Australia as a nation

HSIE – History – Stage 3 learning sequence

## Resource considerations

This learning sequence allows for continuity of student learning and could be adapted to fit in with your existing teaching and learning program. Students will be supported to meet outcomes from a Key Learning Area. Each task has a duration of 30 minutes and could be used in conjunction with your [framework, designed using the K-6 template](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/teaching-and-learning-resources/k-6-resources). This lesson sequence uses a balance of synchronous and asynchronous learning strategies. The tasks provide options for students with and without technology. They can be used with any online platform. Suggestions about how your school will plan students’ learning from home and ways to communicate with students can be found through the [Learning at home, school planning page.](https://education.nsw.gov.au/teaching-and-learning/curriculum/learning-from-home/school-planning) Assessment strategies are included to ensure evidence of learning is monitored and collected.

## Stage 3 Australia as a nation

**Outcomes**

HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society

HT3-5 applies a variety of skills of historical inquiry and communication

**Learning sequence overview** – students sequence key figures and events and explain their significance in the development of Australian democracy, for example, Sir Henry Parkes, Edmund Barton, Louisa Lawson, Vida Goldstein

**Key concepts** – Cause and effect: events, decisions or developments in the past that produce later actions, results or effects, for example, events and other reasons that led to migration to Australia; reasons for the struggle for rights and freedoms for various groups in Australia.

**Key language** – Colonies, federation, Commonwealth, influence, democracy, significance, development, local, state, federal, nation, government, law, responsibility, structure, Britain, USA, law, govern, senate, house of representatives, constitution, monarchy, governor general, election, vote, significance, cause, effect

**Key inquiry question – Why and how did Australia become a nation?**

### Aim of lesson sequence

* Inquiry into the origins and development of democracy in Australia, the values of democracy and the events and key figures that led to Australia’s Federation in 1901.
* Formulate a set of inquiry questions relating to Australian democracy and the key figures and events that led to Australia's Federation.

Sample questions:

* What is democracy?
* What are the origins of Australian democracy?
* What is the sequence of key events that led to Australia’s Federation?
* Who are the key figures that played a role in the lead up to Australia’s Federation?

Note – Inquiry questions may need to be redesigned through the historical inquiry process.

### Teacher notes

* Undertake a simple class vote on an issue of relevance to the students to introduce the meaning, concept and values of democracy and Australia’s democratic society. Unpack the voting process, highlighting the values of democracy that were demonstrated, for example, fairness, equality, reciprocal rights and responsibilities to express different views.
* Using think-pair-share, students define the word ‘democracy’ then as a class, undertake a joint construction of the definition of democracy. A definition could be, ‘democracy provides the opportunity to participate in decision making at many levels, it is a way we make decisions in which the rights of the individual are taken into account’.

### Activities

1. **Australia as a nation – What is a democracy?**
   1. **Digital:**
   * [What is democracy?](http://www.abc.net.au/btn/story/s4460249.htm) Behind the news (BTN) video (4:08min)
   * View the video and list the values of democracy. Students' list should include values such as freedom, equality, fairness, justice, freedom of election and being elected, freedom of assembly and political participation, freedom of speech, expression and religious belief, rule of law, other basic human rights.
   * Use their local newspaper online, or an Australian news site such as the ABC, to find examples of at least three of the values of democracy.
   * Use these to complete table 1 in their Google classroom.
   * Share comments and responses in Google Classroom.
   1. **Non-digital:**
   * List the values of democracy using the teacher resource pack. Students' list should include values such as freedom, equality, fairness, justice, freedom of election and being elected, freedom of assembly and political participation, freedom of speech, expression and religious belief, rule of law, other basic human rights.
   * Find three examples of the values of democracy from the source material in the teacher resource pack.
   * Use these to complete the table in their student workbook.

**Table 1 – Examples of values of democracy**

|  |  |
| --- | --- |
| Value of democracy | Australian example |
|  |  |
|  |  |
|  |  |

**Australia as a nation – What are the origins of Australian democracy?**

* 1. Digital
  + Source 1: [Snapshots – Federation](https://www.peo.gov.au/multimedia/videos/snapshots-federation.html), Parliamentary Education Office (PEO) video (2:39min)
  + Source 2: [The Federation of Australia](http://www.peo.gov.au/understand-our-parliament/history-of-parliament/federation/the-federation-of-australia/), Parliamentary Education Office (PEO) webpage
  + View the video in Source 1 and read reasons for Federation in source 2.
  + Identify people’s views of Federation
  + List them using the perspectives of social, political, economic and cultural
  + Share comments and responses in Google classroom.
  1. Non-digital
  + Read the reasons for Australia’s federation from the teacher resource pack.
  + Identify people’s view of Federation
  + List them using the perspectives of social, political, economic and cultural.

