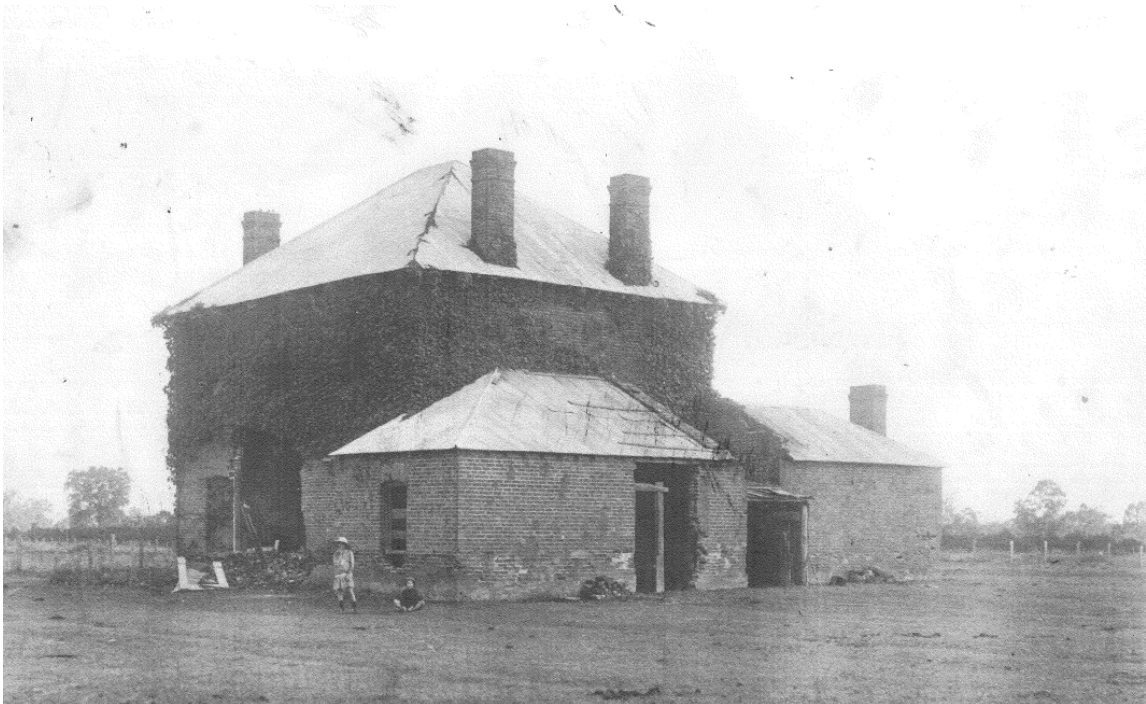


# History Australia



Year 6  
History  
10 Day Print Course



First published 2013

Revised 2020

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## **History Australia**

This topic provides opportunities to develop historical understandings related to why and how Australia became a nation and about the contribution significant individuals and groups made to the development of Australian society.



Students identify change and continuity and describe the causes and effects of change on society. They compare the different experiences of people in the past and explain the significance of notable individuals in Australian public life.

Students develop focus questions to frame an historical inquiry. They identify a range of sources and locate and compare information to answer inquiry questions. They examine sources to identify and describe points of view. Students develop a text relating to two significant Australians and present their findings. In developing this text and organising and presenting their information, they use historical terms and concepts and incorporate relevant sources.

Students are also provided with opportunities to develop the following General Capabilities within the Learning Area content.

## Overview

### Year 6: History Australia

#### Western Australian Curriculum

### Year 6 Humanities and Social Sciences

#### Content strands

Knowledge and Understanding	
Humanities and Social Sciences Skills	

#### Content Descriptions

#### Knowledge and Understanding

##### Civics and Citizenship

##### Australia's System of Government and Citizenship

The key institutions of Australia's democratic system of government based on the Westminster system, including the monarchy, parliaments and courts (ACHASSK143)

The roles and responsibilities of the three levels of government, including the shared roles and responsibilities within Australia's federal system (ACHASSK144)

How laws are initiated and passed through the federal parliament (ACHASSK146)

Who can be an Australian citizen, the formal rights and responsibilities, and shared values of Australian citizenship (ACHASSK147)

##### Economics and Business

##### Trade-offs and impacts of consumer and financial decisions

Choices about the use of resources result from the imbalance of limited resources and unlimited wants (i.e. the concept of scarcity) (ACHASSK149)

Decisions about the alternative use of resources result in the need to consider trade-offs (e.g. using the land to grow crops or to graze cattle) (ACHASSK149)

The impact consumer purchasing decisions can have on a family, the broader community (e.g. purchasing from the local growers' market or a supermarket chain) and the environment (e.g. pollution, waste) (ACHASSK150)

<b>Content Descriptions</b>	
<b>Knowledge and Understanding</b>	
Businesses provide goods and services in different ways (e.g. shopping centres, local markets, online stores, small independent stores, remote community stores) to earn revenue (ACHASSK151)	
<b>Geography</b>	
<b>A diverse and connected world</b>	
The location of the major countries of the Asia region in relation to Australia and the geographical diversity within the <u>region</u> (ACHASSK138)	
Differences in the economic characteristics (e.g. per capita income, energy consumption), demographic characteristics (e.g. population size, density) and social characteristics (e.g. life expectancy, education) of a selection of countries across the world (ACHASSK139)	
The world's cultural diversity, including that of its indigenous peoples who live in different regions in the world, such as the Maori of Aotearoa (New Zealand), and the Orang Asli of Malaysia and Indonesia (ACHASSK140)	
Australia's connections with countries (e.g. trade, migration, tourism, aid, education, defence, sport) and how these connections change people and places (ACHASSK141)	
<b>History</b>	
<b>Australia as a nation</b>	
Key figures (e.g. Henry Parkes, Edmund Barton, George Reid, John Quick), ideas and events (e.g. the Tenterfield Oration, the Corowa Conference, the referendums) that led to Australia's Federation and constitution, including British and American influences on Australia's system of law and government (e.g. Magna Carta, federalism, constitutional monarchy, the Westminster system, the Houses of parliament) (ACHASSK134)	
Experiences of Australia's democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander Peoples, migrants, women and children (ACHASSK135)	
Stories of groups of people who migrated to Australia (including from <b>one</b> Asian country), the reasons they migrated (e.g. push–pull factors) and their contributions to society (ACHASSK136)(ACHASSK137)	

<b>Humanities and Social Sciences</b>	
<b>Questioning and Researching</b>	
Identify current understandings, consider possible misconceptions and identify personal views on a topic (e.g. kwl chart, concept map) (WAHASS50)	
Develop and refine a range of questions required to plan an inquiry (WAHASS51)	
Locate and collect information and/or data from a range of appropriate primary sources and secondary sources (e.g. museums, media, library catalogues, interviews, internet) (WAHASS52)	
Record selected information and/or data using a variety of methods (e.g. use graphic organisers, paraphrase, summarise) (WAHASS53)	
Use ethical protocols when gathering information and/or data (e.g. acknowledge the work of others, reference work appropriately, obtain permission to use photographs and interviews) (WAHASS54)	
<b>Analysing</b>	
Use criteria to determine the relevancy of information (e.g. consider accuracy, reliability, publication date, usefulness to the question) (WAHASS55)	
Interpret information and/or data collected (e.g. sequence events in chronological order, identify cause and effect, make connections with prior knowledge) (WAHASS56)	
Identify different points of view/perspectives in information and/or data (e.g. analyse language, identify motives) (WAHASS57)	
Translate collected information and/or data to a variety of different formats (e.g. create a timeline, draw maps, convert a table of statistics into a graph) (WAHASS58)	
<b>Evaluating</b>	
Draw and justify conclusions, and give explanations, based on the information and/or data in texts, tables, graphs and maps (e.g. identify patterns, infer relationships) (WAHASS59)	
Use decision-making processes (e.g. share opinions and personal perspectives, consider different points of view, identify issues, develop possible solutions, plan for action, identify advantages and disadvantages of different options) (WAHASS60)	
<b>Communicating and Reflecting</b>	
Present findings, conclusions and/or arguments, appropriate to audience and purpose, in a range of communication forms (e.g. written, oral, visual, digital, tabular, graphic, maps) and using subject-specific terminology and concepts (WAHASS61)	

Develop a variety of texts, including narratives, descriptions, biographies and persuasive texts, based on information collected from source materials (WAHASS62)	
Reflect on learning, identify new understandings and act on findings in different ways (e.g. suggest additional questions to be investigated, propose a course of action on an issue that is significant to them) (WAHASS63)	

## General Capabilities and Cross Curriculum Priorities

General capabilities	
Literacy	
Numeracy	
Information and communication technology (ICT) capability	
Critical and creative thinking	
Personal and social capability	
Ethical understanding	
Intercultural understanding	

Cross-curriculum priorities	
Aboriginal and Torres Strait Islander histories and cultures	
Asia and Australia's engagement with Asia	
Sustainability	

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## Task 1 Organising yourself



### Topic Overview

Read the **Topic Overview** to get an idea about the tasks you will be completing.

