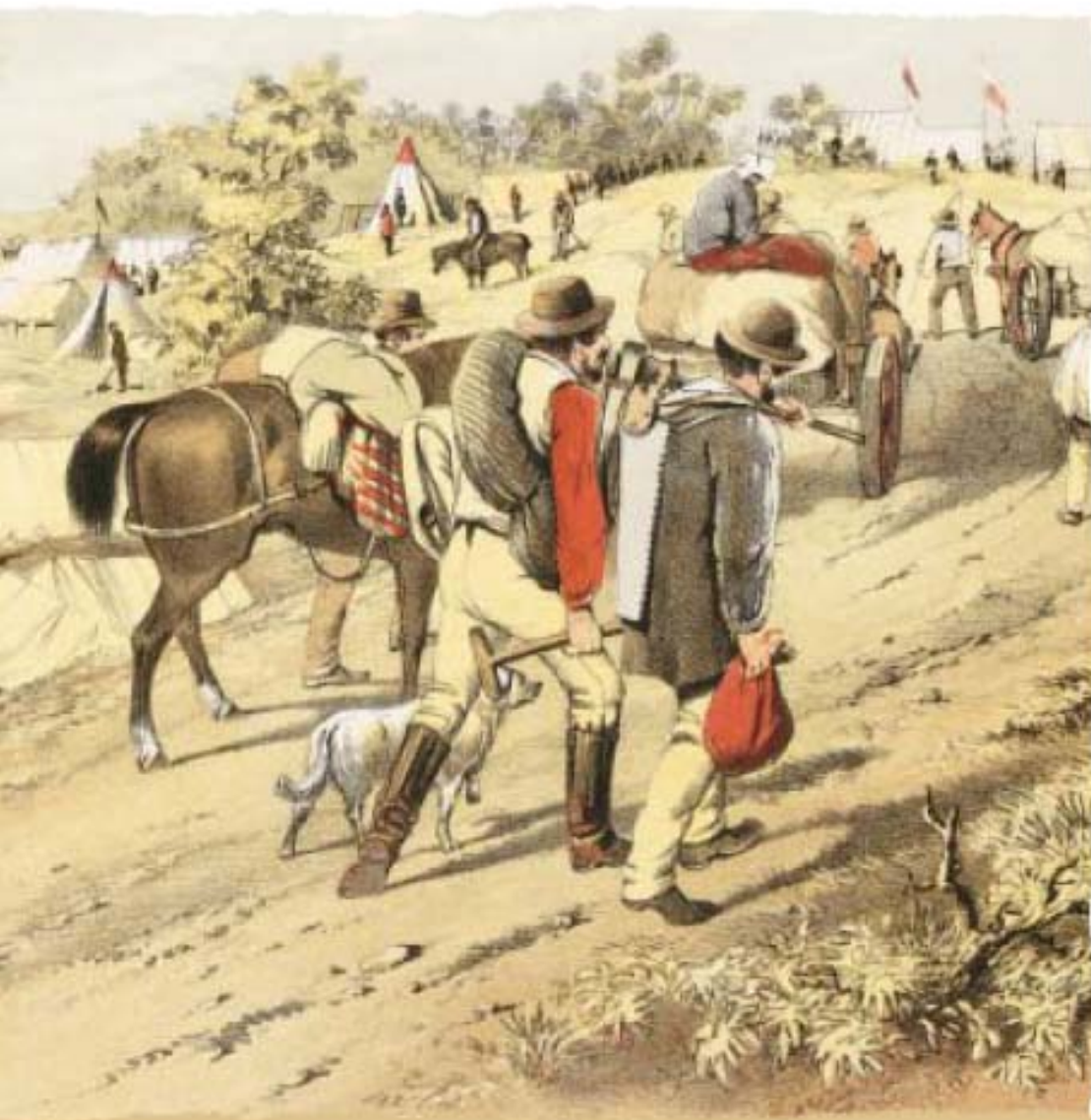


# Australia as a Nation

Aligned with the Australian National Curriculum



**Section 1:**  
**Australia's  
Federation**

**Section 2:**  
**Australian  
Democracy  
and Citizenship**

**Section 3:**  
**Australian  
Migrants**

**Section 4:**  
**Contribution  
of Migrants**

**Section 5:**  
**History Tells  
a Story**



By Sharon Szczecinski

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# Teachers' Notes

*Australia as a Nation* has been written for Australian students who are studying History in Year 6. It contains five sections which link closely to the V9 National Curriculum.

