugarmuseum.org.au/html/refined_white_resource.html
Includes an order form for educational resource.

Discovering Democracy.

- www.curriculum.edu.au/democracy/resource/resource.htm
- Discovering Democracy Collaborative Projects where students may have their say:
www.curriculum.edu.au/democracy/connect/collabor/collab.htm

Education Queensland, *Federation Matters*.
<http://education.qld.gov.au/tal/federation/>

Google. www.google.com

An excellent child-friendly search engine that has all the names listed on Resource 4.

National Library of Australia, *The National Library of Australia's Federation Gateway*.
www.nla.gov.au/guides/federation/

An excellent source of information and pictures to support Resource 4.

National Library of Australia Pictures Catalogue. www.nla.gov.au/catalogue/pictures

State Library of Queensland, *Child's Play*. www.childsplay.slq.qld.gov.au/

Acknowledgments

Grateful acknowledgment is made to the following organisations and/or people for granting permission to use copyright material:

AusAid for material from *Australian South Sea Islanders: A Curriculum Resource for Secondary Schools*.

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

ISBN 0 7345 2286 X

© The State of Queensland (The Office of the Queensland School Curriculum Council) June 2002

Queensland schools are permitted to make multiple copies of this sourcebook module without infringing copyright provided the number of copies does not exceed the amount reasonably required for teaching purposes in any one school. Copying for any other purposes except for purposes permitted by the *Australian Copyright Act 1968* is prohibited.

Every reasonable effort has been made to obtain permission to use copyright material in all sourcebook modules. We would be pleased to hear from any copyright holder who has been omitted.

The State of Queensland and the Queensland School Curriculum Council make no statements, representations, or warranties about the accuracy, quality, adequacy or completeness of, and users should not rely on, any information contained in this module.

The State of Queensland and the Queensland School Curriculum Council disclaim all responsibility and liability (including without limitation, liability in negligence) for all expenses, losses, damages and costs whatsoever (including consequential loss) users might incur to person or property as a result of use of the information or the information being inaccurate, inadequate, or incomplete.

In July 2002, the Queensland School Curriculum Council amalgamated with the Queensland Board of Senior Secondary School Studies and the Tertiary Entrance Procedures Authority to form the Queensland Studies Authority. All inquiries regarding this module should be directed to:

Queensland Studies Authority, PO Box 307, Spring Hill, Q 4004, Australia
Ground Floor, 295 Ann Street, Brisbane

Telephone: (07) 3864 0299

Facsimile: (07) 3221 2553

Website: www.qsa.qld.edu.au

Email: inquiries@qsa.qld.edu.au