### Time

This topic will take about two weeks to complete. Tasks vary in length and approximately one to three tasks should be completed each day.

### Ask for assistance

Encourage your family to be involved. Discuss each task before you begin working and, if necessary, ask for further help from your home tutor.

### Keep all your work together in a file.

You can use a computer to complete some tasks.



### Posting checklist

When you have completed all the tasks in History Australia, collect all the pieces of work that you have to return to your teacher.



Activity book



Any work published using computer



Audio/video recordings



Home tutor feedback



Any other activity you have completed that you would like to share with your teacher.

## Task 2      How do we know about our history?

One important aspect of history is telling a story about what things happened, how and why they happened, what this meant to the people involved, how they might have felt at the time and what effects or consequences the events had. Those effects may still have an influence on us today.

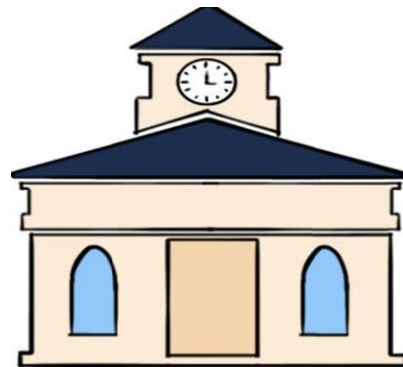
When looking at the past, historians use primary and secondary sources to help them tell the story.

### What is a primary source?

A **primary source** is an object, information or a record that provides first-hand evidence that can be used to create a picture of what happened at the time. Primary Sources are created by witnesses who experienced the events or conditions at the time they are happening.

Primary sources can take various forms, for example:

- artefacts eg: fossils, clothing
- artwork
- autobiographies
- buildings, monuments
- census data
- certificates eg: birth, death, marriage
- pamphlets
- letters
- photographs
- radio programs
- records of information collected by government agencies eg:  
application for a driving license, land title, deed of transfer
- reports of events at the time of their happening  
eg: war correspondent's video report
- shopping lists
- speech eg: recorded notes, press releases
- tape recordings
- video recordings
- newspaper articles report at the time of the  
event, not analysis of the event much later.



Primary sources can be reproduced, for example, in books, on microfilm, on video or on web pages.

Name three things that you use each day that would be considered a primary source.

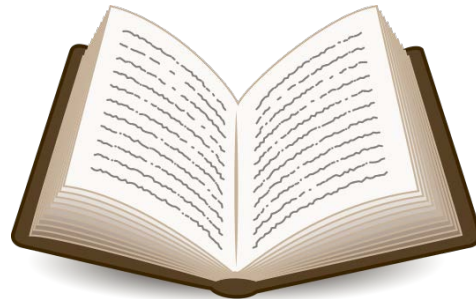



### What is a secondary source?

**Secondary sources** can be thought of as second-hand information. They describe events that happened in the past. Secondary sources use primary sources to help tell their story.

Secondary sources include:

- biographies
- history books
- text books
- journal/magazine articles
- school essays and projects
- documentaries
- legislation
- newspapers interpretations of primary sources
- encyclopedias



Secondary sources are accounts compiled by somebody who was not present at the time of the event or occurrence. They may write about the event at some later time, or from some other place. For instance, an historian in the present day may write about women's rights in the nineteenth century, describing and analysing primary sources to support their argument. Writers of such books usually refer to other secondary sources as well. These may be other books that have been written on the same subject, which have also drawn from primary and secondary sources.

One piece of evidence probably won't provide a complete picture. Think of primary sources as clues. The more clues you find the richer and more balanced will be the picture you will be able to create.

Name three things you use each day that would be considered a secondary source.

## Where can you find primary sources?

### ***First hand***

Depending on what you are investigating, you can collect primary sources yourself. For example:

- an oral history or a survey that you conduct
- an interview or a video that you record
- pamphlets or a program guide that you collect.

### ***Archives***

Archives are collections of primary sources. In the course of daily life, individuals and organizations create and keep information about their personal and business activities. Archivists identify and preserve portions of this recorded information that have lasting value by providing firsthand information about the past. They are valuable to museum researchers, scholars, students, journalists, lawyers, and others who want to know about people, places, and events in the past.

People who want to investigate their family tree can often access archives of government records to find birth, death or marriage certificate information. Today many of these primary sources are available to view online. The following sources will give you this type of information:

National Archives of Australia

State Records Office of Western Australia



## Libraries

State libraries collect material of interest to the state. For example, the State Library of Western Australia has an ongoing collection of primary source materials including pamphlets, maps, menus, theatre programs, letters, diaries, minutes, photographs, and oral histories which dates before the time of Federation.

This material is listed in the library catalogue. Some materials, such as photographs, have been digitised and can be accessed via the online catalogue. Others can only be accessed in the library. Visiting the State Library of WA in Northbridge is an informative way of familiarising yourself with what types of information is available.

Primary sources provide a window into the past. They are snippets of history produced by people who lived during that period. To find the meanings and messages we need to interrogate or analyse these sources closely. By doing this we can better understand the story of Australia.



On the next page:

Complete the *Pink Merino dress* image search.

Read the information about the dress on the table on the following page.

Use the information to help you write your own interrogation of the Thoroughbrace Mail Coach.

Complete the table on the next page using the information that you see in the picture.

There are no right or wrong answers, just your own response.

## Interrogating objects as evidence

OBSERVE AND IDENTIFY	
<p>What is it? <i>It is an old-style dress.</i></p> <p>Who made it? <i>maybe professionally made</i></p> <p>Who used? <i>rich women</i></p> <p>What for? <i>formal occasions</i></p> <p>When was it made? <i>maybe 1850s?</i></p> <p>How was it made? <i>by hand, not machine</i></p> <p>Where is it from? <i>probably England</i></p> <p>Where was it found? <i>wealthy home, Australia</i></p>	
INTERPRET	
<p>Why was it made? <i>for fashion</i></p> <p>What does it tell you about?</p> <ul style="list-style-type: none"> <li>the place <i>not suitable for Australian climate, so fashion seems more important than comfort</i></li> <li>the time <i>formal rules are important</i></li> <li>the society <i>status is important, shows there are rich people in Australia</i></li> <li>the economy <i>wealthy people exist</i></li> <li>lives of individuals <i>some people were rich and formal</i></li> </ul> <p>Was it valuable? <i>probably as it looks very expensive.</i></p>	<p>The <b>Pink Merino</b> c 1900 is a two piece, full length woolen dress, which is stored in the National Museum of Australia.</p> <p>Search key words <i>Pink Merino</i> for this dress on the internet and click on images to understand the answers on the left.</p>
SPECULATE	COMMUNICATE
<p>What impacts or consequences would it have? <i>emphasises social class, that people were not equal in this society.</i></p> <p>What would happen if it were not available? <i>Other symbols of status and wealth would be used such as hats.</i></p> <p>What would happen if a better version were available? <i>The wealthy would buy it as they always try to be the leaders.</i></p> <p>What might it have felt like to have or wear or use the object? <i>It might have felt very elegant and privileged, or it might have felt very restrictive, hot and uncomfortable to wear.</i></p>	<p>I think this object comes from this time in Australian history: <i>It comes from the nineteenth century and would be associated with the elite or the leaders of the society and economy at the time.</i></p> <p>It helps me understand that: <i>Australia adopted British values and culture and applied these even if they did not fit the conditions very well. It also showed that Australia had a class system and inequalities of wealth.</i></p>

OBSERVE AND IDENTIFY	
<p>What is it?</p> <p>Who made it?</p> <p>Who used it?</p> <p>What for?</p> <p>When was it made?</p> <p>How was it made?</p> <p>Where is it from?</p> <p>Where was it found?</p>	<p>Coaches played an important part in Australia's transport and communication history.</p> <p>The 1880's <b>Nowlands Thorough-brace mail coach</b> was used to transport mail and passengers in northern New South Wales and is also stored in the National Museum of Australia.</p>
INTERPRET	
<p>Why was it made?</p> <p>What does it tell you about?</p> <ul style="list-style-type: none"> <li>• the place</li> <li>• the time</li> <li>• the society</li> <li>• the economy</li> <li>• lives of individuals</li> </ul> <p>Was it valuable?</p>	<p>Search key words to answer the questions on the left.</p>
SPECULATE	COMMUNICATE
<p>What impacts or consequences would it have?</p> <p>What would happen if it were not available?</p> <p>What would happen if a better version were available?</p> <p>What might have felt like to have or wear or use the object?</p>	<p>I think this object comes from this time in Australian history:</p> <p>It helps me understand that:</p>

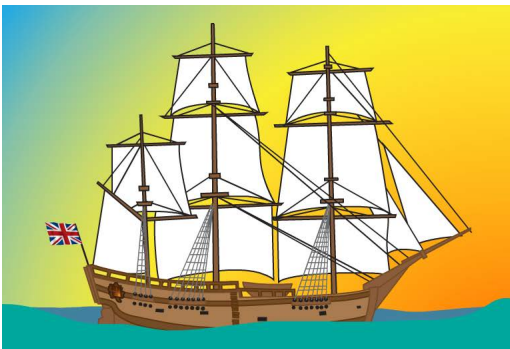
### Task 3      Snapshot of life in 1900

During the 1890s, drought and financial hardship forced many unemployed country people into the cities to find work. Jobs were not easy to find and areas inhabited by poor people grew around the outskirts of larger towns and cities. The population of country towns fell. The life of many who lived in Australia was one of struggle and poverty.