- The first section helps students to develop an understanding of Australian Federation.
- The second section encourages students to explore the experiences of Australian democracy and citizenship for women, and asks students to research the experiences of another group further.
- The third section is entitled Australian Migrants and looks at the stories of people who have migrated to Australia and examines the reasons why they migrated.
- The fourth section explores the contributions that migrants have made to Australia and specifically focuses on the pearling industry and the Snowy Mountains Hydro-Electric Scheme.
- The final section of the book contains tasks to develop students' historical skills.

All of the activity sheets in *Australia as a Nation* have been written to engage students and maximise class participation. To make life easy for the teacher the answers are provided at the back of this book.

## National Curriculum Links

### Knowledge and Understanding: History

**Students learn about notable people, events and ideas that led to Australia's Federation, the Constitution and the democratic system of government (AC9HS6K01)**

- investigating Australia's path to Federation by studying key figures and events, such as Henry Parkes, Edmund Barton, Alfred Deakin, George Reid, John Quick, the Tenterfield Oration, the Corowa Conference, and the colonial referendums held between 1898 and 1900
- exploring how the USA's federalist model (the Washington system) influenced Andrew Blyth's first draft of the Australian Constitution
- investigating the historical origins of Australia's system of law and government, including influences from the Magna Carta, the English Civil War, and the Westminster system and understanding the reasons for Australia's constitutional monarchy and the separation of powers (legislative, executive, judiciary)

**Students learn about changes in Australia's political system and citizenship after Federation and throughout the 20th century, including impacts on First Nations Australians, migrants, women and children (AC9HS6K02)**

