

The Federation of Australia: Federation

Strand

Time, Continuity and Change

Culture and Identity

Systems, Resources and Power

Core learning outcomes

Time, Continuity and Change

TCC 4.1 Students use primary sources to investigate situations before and after a change in Australian or global settings.

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

TCC 5.2 Students represent situations before and after a period of rapid change.

TCC 5.3 Students collaborate to locate and systematically record information about the contributions of people in diverse past settings.

Culture and Identity

CI 5.4 Students describe how governments have caused changes to particular groups.

Systems, Resources and Power

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

Purpose and overview

Activities involve group work and self-paced investigations that cater for individual differences and support core learning outcomes at Levels 4 and 5. The module focuses on the diversity of Australian society around the time of Federation. Students investigate government and citizenship in pre- and post-Federation Australia and the contributions diverse individuals and groups made to the Federation campaigns. Contributions are celebrated and a critical awareness of the opposing views that emerged during the Federation era is promoted. Students learn to use primary and secondary sources to locate and systematically record information about a period of rapid change which is likely to resonate strongly with their own era. They investigate situations of rapid political change and gain insights into the processes of cultural change. They learn about changes caused to particular cultural groups by governments. These groups include women, Aborigines and Torres Strait Islanders. In general, these activities promote understandings about why Australia federated in 1901, what life was like for Australians in the Federation era and the long-term consequences of the issues raised in this period.



Phases (Minimum time recommended: 14 hours)	Activities	Core learning outcomes	Assessment opportunities
1. Connecting with the topic and establishing contexts (approximately 3.5 hours)	1. Stories, photographs and games 2. 1901 — a table in time	TCC 4.1 TCC 5.3	Student presentations and structured teacher observations could be used to assess both learning outcomes.
2. Framing questions (approximately 1.5 hours)	3. Feel it! Federation is still affecting you!	SRP 4.4 TCC 5.2	Student presentations, structured teacher observations and short-answer written responses offer opportunities to assess learning outcomes.
3. Investigating (approximately 5 hours)	4. What do you want to find out about Federation? 5. Sussing it out 6. Sharing what we have found	TCC 4.1 TCC 4.3 SRP 4.4 TCC 5.2 TCC 5.3 CI 5.4	Structured teacher observations, short written responses and group presentations offer opportunities to assess combinations of all these learning outcomes.
4. Reconsidering (approximately 2 hours)	7. Who was Richard O'Connor? 8. Representing findings in interesting ways	TCC 4.1 TCC 4.3 SRP 4.4 TCC 5.3 CI 5.4	Learning outcomes could be assessed by systematic re-orderings of evidence and structured tutorial interviews.
5. Reaching conclusions (approximately 2 hours)	9. Telling the world about it	TCC 4.1 SRP 4.4 TCC 5.2 (others negotiated)	A negotiable group performance could be used for assessment.

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 4 and Level 5 learning outcomes. The elaborations provide specific examples of how the concepts and processes of these learning outcomes may be levelled from Levels 1 to 6. See the Queensland School Curriculum Council website at www.qscc.qld.edu.au for more information.

Using this module

This module is based on resources that are typically available in schools, as well as on a series of Internet WebQuests produced by Education Queensland. Read all the activities and ensure you have appropriate computer access before presenting the module.

Background information

Terminology

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

constitutional monarchy	House of Representatives	Senate
customs duty	nationalism	suffragettes
Federation	republic	

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:

- reflect
- consider whether some groups have been advantaged or disadvantaged by Federation.

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 for more information.

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

- Level 4: Our rights: Origins of Australian democracy
- Level 5: Law and the media: Civics and citizenship
- Level 5: Adding value through inquiry: Independent study.

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 may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.

Activities

Phase 1 Connecting with the topic and establishing contexts

Core learning outcomes emphasis: TCC 4.1, TCC 5.3

Phase 1 activities help students to develop a general sense of life in Australia in the 1890s and encourage them to frame their own inquiry questions, based on primary sources, either about one of the issues covered in the WebQuests (Education Queensland 2001) or about the possible causes of Australian Federation.