**Women** were regarded as second-class citizens. They were expected to marry, have children and look after their husbands. They were not allowed to vote and married women were not allowed to own property. Some jobs including dressmaker, typist, clerk, nurse and teacher were mainly performed by women. Female workers were paid about half of the male wage despite the importance of their job.

**Indigenous aboriginal** people were forced from their traditional lands to live on missions run by churches and on reserves run by the government. Many children were taken from their parents and forced to live on missions where they were trained to be servants or stockmen.

Most white people believed the Aboriginal race would die out and they were not included in Australia's population figures. Their wages were much lower than those of other Australians.



**Migrants.** Many people in Australia believed that white people were superior to other races. They thought that the population should be made up of people from Britain. Many thought that migrants might take the available jobs and work for lower wages, making unemployment worse for those already living there.



## Children

**Most children** did not get a good education. Some children of poor parents did not attend school. As a result of their lack of education, they found it hard to improve their lives and were restricted to unskilled jobs. Only wealthy people were able to send their children to secondary schools. Most children left school when they were twelve years old to work in factories, to sell newspapers or to help their mothers do the work at home.

Country children played an important part in the family. They were expected to help from a young age, and their work was essential in making the family farm financially stable. Boys often milked cows and the girls helped make the milk into butter and cheese. Children often had to get up very early to do chores before going to school. They often had trouble staying awake in class.

Doing the dishes was a common household chore for children. Usually the girls of the family would wash the dishes in a large metal bowl on the kitchen table. The hot water would come from a pot on the wood stove and the girl would wear an apron.

Older children often acted as child minders for their younger siblings. They would mind young brothers and sisters while their parents are busy with working. Sometimes they would act as the teacher for their siblings, teaching them to read and write.

Search the internet for images of children's lives at the end of the nineteenth century or 1900's. Identify similarities and differences between your life now and that of the children in the nineteenth century.



## What a difference a century makes

The pictures you have viewed online show that some things change over time and some things stay the same.

What do we know about children 100 years ago based on these images?  
In the box write something positive, something negative and something interesting about the lives of children 100 years ago.

😊

😞

😐

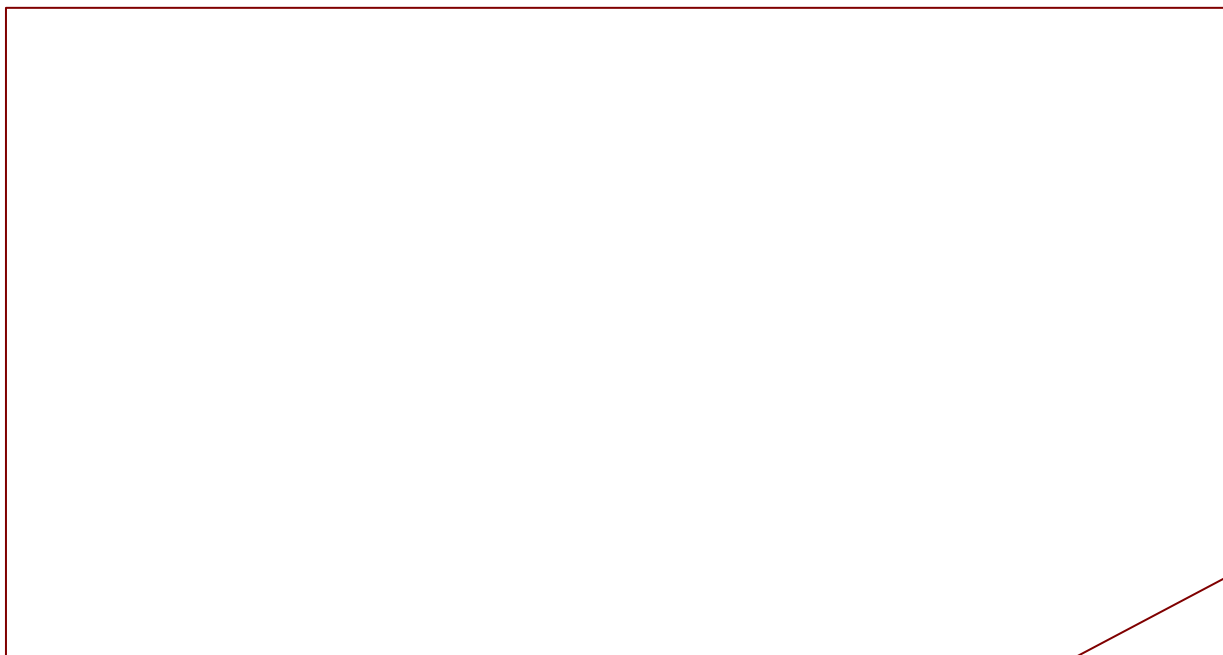
Examine the children, their activities and their surroundings in the pictures again. Look for three things that have changed and three things that are still the same as today. Make a comment about each of these in the table below.

SAME	CHANGED

Choose an activity or a chore you do regularly and think about how the activity would have been different 100 years ago. Explain using words or pictures.

Activity \_\_\_\_\_

**NOW**



**THEN**



## Task 4 Before Federation

When people form a **nation** it is often because they share:

- a common language and culture
- common beliefs about politics and laws
- the same geographical area
- a feeling of being similar to each other and different from other people.

However these factors alone will not create a nation. People must also feel they want to form a nation. Until the 1880s, most people in Australia were either strongly opposed to the idea of forming a nation or did not care enough to do anything about it.

Before 1901, Australia's six states were separate colonies, all of which were considered part of Britain. Each state operated independently and had its own defence forces, trade, postal and railway systems and immigration laws. This often made it difficult when people crossed the border in to another colony or state. People were starting to think that life would be easier if the six colonies joined together to become a single overall Federal Government.

The greater distances between the colonies made transport and communication between them difficult. Trying to improve transport and communication brought the colonies closer together. An example where individual colonies made decisions that cause problems was the width of train tracks or gauges. Each colony had different size tracks so travellers had to change trains at each border, which was inconvenient and slow.

Goods were mainly shipped between the colonies but a customs tariff or border tax had to be paid to bring goods into the different colonies. Each colony charged a different amount for this border tax. Many business people supported Federation to enable these taxes to be removed. Others rejected the idea of Federation because they thought it might make transporting goods more expensive. Despite differing views Federation seemed to be the only solution.

Federation is the act of uniting the people from different states under a central government and maintaining independence in internal affairs.