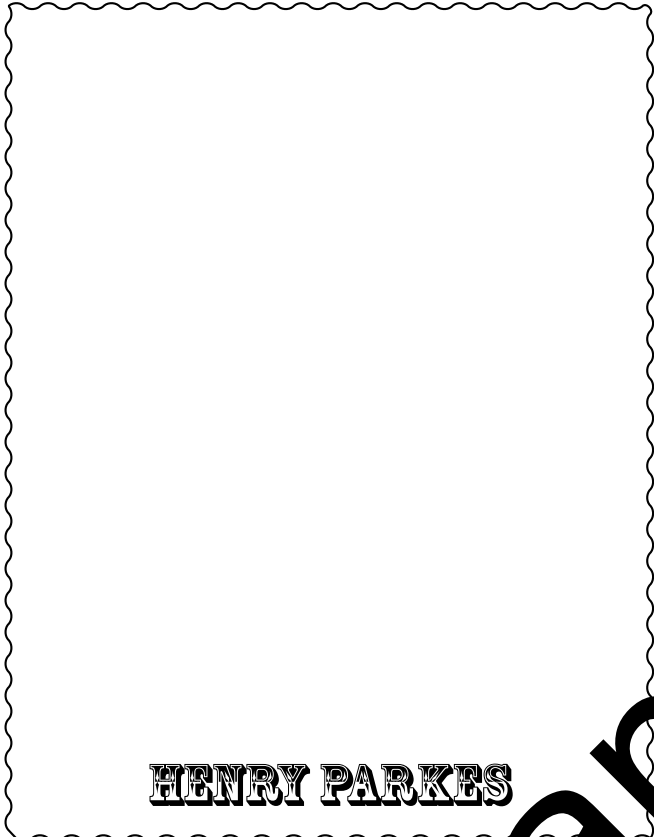
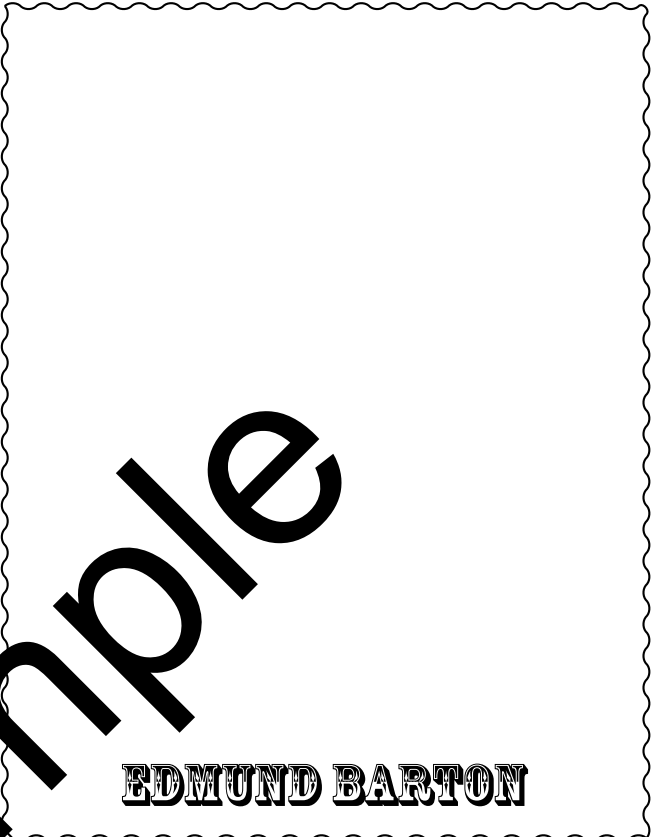
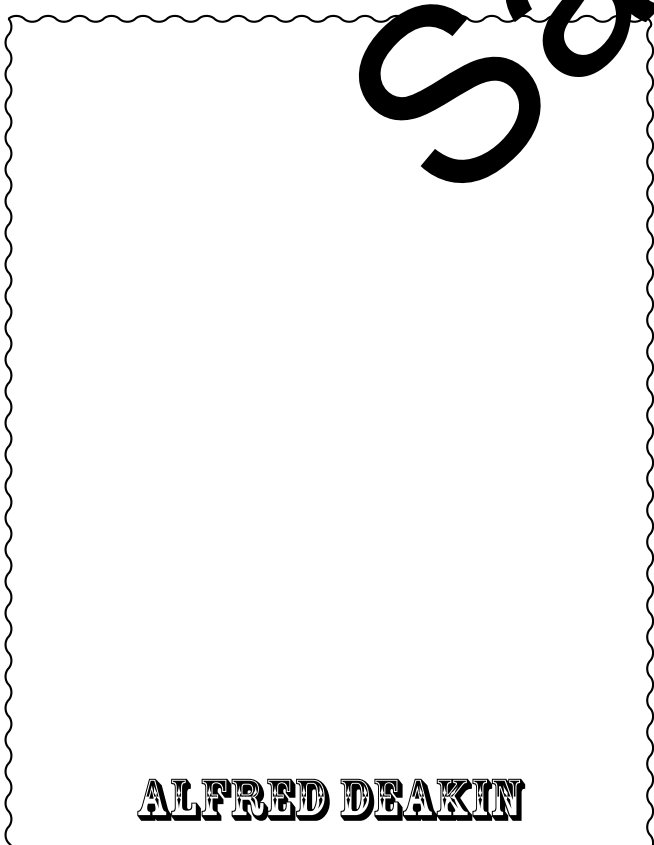
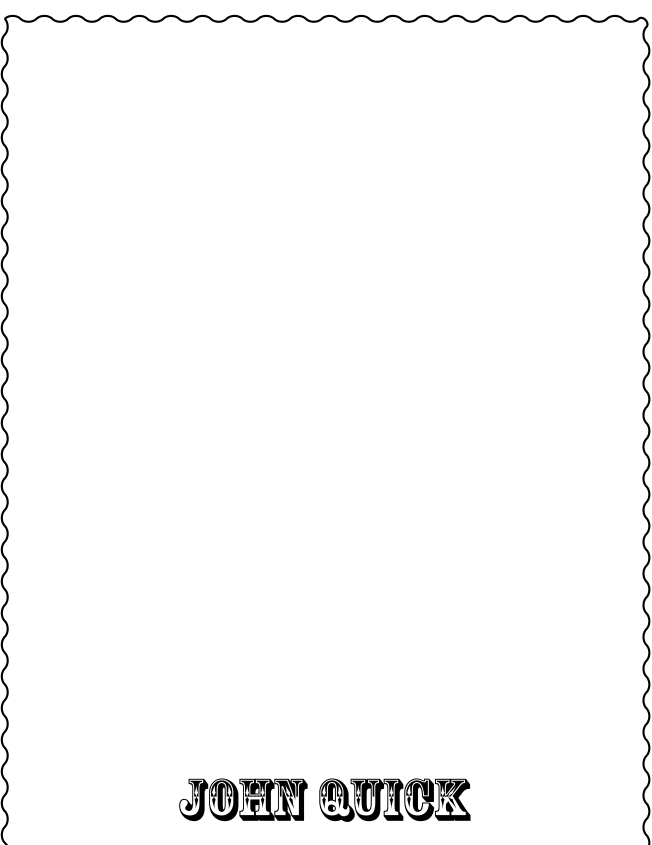
- exploring the significance of the 1962 right to vote federally and the importance of the 1967 referendum for First Nations Australians
- investigating developments in democracy and citizenship for women, including the suffragette movement, the right to vote, restrictions on married women working, equal pay and the Sex Discrimination Act 1984