Activity 1 Stories, photographs and games

Explain that Federation refers to the time when Australian colonies united to become one nation and how surprising it is that this ever happened. Prior to Federation, every colony was like a separate country: they had their own army and navy and were able to charge import taxes on goods brought in from other colonies. Show parts of the episode *The Land* (on the three-part video *Federation*, Film Australia 2000) that show the squabbling that occurred among the colonies.

**Support,
materials and
references**

Refer to textbooks such as Hirst, J. (2000) and Triolo, R. (1996) and construct a story of the general background to the Federation movement of the 1890s. Explain that distance was a barrier to communication for rural and urban Australians until the 1890s. There were no telephones, radios or televisions, and railways and the Morse-code telegraph had only been available in most places for about ten years. There was little sense of nationalism. In 1883, the Victorian government had tried to form a Federal Council to begin the process of Federation, but New South Wales and South Australia did not join. The colonies had been founded separately and were self-governing, and were not keen to give up their powers.

Begin an investigation by dividing the class into groups and having them explore some different perspectives on life in Australia around the time of Federation. Different groups could:

- Define primary sources and model their use. Students explore the photographs of children at play during the Federation era on the State Library of Queensland's Child's Play website and decide what these photographs tell us about life at this time. (The photographs are primary sources.)
- Play the Federation Game on the CD-ROM in the kit *1901 and All That: A Federation Resource Kit* (National Archives of Australia 2000) and then summarise some of the difficulties that may have been encountered in uniting the colonies into a single nation.
- Collect stories or information about how students' ancestors lived in Australia around 1901. Students compare stories, artefacts and anything else gathered and make a summary of what life was like for their ancestors. (These could be primary sources.)
- Watch *The People*, the second video in Film Australia's *Federation* trilogy (2000), and then identify any individuals who may have helped to promote the idea of a united Australia. For example, students could investigate politicians such as Henry Parkes, Premier of NSW, who in 1889 began calling for the colonies to meet and discuss Federation; Sir Samuel Griffith, Premier of Queensland, who drafted the constitution that was agreed on at the meeting or Convention that took place in 1891; or Edmund Barton, the first prime minister of the united colonies. Alternatively, the emphasis could be on non-political contributors: painters like Tom Roberts or writers like Henry Lawson. Paintings and fictional stories can of course be primary sources of evidence. This activity focuses on the contributions of individuals and therefore on learning outcomes TCC 4.3 and TCC 5.3.
- Explore library texts and make summaries of the changes occurring during the 1880s and 1890s that encouraged the idea of a unified nation. Students could, for example, include some words from a Henry Lawson story as evidence of the sort of Australian characters that more people were now reading about for the first time.

**Support,
materials and
references**

Support materials and references

- Use *One Destiny* (one of the three programs on the *Discovering Democracy* CD-ROM) to investigate the public celebrations of Federation in 1901. This CD-ROM contains a wealth of material, including photographs, drawings and rare archival film of the Federation ceremony. It is particularly suitable for students who may wish to focus on public celebrations.

Resource 1

Ask all students to reflect on what they have been doing by completing Resource 1. Model the completion of at least one row of this table and be explicit about the criteria you used to determine advantaged and disadvantaged groups. For example, the manufacturers of harvesting machines in Queensland may have been economically disadvantaged because machines made in other states would be cheaper in Queensland once the inter-colonial custom duties were removed after Federation. Assist groups to recognise key words and primary evidence. This is also an opportune time to identify empathy (TCC 4.3) and to highlight how it can be demonstrated by 'putting yourself in someone else's shoes' and recognising both advantaged and disadvantaged groups.

Activity 2 1901 — a table in time

Ask students to prepare a report of their findings. This research could be presented in a range of formats, such as improvised presentation, voice-over of a video segment that is replayed with the sound turned off, mime, computer presentation, large flow chart or traditional oral presentation. The presentations can therefore cater for a range of literacies. Each presentation should last about five minutes and should offer opportunities to assess demonstrations of core learning outcome TCC 4.1. Collect any materials used in the presentation and combine them with an observation sheet to record students' demonstrations of learning outcomes.