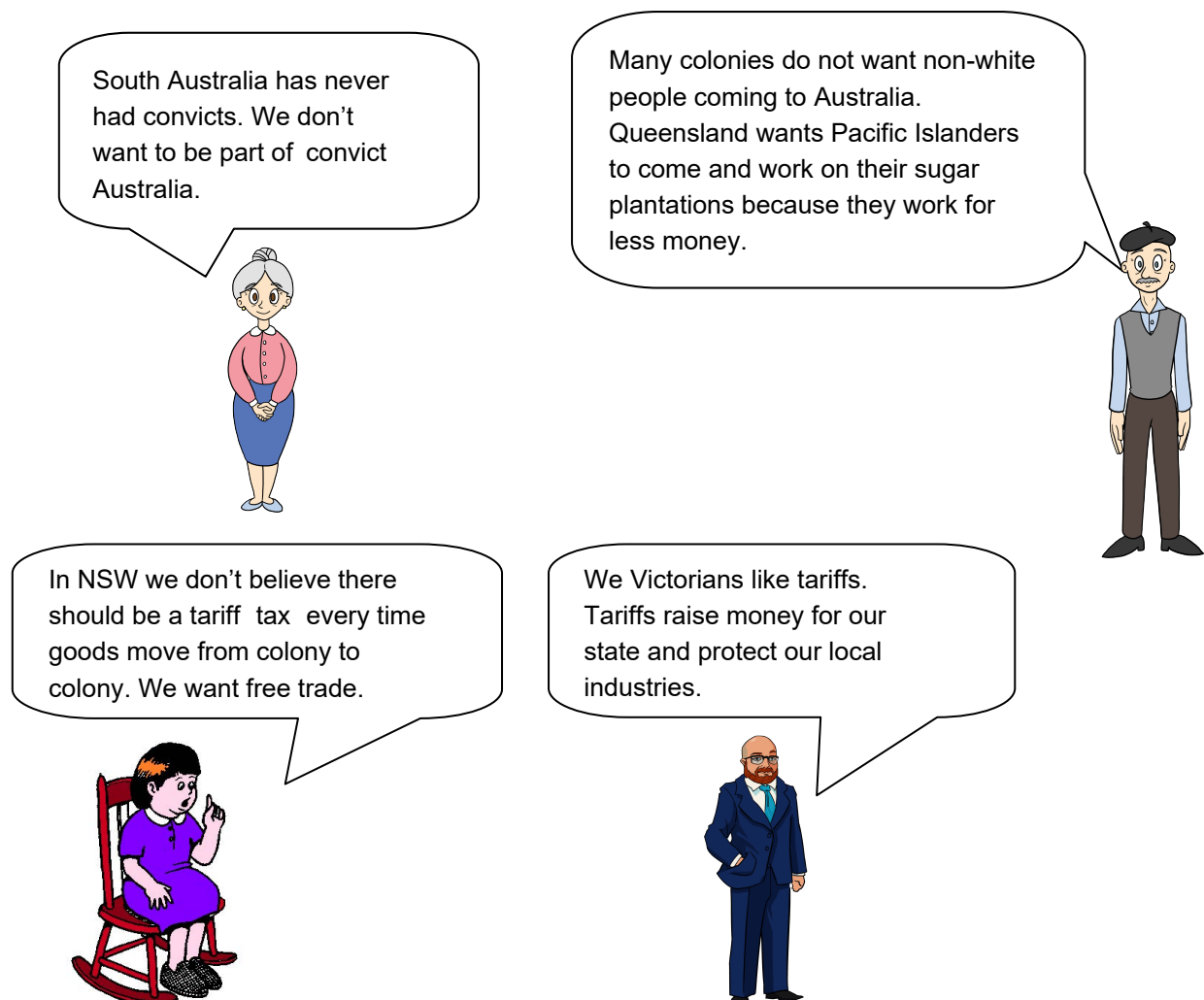


## Did everyone want Federation?

The answer to the above question is 'No', not at first. Initially, many people in Australia didn't want to federate. Some colonies thought they were doing quite well and didn't need to be part of a federation.



All Australian colonies faced the same problem. Each wondered what it had to gain and what it had to lose from federation. Each had to balance its own interests against the interests of a new nation. There were many issues.



Agreeing to federate took a long time. People formed 'for' and 'against' groups. Everyone had an opinion on the subject. Such an important decision, one which was going to affect Australia for a long time, needed a lot of discussion and debate.

Read the arguments below. Use two different coloured highlighters to identify the arguments 'for' and 'against' Federation. This will help you complete the next task.

*Many people felt that it would be expensive to set up a central Parliament because it would be costly to run, which would make taxes higher.*

*Some people were loyal towards their own colony and had negative feelings towards other colonies.*

*People living in the smaller colonies were worried that the federated nation would be dominated by the wealthy and powerful colonies, New South Wales and Victoria, which would disadvantage them in trade relations. People in those two colonies felt they would be disadvantaged because they would be stuck with the financial problems of the smaller states.*

*Some worried that a Federal Government would have relaxed immigration laws, which would allow more non-white people to come to Australia. Others argued that a central government could make uniform immigration laws to keep non-white people out of the whole country.*

*It was also pointed out that a single Australian nation could have one large defence force, which would be better able to protect the continent than six small defence forces.*

*It was argued that a Federal Government could better control postal and rail services, which would make services uniform across the country. This would make those systems more effective.*

*Abolishing tariffs (extra payments for imported goods) within Australia would be another advantage. It would save time and expense because when people crossed borders between colonies they had to stop to show the border guards any goods they had and pay tariffs for them.*

*Some believed that a strong central government would be more effective in helping the Australian colonies overcome a recent drought and an economic depression.*

*Supporters also wanted federation to give Australia independence but wanted it to remain part of the British Empire because of its British heritage.*



## Create a poster

There was energetic campaigning on both sides trying to convince people to support their views. What do you think?

Choose a viewpoint of either for or against Federation and a feature that you feel is important. Use this feature to create a poster to convince others to support your view.

***A poster combines images or pictures with print.***

***A poster uses images and words to send a message to an audience.***

***Often, posters try to persuade or convince an audience to do or buy something.***



Search images of posters on the internet and ask yourself these questions.

Who is the audience?

What is the purpose of the poster?

What is the poster's message?

What do you think is the best feature of this poster?

When designing your poster, ask yourself the same questions.

You can use your computer or blank paper to create your poster.

## Task 5      Reaching a decision

It is **1899**. The people of the Australian colonies are about to vote on whether they should federate or not. You are a reporter for the *Melbourne Gazette* and have been asked to write a report to give your view.

Search the internet about *How to vote on Federation Day 1898* to learn more about how voting was conducted leading up to Federation.

Your report needs to include:

- a brief explanation of what it means for the colonies to become a Federation
- three points in favour of Federation
- three points against Federation
- your opinion about whether the colonies should become a Federation or not and give reasons for your view.



You can use your computer or the following page to complete this task. See Appendix 2 at the back of this book if you need a reminder about writing paragraphs.

Suggested format for report.

<p><b><i>Title</i></b></p> <p><b><i>Meaning of Federation</i></b></p> <p><b><i>Reasons for Federating</i></b></p> <p><b><i>Reasons against Federating</i></b></p> <p><b><i>My opinion and reason for my view.</i></b></p>
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Your work will be assessed on how well you explain each section of the report.







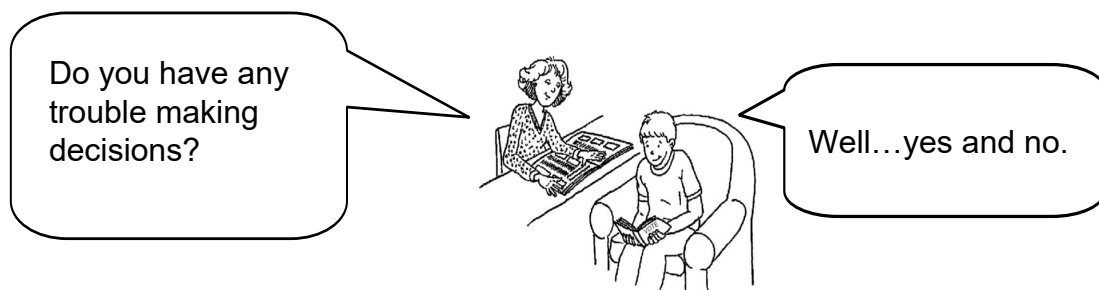
## Task 6 Creating a constitution

During the 1890s representatives of the colonies came together at special meetings called Constitutional Conventions to draft a constitution which would unite the colonies as one nation and provide for a new level of national government.

A constitution is a set of rules that dictate how a country is governed.

Writing the constitution was the hardest part of achieving Federation. Would it work? Was it good enough? Would all the states accept it? It took years for an acceptable constitution to be written.

Many decisions had to be made and some things about the new constitution weren't fair. One feature was that it was created only by white men. There were no women, Aboriginal people or non-white Australians participating in the special meetings when the details were worked out. As a result, these groups were not consulted about how they might be affected.



Use the search words *an Australian constitution* and click on videos to learn more about the purpose of the Australian Constitution. Watch at least three videos.

Also search *What is Magna Carta* and click on videos to learn about where the original idea of a constitution came from.

Finally, read as much information as you can about the Constitution to answer the questions on the next page.



Read the questions below.

Revisit your internet searches to find the information you need to answer the following questions.

**Write full sentence answers in your own words.**

<b>Creating the Constitution</b>	What ideas would the writers of the Australian Constitution get from the Magna Carta?
<b>British heritage and the Constitution</b>	Where are the Australian constitutional rules written? Where is this kept?
<b>Constitutional leaders</b>	What is the role of the Prime Minister? Governor-General?
<b>Checks and balances</b>	What are checks and balances? Why is it important to have these?
<b>Two houses of Parliament</b>	How does parliament ensure that small states are not dominated by the larger states?
<b>Democratic principles</b>	What has to happen to change the Constitution?

## Task 7 Take a vote

We Australians should be very proud of ourselves. In many places around the world, wars had to be fought to create new nations. Not here. We did it in a peaceful way - by asking the people to vote.