**Table 2 – Reasons for Australia’s federation**

|  |  |
| --- | --- |
| Perspectives | People’s views and reasons |
| Social |  |
| Political |  |
| Economic |  |
| Cultural |  |

**Australia as a nation – What is the sequence of key events that led to Australia’s Federation?**

* 1. **Digital**
  + [Milestones in Australian democracy](https://explore.moadoph.gov.au/timelines/milestones-in-australian-democracy#milestone=womens-right-to-vote-for-local-government), Museum of Australian Democracy, interactive timeline
  + Locate and sequence key events that led to the development of Australian Federation and democracy, for example, inland exploration, discovery of gold, migration
  + Organise this information into table 3
  + Explain their significance
  + Share comments and responses in Google classroom.
  1. **Non-digital**
  + View the milestones in Australian democracy timeline from your teacher resource pack
  + Locate and sequence key events that led to the development of Australian Federation and democracy, for example, inland exploration, discovery of gold, migration
  + Organise this information into table 3
  + Explain their significance.

**Table 3 – Timeline of key events that led to Australia’s federation**

|  |  |  |
| --- | --- | --- |
| Date | Place | Event |
| 1854 | Sydney | Beginning of Federation movement. Articles published in the Sydney Morning Herald by the Reverend John West promoting a federal union of colonies to have greater influence on London. |
| 1854 | Ballarat |  |
| 1889 |  |  |
| 1890 |  |  |
| 1893 |  |  |
| 1898 |  |  |
| 1900 |  |  |
| 1901 |  |  |

**Who are the key figures that played a role in the lead up to Australia’s federation?**

* 1. **Digital**
  + Sequence key figures in the development of Australian democracy, for example, Sir Henry Parkes, Edmund Barton, Louisa Lawson, Vida Goldstein, Alfred Deakin
  + Research one key figure and explain their significance and key role in the development of Australian democracy.
  + Share comments and responses in Google classroom.

Suggested questions:

* + - Who was the person?
    - What was their viewpoint on Federation?
    - What was their contribution to the establishment of Federation?
  1. **Non-digital**
  + Sequence key figures in the development of Australian democracy, for example, Sir Henry Parkes, Edmund Barton, Louisa Lawson, Vida Goldstein, Alfred Deakin
  + Research one key figure and explain their significance and key role in the development of Australian democracy.

Suggested questions:

* + - Who was the person?
    - What was their viewpoint on Federation?
    - What was their contribution to the establishment of Federation?

### Differentiation

Differentiation is a targeted process recognising that individuals learn at different rates and in different ways. Differentiation refers to deliberate adjustments to meet the specific learning needs of all students.

Here are some questions that you might consider when adapting the learning sequence to meet the needs of your students:

* What adjustments might you put in place for students who require additional support to access the task? For example, how will they get help when needed?
* Do you need to adjust the content to ensure it is adequately challenging and allows students to operate at their own level of thinking, skill and knowledge?
* Will you adapt the instructions so they are provided in a way that EAL/D students can easily interpret them? For example, through the use of visuals, checklists, diagrams or flow charts.
* Could you suggest ways that home language can be used as a tool to support learning? For example, bilingual dictionaries.
* Can you demonstrate that you value the Identity, culture, heritage and language of your Aboriginal students through your teaching practices?

### Assessment

Students demonstrate historical skills to explore the past, to develop a critical understanding of the past and its impact on the present, to develop the critical skills of historical inquiry and to enable them to participate as active, informed and responsible citizens.

### Activity resources

Digital:

* Source 1 – [What is democracy?](http://www.abc.net.au/btn/story/s4460249.htm) Behind the news (BTN) video (4:08min)
* Source 2 – [Snapshots – Federation](https://www.peo.gov.au/multimedia/videos/snapshots-federation.html), Parliamentary Education Office (PEO) video (2:39min)
* Source 3 – [The federation of Australia](http://www.peo.gov.au/understand-our-parliament/history-of-parliament/federation/the-federation-of-australia/), Parliamentary Education Office (PEO) webpage
* Source 4 – [Milestones in Australian democracy](https://explore.moadoph.gov.au/timelines/milestones-in-australian-democracy#milestone=womens-right-to-vote-for-local-government), Museum of Australian Democracy, interactive timeline

Non digital:

* Student history workbook

**Parent/carer advice**: These activities require students to use a range of primary and secondary information sources. Assistance may be required to interpret and analyse primary and secondary sources of information and some language used in these resources. Parents can talk to their children about their experiences with the democratic process they have experienced in Australia and other countries. Students are required to compose written work as part of these activities Parents may need to provide support in drafting, proof-reading and editing.