Resource 1

After two or three presentations, explain that the combination of information is almost taking us back in time; if possible, play some music from the time in the background. Have the audience add to their table in time (Resource 1) as they experience the presentations by adding key words about life in 1901 and identifying primary source evidence, people who made contributions toward Federation and groups likely to be advantaged and disadvantaged by Federation. Encourage students to collaborate, share their findings and help each other complete these systematic records. Remind them that you may be assessing their demonstrations of TCC 5.3 at this time. Use observation checklists to do this.

Resource 2

Conclude Phase 1 by reviewing understanding of when Federation occurred and what is meant by the term. Ask students to record one or two questions that they may like to investigate about Federation. Distribute Resource 2 to a few students and ask them to use the information to lead a class discussion.

Phase 2 Framing questions

Core learning outcomes emphasis: SRP 4.4, TCC 5.2

In this phase students begin to consider government and citizenship pre- and post-Federation (SRP 4.4) and the long-term consequences of Federation. They reconsider how situations can be represented, especially visually, and how rapid the changes were during the Federation era (TCC 5.2). Activity 3 assists students to frame key questions for investigation. The goal is to lead students to investigate issues concerning immigration, votes for women or the parades and celebratory events in January 1901. These issues can be explored using the Federation Matters WebQuests on the Education Queensland website.

Activity 3 Feel it! Federation is still affecting you!**Resource 3**

Provide students with the 'Background briefing' (Resource 3). As you assist students with comprehension, use your knowledge of the Activity 4 questions to direct their work and raise the possibility of investigating the actual parades that took place in 1901 and what they might tell us about Federation and its influence. Support students who are beginning to frame questions concerning immigrants or the role of women.

Hold a class discussion on how Federation may still be affecting us all. Record questions students may want answered about women, immigrants or the Federation parades. To assist students who are having difficulty framing questions and to allow students to see what interests their peers, these questions could be posted on noticeboards or the school's intranet. Short-answer written responses to these questions could be used to provide opportunities for demonstrations of learning outcomes TCC 4.1, TCC 4.3, SRP 4.4 and TCC 5.2.

Phase 3 Investigating

Core learning outcomes emphasis: TCC 4.1, TCC 4.3, SRP 4.4, TCC 5.2, TCC 5.3, CI 5.4

In this phase, students investigate questions about Federation and its effects. Most questions are derived from the question-driven WebQuests on Education Queensland's Federation Matters website. WebQuest activities have been specifically designed to provide opportunities for students to demonstrate Studies of Society and Environment core learning outcomes.

For stimulus and atmosphere, consider posting a number of photographs from the John Oxley Library's Child's Play collection around the classroom. These photographs should provide evidence relative to inquiries. Select images that relate to one or more gender, cultural or ethnic group.

Activity 4 What do you want to find out about Federation?

Ask students to consider the questions they have been framing about Federation and to identify which of the following questions is most similar to their own. It is unlikely that students will find exact matches; however, encourage them to identify some relationships and modify the questions if necessary. Focus questions include:

- Public celebrations on 1 January 1901 must have made it the parade of the century. What was it like?
 - How were the different groups and classes in society advantaged or disadvantaged by Federation?
 - When it comes to immigration, how do we Advance Australia fairly? (Students will examine the views about migrants at the time of Federation.)
 - Have women gained fair and just representation in government over the last hundred years? What implications does this have for women in government in the next 20 years? (Students will examine the role Federation played in women's fight for political equality. They will be introduced to notions of fairness and justness through a focus on the lives of some of the women involved in the suffrage movement at the time of Federation.)
- Resource 4**
- Why did people care about any of this? (This question is useful for those students who are prone to use the expression 'who cares?'. Students will use Resource 4 to investigate why people bothered to become involved as leaders or voters in the movement toward Federation.)

Organise students into groups to investigate the five questions.

Activity 5 Sussing it out

As students continue their investigations using primary sources, negotiate demonstrations of learning outcomes with individuals. Assess students' demonstrations of learning outcomes as they investigate.