When the Constitution had been written, the people of Australia were asked to vote YES to accept or NO to reject it. It was a special sort of election, called a **referendum**. Finally, by 1900, most people voted YES.



### Is it fair?

We vote for lots of reasons but for the decision to be fair, we must have rules.

Why are rules necessary?

What would occur if the country did not have a set of rules?

Search the internet using the words *Why do we need laws*.  
Select and view videos necessary to answer these questions.

## Task 8 The Rights of Indigenous Australians

After Federation, a number of changes occurred in Australia. These changes had an impact on groups that weren't represented in the decision making.

Think about four changes that have happened in your life during the past year. Some changes may have been your decision and some may have been out of your control.

Make a list and comment on the nature of the change by ticking the relevant boxes.

Changes	important	beneficial	risky	permanent	temporary	voluntary	forced upon you	gradual	trivial	unexpected
<i>e.g. Started at a new school</i>	✓	✓		✓			✓			✓
1.										
2.										
3.										

Some of these changes can alter your entire life even though you have not been part of the decision making.

In the early years of Federation, the government made laws aimed at improving the standard of living for Australians, such as pensions for elderly or disabled people, but these laws excluded Aboriginal people. As human rights and democracy were improving for white Australians they disappeared almost completely for Aboriginal people.

Some States made laws that removed Aboriginal people physically from other Australians. Many Aboriginal people were forced to live on Christian mission stations in remote places. The authorities separated Aboriginal people from their own families under what were known as *assimilation* policies. If a child born to an Aboriginal woman had a white father, the child was often taken away from his/her mother and brought up at a mission or with white families. Many of these children, later called the **Stolen Generation**, never saw their families again and often were prevented from finding out information about their real families.

## The Stolen Generation

Your task is to learn more about the Stolen Generation. Begin by reading these facts.

### The Stolen Generation

An overview of what happened to Aboriginal children in Australia in the early to mid 1900s.

#### ①What is the Stolen Generation?

- From 1909 to 1969 it was government policy in Australia to remove Aboriginal and Torres Strait Islander children from their families.
- The children who were taken away from their families became known as the Stolen Generation.

#### ③What happened?

- Children who were taken away were brought up on missions or reserves, often in very poor conditions, with a lack of food or comforts.
- Children were separated from brothers or sisters and told nothing about their family as they grew up.
- Many Aboriginal children were abused by the people who were supposed to be helping them.
- 

#### ⑤The effect on the children

- Many of the members of the stolen generation are quite old now, and still feel very sad and angry at what happened to them.
- Many members of the Stolen Generation still know nothing about their real families because records have been lost or destroyed over time.

#### ②Assimilation

- Assimilation is the process of trying to bring one cultural or racial group into another group.
- In the early 1900s, the Australian Government was trying to assimilate Aboriginal and Torres Strait Islander culture into White Australia.

#### ④Why were these children removed from their families?

- Many people in the early 1900s saw the Aboriginal culture as dying out.
- Some people thought it would be kind to try and bring up Aboriginal children in a white culture, to prevent them from being tied to a culture they thought would not be around for much longer.



#### ⑥The apology

- In 2008 Prime Minister Kevin Rudd formally apologised to the Stolen Generation.
- You can search the internet to view his apology using the search words *Kevin Rudd's Apology to The Stolen Generation*.

The following letter was written by a student during the 1960's requesting that a member of the Stolen Generation be allowed to have contact with their family again.

*The Protector of Aborigines  
The Aboriginal Protection Board  
King William St,  
Adelaide. SA*

*Dear Mr Harrington*

*My name is Estelle Southern and I am writing as a concerned citizen. One of my friends is an Aboriginal lady who is part of the stolen generation. She was taken from her family when she was 4 years old, not knowing what would happen to her and what her future would be like. I am writing to you to ask your permission for her to get in contact with or visit her family. I know she has longed, hoped and dreamed of seeing them again. Many times she has been told that she will never see her family again though she has tried not to believe this.*

*My friend was born in the northern region of the state in the 1920s. Her real name is Mary and she has a brother and a sister. Her mother is one of the Aboriginal people from that district. Her father's name is Jack. He is Irish and he came to live in the same northern region of this state. They were a very close family, spending many hours together each day, singing songs around campfires and hunting together.*

*The day she was taken, Mary thought it would just be another ordinary day, but she was wrong. A man arrived in a van and Mary tried to escape because then she knew what was going to happen. She was forced into the van and taken to the Oodnadatta United Aborigines Mission.*

*Mary stayed there for a while and her name was changed to Alice. She was then moved into another 'home' which was much stricter and she was treated very badly. In both places, she was not allowed to speak her own language and would be beaten if she did this or talked about her family or about being Aboriginal. They were painful times for her and all those with her. Some of the supervisors were kind, but many were cruel. The supervisors wanted the young Aboriginal people to think they were their family, but Mary never forgot her real family. Some children's families visited on occasion, but Mary's could not.*

*I think you might be a good person. I am pleading with you to grant Mary permission to see her family. It is something she really wants and it would help her greatly.*

*It is not good to see a family broken up. I am asking for you to help this family be together again.*

*Yours sincerely  
Miss Estelle Southern*

To help you understand the traumas experienced by the stolen generation, please watch the movie called *Rabbit Proof Fence*. It is the true story of three Aboriginal children who escape after being taken from their homes and set off on a trek across the Outback.

Ask your home tutor to arrange access to this movie.



Further information can be located on the internet by doing a search for the *Stolen Generation*. Read the task below so you know what to look for. Try to imagine living during the time when Aboriginal children were being taken away from their families.

Write a formal letter to the Government of Australia from the point of view of an Aboriginal child, arguing against being taken away from his/her family.



Your letter should be at least 150 words long and demonstrate that you understand why Aboriginal people were against this practice.

#### Ideas to consider

- Life with their family culture, language, daily life, beliefs
- Removal from the family child's reaction, parents reaction
- What might happen next? Fear of the unknown, mission, adoption, changes to their life, things that they would miss

Use the mind map on the following page to plan your letter.  
Use a computer to write your final copy.



### REMINDER : Content of a formal letter

**The first paragraph** should be short and state the purpose of the letter.

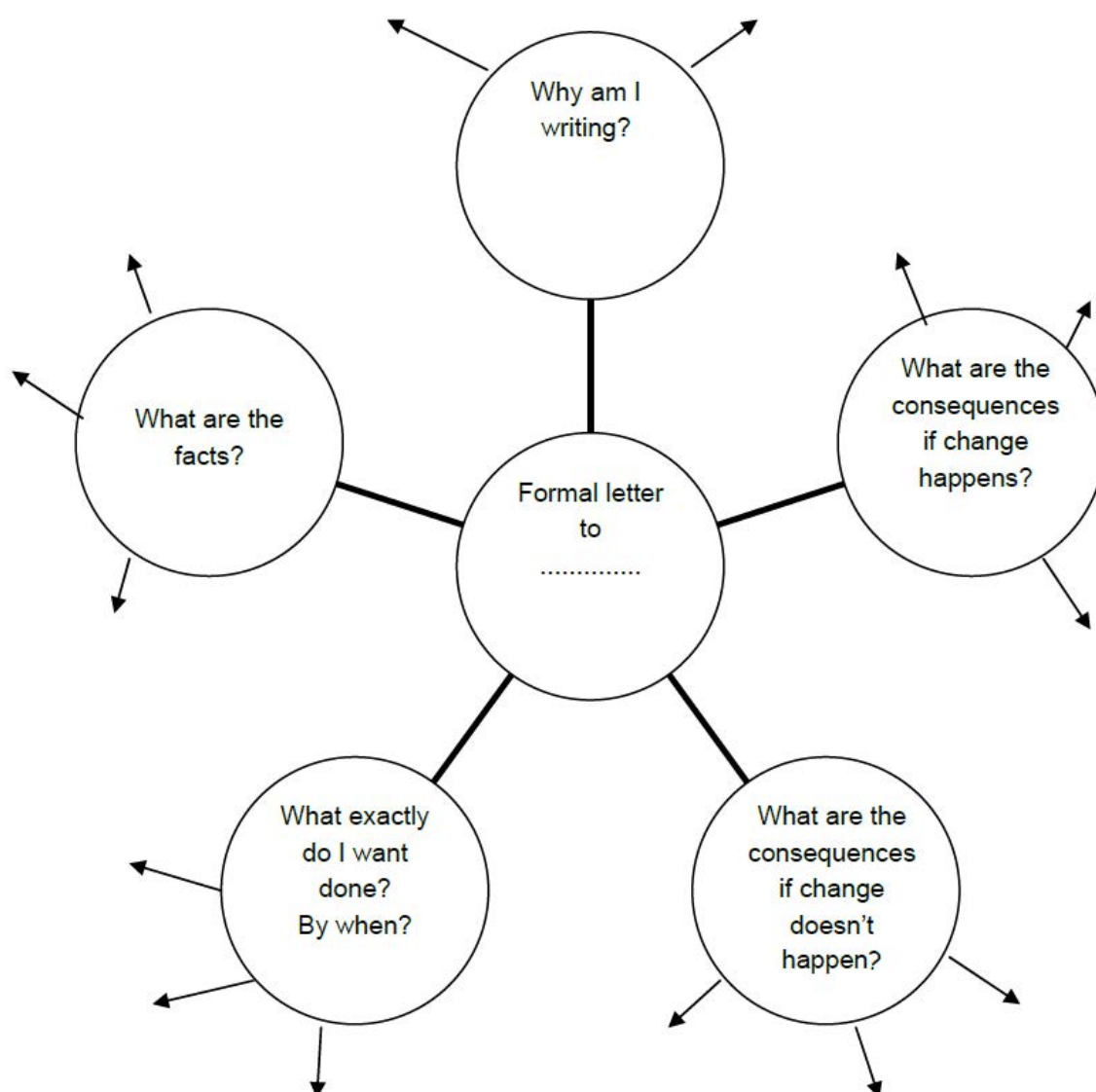
**The paragraphs in the middle** of the letter should contain your point of view and information explaining why you are against this practice. Keep the information to the essentials and concentrate on organising it in a clear and logical manner.