- exploring advancements in democracy and citizenship for all citizens, including migrant groups; for example, the establishment of a minimum wage, anti-discrimination legislation and national multicultural policies
- examining the experiences of children placed in orphanages, homes and institutions, focusing on their access to food, shelter, education, protection and family contact

**Students learn about the causes of migration to Australia since Federation and throughout the 20th century, including migrant stories and their impact on Australian society, with a focus on migrants from the Asia region (AC9HS6K03)**

- investigating push and pull factors that contributed to migration to Australia, such as economic opportunities, conflict and political refuge; for example, post-World War II European migrants, South-East Asian migrants due to conflict and the Assisted Passage Migration Scheme
- examining individual migrant narratives by using primary sources such as letters, documents, and historical objects to create oral histories of; for example, migration related to students' own family histories, and then summarising the journey and details of arrival, based on aforementioned sources, using drama or digital presentations
- detailing cultural practices related to family life, beliefs and customs of newly arrived migrant groups and exploring how these practices changed the communities in which they settled within Australia
- examining population data that show the places of birth of Australia's people at one or more points of time now and in the past

- ☐ You have been commissioned by Australia Post to design a set of four commemorative stamps recognising the contributions that Henry Parkes, Edmund Barton, Alfred Deakin and John Quick have made to Australian Federation. Design your stamps in the spaces below. You will need to undertake some research before you begin.

|   |   |
|---|---|
| <br><b>HENRY PARKES</b>   | <br><b>EDMUND BARTON</b> |
| <br><b>ALFRED DEAKIN</b> | <br><b>JOHN QUICK</b>   |

**The women below have all played a very important role in the struggle for equal rights for women in the political process.**

|                        |                    |                 |                   |
|------------------------|--------------------|-----------------|-------------------|
| Henrietta Dugdale      | Maria Kirk         | Louisa Lawson   | Mary Lee          |
| Catherine Helen Spence | Vida Goldstein     | Edith Cowan     | Bessie Rischbieth |
| Ivy Weber              | Enid Lyons         | Dorothy Tangney | Beatrice Faust    |
| Elizabeth Reid         | Margaret Guilfoyle | Pauline Toner   | Joan Child        |
| Janine Haines          | Joan Kirner        | Carmen Lawrence | Margaret Reid     |

- ☐ Choose one of the women listed and in pairs complete some research to find out about the female's life and the contributions that she has made.
- ☐ In the space below write up her Facebook profile.

Facebook

Profile Picture

**Name:** \_\_\_\_\_

**Date of birth:** \_\_\_\_\_

**Place of birth:** \_\_\_\_\_

**Hometown:** \_\_\_\_\_

**Employer:** \_\_\_\_\_

**Relationship status:** \_\_\_\_\_

**Achievements:**

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**Friends**

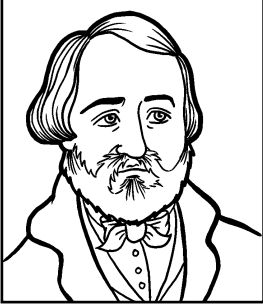
**Recent Activity:**

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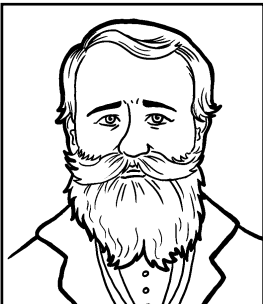
READ PAGE 26 ABOUT THE DISCOVERY OF GOLD IN AUSTRALIA.