Assessment

Assessment of learning outcomes can also occur as individuals begin to share what they have found with other students. This is not a formal presentation, but rather the sharing that occurs in smaller groups as the topic of Federation is discussed and the idea begins to emerge that there are some larger overarching questions about Federation. To encourage this discussion and create opportunities to assess learning outcomes, ask students to form new groups made up of representatives from each of the original groups. In these new groups, students take turns to briefly explain what they were investigating and what they discovered. After allowing time for discussion, introduce larger, synthesising questions such as:

- Why was Federation an important event in Australian history?
- Who contributed to Federation?

Ask students to use the information they have already located to discuss these questions in their new groups.

Explain that students will be working in their 'new' groups to prepare a more formal presentation about one of these questions in the next activity. Explain that the group needs to select a question and method of presentation and to decide which students will be involved. Explain that the presentations could be oral reports, short dramatic performances, visual summaries or interactive computer experiences created for use by peers.

Activity 6 Sharing what we have found

Resource 5

Allow time for group presentations. Consider using an assessment guide like Resource 5 to guide assessment.

Phase 4 Reconsidering

Core learning outcomes emphasis: TCC 4.1, TCC 4.3, SRP 4.4, TCC 5.3, CI 5.4

Activities in this phase revisit issues at the time of Federation. These issues will have already been investigated by students. The biographical approach and the contribution of individuals are also revisited. Information about a little-known politician is revealed and provides opportunities for students to demonstrate empathy (TCC 4.3) and to collaborate, locate and systematically record information about the contributions of people in the past (TCC 5.3). There are also opportunities for students to use primary sources (TCC 4.1) and to describe how governments have caused changes to particular groups (CI 5.4). Students might also present comparisons of government and citizenship in pre- and post-Federation Australia (SRP 4.4).

Activity 7 Who was Richard O'Connor?

Ask some students to investigate the identity of Richard O'Connor and his position in society prior to Federation. Discuss with other students the right of women to vote. Explain how voting rights created a problem when it came to voting in the first federal election. Explain that it was decided that all those who could vote in state elections would be permitted to vote in the first federal election and that immediately after the new federal government was formed a new law would be passed giving women in all states the right to vote in federal elections.

Resource 6

Ask students to read Resource 6 and answer the questions. This activity allows opportunities to assess TCC 4.3. Students could demonstrate TCC 5.3 by:

- grouping and classifying the information into categories
- locating more information — perhaps about Richard O'Connor from the students who carried out the initial research
- systematically incorporating the new information into the records they have maintained.

Assessment

Provide an opportunity for the students who were researching to share what they have found. Their reports offer additional opportunities to assess their demonstrations of core learning outcome TCC 5.3.

Activity 8 Representing findings in interesting ways

Students should have begun to organise information about why Federation occurred, why it is an important event and how some individuals made contributions. Discuss how students could present their research.

1901 and All That, a resource kit provided to all schools by the National Archives of Australia, may be used to examine a collection of Australian trademarks from around 1901. This will help students to understand the idea of 'representing'. Students could develop trademarks or visual images to represent the way government and citizenship differed in pre- and post-Federation Australia.

Students could discuss the following questions and develop answers as advertisements that show before and after situations:

- How was government different before and after Federation?
- What powers did the colonies give over to the new federal government?
- What was the role of the Senate in the new federal government and why did it come into being?
- The king or queen of England had the most power under the new constitution. Why do you think this may have been so?

Phase 5 Reaching conclusions

Core learning outcomes emphasis: TCC 4.1, SRP 4.4, TCC 5.2 (Others negotiated)

Activity 9 Telling the world about it

To conclude this module, students could be involved in a performance at a school assembly or in creating a noticeboard or computer-based display. This activity could involve just the class or the whole school and parent community. A day of national importance or the birthday of one of the Federation celebrities, such as Henry Parkes or Richard O'Connor, could be chosen. Encourage all students to participate in discussions and planning of how to incorporate the information gained from their investigations into such a presentation.

1901 — a table in time**Resource 1**

Complete this table by adding:

- key words about life in 1901
- details of primary source evidence that could inform us about these aspects of life in 1901
- groups likely to be advantaged and disadvantaged by Federation
- the names of people who made contributions toward Federation.