Use connective words to link paragraphs

**The last paragraph** of a formal letter should state what action you expect the recipient to take.



Use this mind map to plan what you want to say in your formal letter.  
 Each section will become a paragraph.  
 This will help you organise your ideas.



Use a computer or a lined sheet of paper to write your draft and final copy.



## Task 9 The Suffragette movement

At the time of Federation women did not have the right to vote in Australia. They did not have the right to stand for government, so men made laws that favoured men. Does this seem fair? The suffragettes didn't think it was fair.

### What is suffrage?

Suffrage is the right to vote. So, the suffrage movement was made up of women who fought for the right to vote. They were known as Suffragettes. Suffragettes existed in most Western countries where women were excluded from voting or sitting in parliament.



### What was the Monster Petition?

Suffragettes collected signatures in support of women's right to vote. These signatures were collected into petitions, which were presented to parliament. In 1891, Suffragettes collected almost 30 000 signatures on a petition in Victoria and presented this to the Victorian Parliament. This petition still exists and has become known as the Monster Petition. The petition is 260 metres long.



Search the internet using the words *Suffragettes* to learn more about this movement.

Locate and view images of the *Monster Petition*.

The women's suffragette movement gained increasing support amongst the women of Australia.

Some points of argument were:

- women were considered citizens and therefore required to pay taxes but were not allowed to vote.
- women were required to obey the law but were not allowed a voice in making the laws.
- women wanted female representation in governing groups.
- women wanted to obtain the same political privileges as the male voters.

One woman who was a strong suffragette campaigner was Vida Jane Mary Goldstein, an early Australian feminist politician who strongly campaigned for women's suffrage and political reform.

Search *Vida Goldstein* on the internet to learn more about her achievements.

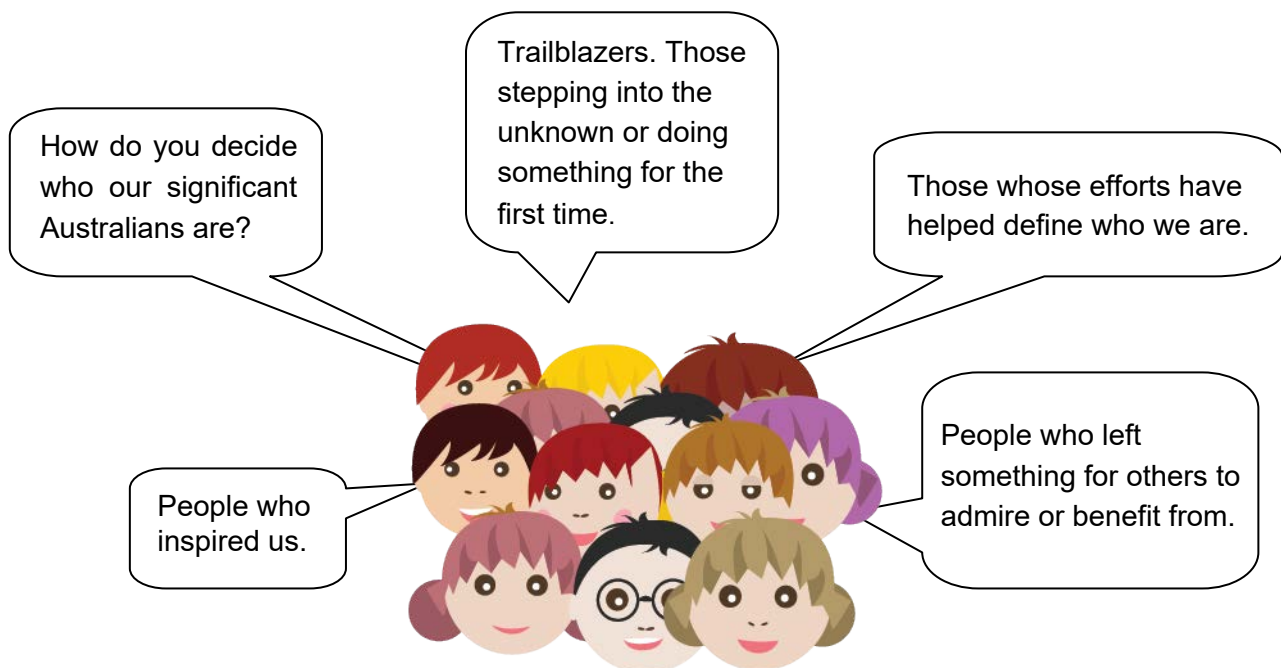
## Task 10 Historical Inquiry

Australia's development has been enhanced by the contributions of many notable people throughout its history. People have become famous in many fields including sport, exploration, the arts, entertainment, literature, politics, science and inventions. Colourful characters, infamous villains and people of many cultural backgrounds have all helped to shape the Australian identity.

In Task 12, you will be conducting an historical inquiry. This task will give you a chance to be an historian, to research and examine two significant people from Australia's past. You will compare their different experiences and explain their significance.

What is a significant Australian?

A **significant Australian** may not be famous but has contributed to the development of Australian society.



On the next page, see how one student presented their report describing and comparing the different experiences of two significant Australians.

**Ben Roberts-Smith****Introduction**

Ben was born on the 1st November 1978. Ben is 33 years old and is still alive. His years of service as an army officer are 1996 to the present time. His rank is Corporal. The Service branch is Australian Army. Ben participated in these wars:

- \* International Force for East Timor
- \* War in Afghanistan
- \* War in Iraq

**Achievements**

Ben was awarded the Victorian Cross for bravery. It is only the second time someone from Australia has been awarded the Victorian Cross. Ben has also been awarded these medals:

- Gallantry
- AASM
- INTERFET
- Afghanistan medal
- Iraq medal
- Australian Service medal
- Queen Elizabeth Diamond Jubilee medal
- Defence Long Service medal
- Australian Defence medal
- United Nations medal
- NATO medal
- Unit Citation for Gallantry
- Meritorious Unit Citation

**Background**

Benjamin Roberts-Smith is the son of Len Roberts-Smith. Ben joined the army when he was 17. Ben's adult hero was Sargent Mathew Hock.

**Description**

Ben is famous for being awarded the Victorian Cross. The Victorian Cross is awarded to those who have been extremely brave. Ben was given the Assignment on the 11th June 2010. His troops were ordered to capture and kill the Taliban leader.

**Conclusion**

I admire Ben because of his bravery and because he believes that family and friends are worth fighting for. He was ready to risk his life for his daughters.

**John 'Simpson' Kirkpatrick****Introduction**

Jack Kirkpatrick is known as John Simpson. He was born on the 6th of July 1892. He died in battle in the morning of the 19th May. He was shot in the back by a machine gun and was buried on the beach of Gallipoli, Turkey.

**Achievements**

Jack was chosen as a field ambulance stretcher bearer.

Jack was recommended for the Victorian Cross in June 1915.

**Interesting Facts**

- \* In 24 days Jack rescued over 300 people.
- \* Jack changed his name because he escaped an army ship and he thought he would not be accepted into the army so he used his middle name (John) and his mother's maiden name (Simpson).
- \* He didn't survive a month in the war.

**Research websites**

John Simpson Website: ANZAC  
[www.anzacs.net/Simpson.htm](http://www.anzacs.net/Simpson.htm)  
 Ben Roberts-Smith Wikipedia address  
[http://en.wikipedia.org/wiki/Ben\\_Roberts-Smith](http://en.wikipedia.org/wiki/Ben_Roberts-Smith)

**Background**

Jack was one of 8 children and he was the son of Robert Kirkpatrick and Sara Simpson. As a young boy he worked with donkeys in the summer holidays.