**In order to understand the events surrounding the gold rush era in Australia, it is useful to put yourself in the position of the main historical figures involved.**

- ☐ Imagine that you are Edward Hargraves and you have just discovered gold. Tweet (text-based post of up to 140 characters) on Twitter to announce your discovery.

| Twitter   |   |
|---|---|
| Search <input type="text"/>   |   |
|  | <b>Name:</b> Edward Hargraves<br><b>Tweet:</b> _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |

- ☐ Now imagine that you are John Lister (Hargraves' partner). You are enraged that you are not getting any credit for your hard work. Post your own account of what happened on your Facebook page.

| Facebook  |  |
|---|--|
| Search <input type="text"/>   |  |
|  | <b>Name:</b> John Lister<br><b>Wall Post:</b> _____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____<br>_____ |

**Extra**

Use the back of this page to write a diary entry from the point of view of a migrant who has moved to Australia because of the discovery of gold.

USE THE INFORMATION ON PAGE 31 TO COMPLETE THE QUESTIONS BELOW.

1. Explain the term 'populate or perish'.

---



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2. Why did Australians want migration?

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3. What was the main region that migrants immigrated from after the introduction of the immigration policy?

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4. What do you think Arthur Caldwell meant by "... new healthy citizens who are determined to become good Australians"?

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5. Do you think there are any migrants that Caldwell would not have welcomed? Why?

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*Migrants arriving in Australia* National Library of Australia

## Extra

Use the back of this sheet to create a drawing to match the slogan 'populate or perish'.

USE GIAO'S AND MIKE'S STORIES ON PAGES 40 AND 41 TO COMPLETE THE QUESTIONS BELOW.

1. Are the sources primary or secondary? Give reasons to support your response.

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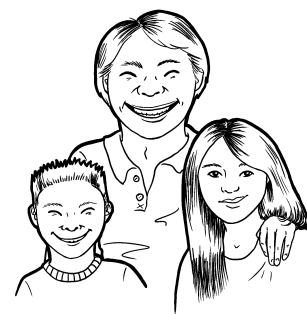
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2. In your own words describe how Giao came to be in Australia.

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3. What was the inspiration for Mike moving to Australia?

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4. Would you say the sources contain fact or opinion? Explain your answer.

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5. Is either source likely to be more reliable than the other? Explain.

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6. If you were a historian studying migrant experiences of Australia, would both, one, or neither of the sources be useful to you? Explain.

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**Activity****Contributions to the Nation 1**

USE THE INFORMATION ON PAGE 51 TO COMPLETE THE QUESTIONS AND TASKS BELOW.

1. Roughly how many people were living in Australia in 2006 according to the census?

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2. Of these, how many people were born overseas?

---

3. Where were the largest overseas group born?

---

4. What does 'composition' mean?

---

5. List some of the ways in which migrants have contributed to Australia.

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Migrants brought with them more than 100 different languages and today there are more than 200 languages, including many Indigenous languages, spoken in Australia.

☐ Examine the list of words below and see if you can match the word with the language.

|                       |
|-----------------------|
| <b>Ciao</b>           |
| <b>Ni Hao</b>         |
| <b>Sawa dee ka</b>    |
| <b>Konnichi wa</b>    |
| <b>Hola</b>           |
| <b>G'day</b>          |
| <b>Guten Tag</b>      |
| <b>Selamat datang</b> |

|          |
|----------|
| English  |
| German   |
| Malaysia |
| Chinese  |
| Italian  |
| Japanese |
| Thai     |
| Spanish  |

**Extra**

Find out if there are any children in your class/school who speak another language. Can you write 1 – 10 in another language on the back of this page?

USE THE INFORMATION ON PAGE 55 TO COMPLETE THE TASKS BELOW.

- ☐ Create a fact file on the Snowy Mountains Hydro-Electric Scheme.

**Fact File**

- ☐ Create a job advertisement to attract migrant workers to the Snowy Mountains Hydro-Electric Scheme. Explain the job required and what the benefits would be of living in Australia and working on the Scheme. Draw your advertisement below.