Key words	Primary source evidence	Groups likely to be advantaged by Federation	Groups likely to be disadvantaged by Federation	People contributing to society during the Federation era

Add more rows if needed.

When did Australia become Australia?

Resource 2

It's a funny thing being Australian. We're all very different, but whether we live in Cairns, Toowoomba, Ma Ma Creek, Brisbane, Sydney, Ballarat, Port Augusta or somewhere in between, 'We still call Australia home'. As another song says, 'We are one, but we are many — I am, you are, we are Australian'. It is strange that wherever we live and whether we are old or young, male or female, rich or poor, black or white, we all share a sense of being Australian. When the President of the International Olympic Committee and many overseas journalists said that the 2000 Olympic Games were the best ever, it wasn't just Sydney people who felt proud. There is something about being Australian, but what is it? Whatever your ideas are on what it means to be Australian, the chances are that these ideas did not begin with you. They began in the past. To understand and control ideas that influence us we need to investigate questions such as:

- How many of the ideas about what it means to be Australian began when the colonies agreed to form the nation in 1901?
- How many developed before then?
- How many developed later?

Background briefing**Resource 3**

If we look at the past with the values and attitudes of today, some of the reasons why Australians eventually voted to unite as one country could be considered embarrassing. Some of the other reasons for uniting as one country (or commonwealth) continue to make us proud even today. One reason that could be viewed as embarrassing is that many late nineteenth-century Australians thought that if the colonies united it would be easier to stop non-white immigrants from arriving in Australia. The first law passed by the new federal government was the Immigration Restriction Act, commonly known as the White Australia Policy. It prevented non-Europeans from entering Australia. So racist attitudes were one reason the nation of Australia came into existence.

A reason for Federation of which many Australians have been proud was the feeling of Australian-ness that emerged during the 1880s and 1890s. There was a feeling that people in the different colonies, especially Australian-born people, shared many characteristics. One of these characteristics was that they believed there should be less of a gap between the social classes and that everyone should be given a 'fair go'. Other beliefs were that Australians were relaxed, easygoing people, who would help one another out in difficult times; that they were creative and could cleverly 'make do' with what they had even if they did not have all the proper equipment for a task.

When people read Australian stories by authors like Henry Lawson or saw Australian paintings by painters like Tom Roberts or sang songs such as 'Advance Australia Fair', written by Peter McCormick in 1878, they became more aware of their Australian-ness and how much they all had in common. However, we can now see that the Australians in the stories and the people in the paintings did not represent all Australians. Certain groups did not appear or when they did appear it was as the butt of jokes. These marginalised groups included women and girls, Aboriginal people, Torres Strait Islander people, Asian people and most other immigrants. Despite these attitudes and the long history of Australia as a 'man's country', South Australia was one of the first places in the world to allow women to vote in 1894. As early as 1902, the new federal government passed a law allowing women to vote in federal elections. It took until 1928 for British women to win this basic democratic right.

It is very likely that the people who gathered around Australia on 1 January 1901 celebrated Federation for different reasons or with a different emphasis. Perhaps some people just enjoyed the processions and celebrations and did not understand what they were really all about.

Tasks

1. Review one of the questions you began to draft in the last activity and highlight the parts of this background briefing that have a connection to it. Explain the connection.
2. Describe how events during Federation may still be affecting you today.

Why did people bother with Federation?

Resource 4

Henry Parkes was premier of New South Wales, a leader. He was aware of some of the economic reasons for uniting all of the colonies into the Commonwealth of Australia. Perhaps he thought that New South Wales could sell more goods to a united Australia and have more influence. Other politicians like Edmund Barton and Alfred Deakin had been barristers (lawyers). Perhaps they could see legal reasons why Australia would be better off as a unified nation. But why would the general public be interested in the whole Federation issue? If you were 18 and could vote today, would you vote for or against Federation? Why?