**Description**

Jack became a war hero because he carried the injured on his donkey. He also bought fresh water from the beach up to the trenches for the soldiers. He did this all under heavy fire.

**Conclusion**

I admire Jack's courage and bravery. He was a kind man and he was always cheerful, singing and whistling along to his favourite song. He rescued many people putting his own life at risk.

**Comparing Jack and Ben**

Jack and Ben were soldiers who were extremely brave. Both joined the army at the age of 17. They both served overseas in the Australian army although in different wars. Jack and Ben were awarded the Victorian Cross which is a rare and honourable achievement. Jack was shot and died in Gallipoli. Ben has served in three wars and is still alive today.

After reading the report about *Ben Roberts-Smith* and *John 'Simpson' Kilpatrick*, tick the box if you can see evidence of the following:

1. Use of historical terms for example Gallipoli, trenches
2. Research information organised in a clear and logical manner
3. Evidence presented to support choice of significant individuals
4. The significance of both Australians explained by providing background information
5. The experiences of both Australians compared
6. Websites listed that were used to research information


Your teacher will be looking for this information when assessing your historical report.

Before you begin your historical inquiry think about how you might present your work. It can be published using a computer or written by hand.

Your teacher will want to see your draft.

Your audience will be your family, friends, teachers and other students.

My presentation is going to be oral and digital. I will have images with voice over in a slideshow.



I'll include a timeline and images to make it more appealing to my audience.



## Task 11 Historical Inquiry

To conduct your historical inquiry, you will:

- choose two people who made a contribution to Australian society
- describe and compare their different experiences
- explain why they were important people based on your investigation and
- present your findings as a report.

This four step process will assist you in conducting your inquiry.

### ① Planning

- identify what you know about your topic
- form focus questions to investigate
- think about where to find sources

### ② Searching

- locate sources
- identify information
- take notes
- record references

### ③ Read and Write

- select relevant information from sources
- put the information into your own words
- write a draft
- edit your draft

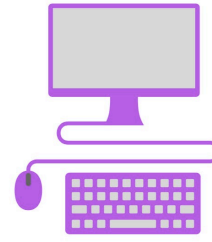
### ④ Communicating

- write a good copy
- present your findings in the format you have chosen
- evaluate how successful you were at using the process

## ① Planning

In the planning stage you will:

- choose two significant Australians to investigate
- form focus questions to investigate
- think about where to find sources



Begin your inquiry by researching to find two significant Australians. There are many useful resources to help you choose. Non-fiction books, encyclopaedias and the internet are excellent places to start.

The two significant Australians I have chosen to investigate are:

1

2

The aspects below are examples of areas you could include in your inquiry.

Tick any aspects you think could be useful when searching for information.

Add brief notes underneath and other headings if necessary.

☐ achievements

☐ personal backgrounds

☐ the contributions they  
have made to our history

☐ timeline of events

☐ different experiences

☐ interesting facts

☐ .....

☐ who benefited from  
their contribution and how

☐ .....

## Focus questions

To make an investigation more effective, it helps to devise focus questions. This improves the way you research and helps you to select appropriate resources.



Focus questions keep you from getting lost or off-track when looking for information.

Think about:  
who, what, when,  
where, why.



Here is an example of how to record your headings and focus questions.

<b>Aspect</b>	<i>Personal background: <b>Fred Hollows</b></i>
<b>Focus Questions</b>	
<i><b>Where</b> and <b>when</b> was Fred born?  <b>How</b> did Fred spend his childhood?  <b>What</b> made Fred choose medicine as his career?</i>	

Use the spaces provided to write your own headings and focus questions.

<b>Aspect</b>	
<b>Focus Questions</b>	



<b>Aspect</b>	
<b>Focus Questions</b>	

<b>Aspect</b>	
<b>Focus Questions</b>	

<b>Aspect</b>	
<b>Focus Questions</b>	

<b>Aspect</b>	
<b>Focus Questions</b>	

## Task 12 Historical Inquiry

### ② Searching

In the searching stage you will:

- locate primary and secondary sources
- identify information
- take notes
- record references



### Locating information

Searching the internet is a bit like being a detective, where you find clues which can lead you to the information you require. Choosing key words that are related to the topic will help you to find information.

### Note-taking

When collecting information from a text, important tools to use are **key words and phrases**. Key words and phrases provide the key to understanding the information and ideas when you are reading, listening or viewing. Key words and phrases help you to remember the main ideas.

Choose the focus questions you will be using for your inquiry from Task 12 and enter these onto the note-taking frameworks before you begin your research.

An example has been provided to help you.

If you wish to use a computer for this task you can create your own note taking framework.



## Person 1

Note-taking framework		
Focus Questions	Key words	Phrases
<i>Where and when was Fred born?</i> <i>How did Fred spend his childhood?</i> <i>What made Fred choose medicine as his career?</i>	<i>April 1929, Dunedin, New Zealand</i> <i>Family of six</i> <i>Loved science</i> <i>Valued learning Religious family seminary</i>	<i>Strong beliefs in equality</i> <i>Observing doctors at mental hospital decided to study medicine</i> <i>Enrolled Otago Medical School</i>

Person 2

Note-taking framework		
Focus Questions	Key words	Phrases

## Reference list

It is important to acknowledge the sources you have used in your investigation.

When looking at internet sites you need to use your judgment to decide if the site is appropriate. Anyone can put information on the internet so it is important to evaluate each site. As you proceed with your research, keep a record of websites and books as evidence to where you found your information. This will allow you to revisit them if necessary and provide you with details for the reference list you will provide with your report.

Record the resources on the following tables.

### Web Site tips

*Who:*

*Who wrote the text? Is the author included?*

*Are you able to find out more about the author?*

*What:*

*What does the author have to say?*

*Is the site easy to use?*

*Is the information different to other sites?*

*When?*

*When was the site created? Last updated?*

*Where?*

*Where does the information come from? Does this seem reliable?*

*Why?*

*Why is this information useful for my research?*

*Why should I use this information?*

*Why is this site better than others?*

### Resource lists: Websites

Title of article	Last update	Date accessed	URL
Happy Australians	2011	1/4/19	<a href="http://www.happyvalley.org.au/index.aspx?n=1438at">http://www.happyvalley.org.au/index.aspx?n=1438at</a>

### Resource lists: Books

Author	Year of publication	Title	Publisher
Murray A	2014	Desert Creatures Adaptations	Smithson

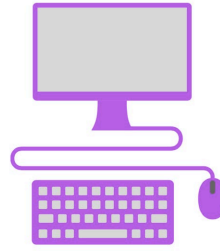
See Appendix 1 at the back of this book for Referencing Help.

## Task 13 Historical Inquiry

### ③ Read and Write

In Read and Write stage you will:

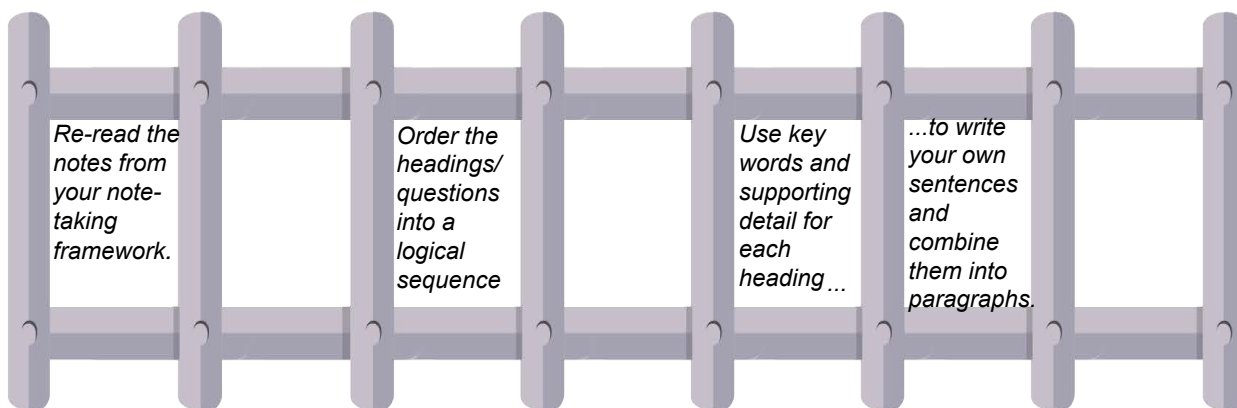
- select relevant information from sources
- put the information into your own words



Use the notes from your note-taking framework to help you plan and write the draft copy for your presentation. In order to do this you will be paraphrasing, which is when you take information and retell it in your own words. The key words and phrases are turned into paragraphs by adding more information. This information becomes the draft copy of your presentation.

See Appendix 2 for information on how to write a paragraph.

You can use a computer or blank page to complete this task.



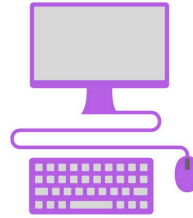
Proof and edit: read your draft aloud, check for errors and making any changes. Decide where you could include graphics, images and maps.

Questions to ask yourself during this stage:

- Do I have enough information for each paragraph?
- What would be the most effective way to present my information?
- What will enhance my final presentation?
- Have I written it in my own words so that it is not just copied?
- Have I updated my reference list?

## Task 14 Historical Inquiry

### ④ Communicating



In the communicating stage you will:

- write or type a good copy
- present your findings in the format you have chosen eg. PowerPoint, video, poster
- evaluate your level of success using the process

Using your edited copy, publish a final copy of your inquiry.

When thinking about how to present a final copy it can be helpful to consider the following criteria:

- What will it look like?
- Is the information presented in a logical sequence?
- Is the information presented in an interesting way?

Share your historical inquiry with your family before including it in your work to be returned to your teacher.



## Task 15 Historical Inquiry evaluation

It is important to evaluate your presentation and the investigation process.

One way to evaluate whether your presentation covers the focus questions is to ask someone look at it, read it, and then answer a question that targets the information you were presenting.

Complete this checklist on the Investigation process.

	I did this well	I could improve	Comments
<b>Planning</b>			
I identified two significant Australians to investigate			
I formed focus questions			
I was able to locate different resources			
I devised presentation ideas			
I completed an Investigation brief.			
<b>Searching</b>			
I successfully located relevant information			
I made detailed notes			
I used a note-taking framework			
I recorded my resources onto the resource table.			
<b>Read and Write</b>			
I selected relevant information			
I wrote the information in my own words			
The information follows a logical sequence			



	I did this well	I could improve	Comments
I completed a draft copy			
I edited the draft.			
<b>Communicating</b>			
My presentation was well organised and detailed			
All the focus questions were answered			
The presentation method was suitable for the audience			
Another person was able to answer my evaluation question after viewing my presentation.			

This information shows you your strengths and areas which could improve.  
Ask your home tutor if he/she agrees with your thinking.

In the comments box, identify which part of the process you most enjoyed and one skill that you would like to be a focus for improvement.

### Home Tutor

Please contribute your feedback about your child's ability to conduct an historical inquiry using the table below.

<b>Planning</b>	
<b>Searching</b>	
<b>Read and write</b>	
<b>Communicating</b>	

## Appendix 1

### Referencing Help

When publishing your own reports, it is very important to acknowledge where you found the information that you have used. Below are examples of some common ways of researching and how they are referenced.

#### Book with Author

Happy Penguin wrote a book called *My Antarctic Home* in 1985. If you use his book for your research then you would reference it like this:

Penguin, H 1985, *My Antarctic Home*.

#### Encyclopaedias

If you use the Encyclopaedia Britannica, Volume 100, written in 1984 and read pages 55- 2 an article called Penguin Adaptations then your reference needs to look like this:

'Penguin Adaptations' 1984, *Encyclopedia Britannica*, vol.100, pp.55- 2.

#### Internet

If you go to the internet and you search for a webpage and read about penguin feathers, your reference will look like this note that the title of the page is in italics and accessed means the day you looked at it

*Penguin Feathers* 1986, accessed 21 March 2020, <http://www.seaworld.org/animal-info/info-books/penguin/physical-characteristics.htm> .

#### On-line Image

Many images are copyrighted but many allow you to use the image if it copyright free. It may require an attribution eg: the name of the photographer. Some of these can be found on your chosen site if you click on the photos.

They still need to be acknowledged like this: image name, photographer's name, the date you accessed it, the URL

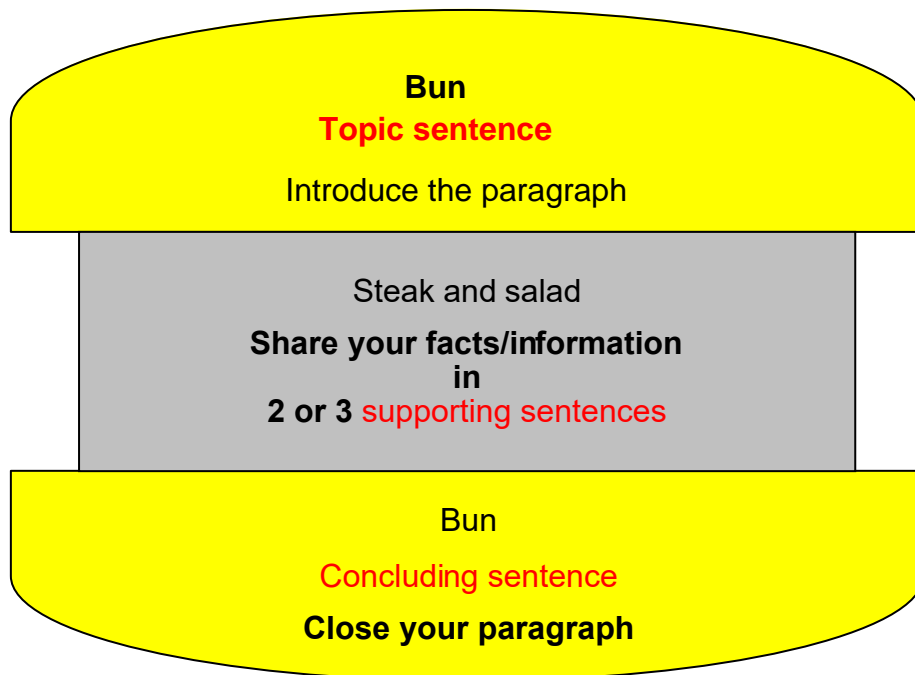


*Myrmecobius\_fasciatus.jpg* , image by John Class, accessed 21 March 2020, [http://a-z animals/File:Myrmecobius fasciatus.jpg](http://a-z animals/File:Myrmecobius_fasciatus.jpg) .

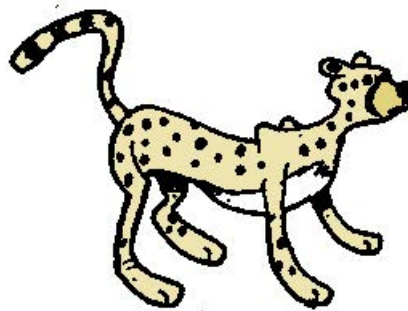
Note: Arrange references in alphabetical order by the first word, which is usually an author's surname.

## Appendix 2

Think of a paragraph as a **hamburger**.  
A paragraph is usually 4 or 5 sentences.



The Cheetah



A cheetah is a large cat found on the plains of eastern and southern Africa. Cheetahs can run at a top speed of over one hundred kilometres an hour. They are the fastest land mammals in the world. They usually hunt during the day by stalking their prey and using their speed to run them down. Cheetahs hunt small mammals like antelopes. They are an endangered species.

Narratives, reports, persuasive texts and other pieces of writing are made up of a number of these paragraphs, each with a different idea but related to the main topic. The paragraphs should link together by using link words eg Firstly, secondly, furthermore.

Therefore most texts are made up of a number of paragraphs.

- Paragraph 1 is the Introduction
- Paragraph 2, 3, 4 etc are the steak. They are grouped into like ideas
- Final paragraph is the conclusion

### Pets Should Be Allowed to Come into the House

There are many types of pets that people keep for company. The most common pets are cats and dogs. These pets are easy to care for and keep clean and they are amusing and companionable. They are companionable because they are friendly and intelligent and can be trained to behave appropriately when inside the home.

Pet cats and dogs have interesting physical characteristics such as pretty coloured eyes, long whiskers, different shaped tails and colourful fur. They can have interesting personalities too, including being lively and into everything, caring and calm and ever watchful. These characteristics are what people enjoy and like to admire in times of relaxation with their pets. It is a well known fact that pets provide company for older people who live alone. These companion pets need to be allowed to come inside the house and relax with their owners.

Some people with disabilities rely on pets to be able to live an independent life. Labrador dogs are the 'eyes' for sight impaired people. These dogs can be easily trained. They are the perfect live-in companion and need to be inside the home to help their owner. Hospitals now allow pets to visit patients who are their owners.

Pets become part of the family as they bond with their owners and their owners bond with them. They like to join in with and be part of daily family life, so they need to be allowed to come inside for this reason. Pets and their owners need to have bonding time together. Cats and dogs need to feel loved and cared for and often need time when they can be patted and stroked. This often occurs in times of relaxation inside the home.

As you can see, pets easily fit into the home environment. It is important to allow them to come into the home because they play an important role in keeping people of all walks of life, happy.



Department of Education WA

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Revised 2020

Year 6

HaSS

History

Australia