In 1898 there was a referendum — a yes/no vote — concerning Federation. Voting was not compulsory and many people did not bother to vote; indeed, the whole of Western Australia did not participate and the majority of people in New South Wales voted against Federation. Another referendum was held in June 1899. All the colonies except Western Australia voted. The majority of Australians voted in favour of Federation and in 1900 Western Australians also voted in favour. It had not been easy, but in the end most people wanted Federation. Why were they interested?

You have already encountered some of the reasons why Federation occurred and why people were interested and became involved. It is important to understand these reasons. Ideas that began at the time of Federation have continued to influence many generations of Australians, including your own. For example, many ideas about what it means to be Australian began in the 20 years either side of 1901 and these ideas may continue to influence you, even if you are not aware of it. Here are some possible reasons why people voted for Federation in June 1899. See if you can identify any reasons that might still be influencing you.

- Nationalism — a sense of nationalism had developed and people ‘felt’ Australian. They had an idea of what being Australian meant and they obtained that from life experiences, writers, painters, poets and musicians. (Key words: Australian nationalism, Australian patriotism, Australian national identity, Henry Lawson, Louisa Lawson, Banjo Paterson, Tom Roberts.)
- Racism — some colonies had placed immigration restrictions on anyone with black or ‘yellow’ skin. Chinese people, for example, were not permitted into Victoria, but many arrived via South Australia and walked across colonial borders. It was believed that a united immigration policy would stop this. (Key words: Immigration Restriction Act, White Australia Policy, ‘Afghan Incident’ of 1888.)
- Economic factors — it was costly to move goods and services around the continent as various ‘import’ taxes had to be paid at the borders of colonies. The new railways did not have a common track size which meant all freight had to be reloaded at the borders. A federated Australia was thought to be more efficient. (Key words: tariffs, customs duties.)
- Defence — fear of Russia and Germany was increasing. Many felt such a large continent could only be protected by a united army and navy. (Key words: foreign policy.)

Tasks

1. Decide which of the above reasons for Federation you want to investigate.
2. In small groups, use the resources suggested by your teacher to research this reason.
3. Keep a systematic record of your information.
4. Share your findings with other students in your group and prepare a summary to share with the whole class that answers the question at the top of this page.
5. Form new groups with people who have investigated different reasons for Federation. Share and discuss your findings and see if you can agree on the top three reasons for Federation.

An assessment guide for teachers**Resource 5**

Observing and assessing student participation related to core learning outcomes TCC 4.3 and TCC 5.3.

Observation is a useful technique for assessing students' demonstrations of core learning outcomes. It can be used when assessing the key process of participating. The following guide is based on Activity 6 in which students share what they have found. Explain that as they do this you will be observing them to see if they can demonstrate the learning outcomes TCC 4.3 and TCC 5.3. Explain the wording of these learning outcomes, which should be on public display if possible. Discuss with students how they might demonstrate these learning outcomes and record their suggestions.

The students' task in Activity 6 is to meet in small groups and share what they have found about the contributions of different people around the time of Federation. Not all information will have been about individuals, so some interpreting and certainly some sharing will have to occur. Once the sharing has begun and some progress has been made, explain that you would also like to see each group cooperate to present its findings in a creative way. There are many ways students might share empathetic responses to contributions that diverse individuals have made to Australian or global history (TCC 4.3). The contexts in which the sharing occurs will be unique to your environments. You will need to modify the following to suit your contexts and the ways of sharing you have negotiated with your students. However, you are likely to be looking to observe students who:

- contribute relevant information or suggestions to the group
- encourage the group
- recognise a contribution, perhaps in the way this historic character put others before themselves or took the long-term view
- use expressions such as 'If I was a premier/Chinese immigrant/wealthy person, I would ...'
- accept and perhaps support the diversity of individuals being suggested.

Students who collaborate on a more specific task, such as completing a spreadsheet to systematically record the information they have found, are likely to demonstrate TCC 5.3. Contributions may be categorised and included in different columns. Ways of sorting the information could be explored and the students who adjust, compromise and cooperate in order to get the task done are likely to be those demonstrating the learning outcome. However, a student who uses information from other students to quietly arrange a series of cards (another way of systematically recording) may also be demonstrating this learning outcome. Record observations systematically and acknowledge the basis of your professional judgment.

Democratic processes, social justice, the Commonwealth Franchise Act of 1902 and Senator Richard O'Connor**Resource 6****A student activity sheet**

Headings like the one at the top of this page can sometimes be difficult to understand. Here are some brief definitions of the difficult words in the heading:

- democratic processes: ways of ensuring that everyone has a say in how decisions are made
- social justice: fairness, a belief that all people should be treated equally
- Commonwealth: the name for the newly united colonies of Australia
- franchise: the right to vote
- act: a law
- senator: a member of what is sometimes called the Upper House or the States' House of the Federal Parliament.

This activity sheet is about a new law, passed by the Australian Federal government in 1902. It has something to do with a politician named Richard O'Connor and with ideas to do with democracy and social justice. It is important to understand that in order for the Commonwealth Franchise Act to become law it had to be passed by both Houses of Parliament: the Senate and the House of Representatives.

In 1902, the new law to give all women the vote was being considered in the new Australian parliament: the Senate. Before a law is passed, while it is still being considered, it is called a Bill. This new Bill was very democratic and Australia was considered a world leader. The law in the USA was not changed to give women the vote until 1920, after over 70 years of civil rights protests by women. In Britain, women did not win the right to vote until 1928. So who was the politician who first proposed this Bill? Who was this courageous person who stood up for democracy, against those many people who thought women should have no say in making the laws?

The politician who first spoke in favour of the Commonwealth Franchise Act was Richard O'Connor. He was not the only supporter, but it might be interesting to find out something about him. The Bill, which gave all women, including Aboriginal women and Torres Strait Islander women, the right to vote in federal elections (a right they already had in Western Australian and South Australian elections) was passed by the Senate and sent to the House of Representatives. The House of Representatives amended the Bill to exclude Indigenous men and women. Aborigines and Torres Strait Islanders who already had the right to vote in South Australia and Western Australia had it taken away from them. This right was not returned until 1962. Aborigines and Torres Strait Islanders were not given rights as citizens until 1967.

Questions

1. Do you think the Commonwealth Franchise Act was democratic? Why?
2. Do you think this Act was socially just? Why?
3. It could be said that Australia's new political leaders 'didn't know any better'. Do you agree? Explain your answer.
4. In the original Bill, all Australians, regardless of race or gender, had the right to vote. Richard O'Connor, James Ronald and others in the Lower House fought to keep these rights in the 1902 Commonwealth Franchise Act, but failed. Should the contributions of these politicians be remembered and celebrated today? Why?

Support materials and references

Curriculum Corporation 1998, *Discovering Democracy: Middle School Units*, Melbourne.

Hirst, J. 2000, *The Sentimental Nation: The Making of the Australian Commonwealth*, Oxford University Press, South Melbourne.

Kenman, S., Calandra, A. & Ciavarella, G. 2000, *SOSE Civics for Queensland*, Jacaranda, Milton, Qld.

National Archives of Australia 2000, *1901 and All That: A Federation Resource Kit*, Commonwealth of Australia, Canberra.

Triolo, R. 1996, *The Australian Experience*, Cambridge University Press, Melbourne.

Video

Film Australia 2000, *Federation* (screened on ABC in October 2001).

CD-ROM

Curriculum Corporation 2000, *Discovering Democracy: One Destiny: The Federation Story* (one of three programs on the CD-ROM sent to all schools in the *Discovering Democracy School Materials* kit).

Websites

(All websites listed were accessed in April 2002.)

Education Queensland, *Federation Matters*.
www.education.qld.gov.au/tal/federation/html/webquest.html

Queensland Government, *Centenary of Federation Queensland*.
www.federation.qld.gov.au/

National Library of Australia, *Federation Gateway*.
www.nla.gov.au/guides/federation/people.html

NSW Department of Education has provided some information and activities related to the *One Destiny* materials. See Australian Broadcasting Corporation, *One Destiny Curriculum Resources*.
www.abc.net.au/civics/democracy/curric/default.htm

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

ISBN 0 7345 2313 0

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