Section 1: Summary

Background information

Brief Description of Assessment Activity

Students have been learning about colonial Australian history, the people in Australian society, the impact of convictism and development and impact of the wool and gold industries. Students have acquired some skills in document interpretation but the primary purpose of this task is to teach document analysis skills. This task requires students to use a selected range of primary and secondary sources to draw conclusions about Australian society in the late 19thC and the reasons for Federation.

Students are to:
- analyse selected sources
- identify different points of view
- draw conclusions about living and working conditions in late 19thC Australian society based on the sources
- draw conclusions about attitudes and values such as racism and nationalism and roles of women based on the sources
- draw conclusions about the reasons for Federation based on the sources
- use this information in class discussion to identify gaps in information and possible evidence of bias
- complete activity sheets. Options for a summative assessment include an oral presentation and a document study test.

Timeframe for this task can be adjusted depending on the number of sources set. This particular task took 10 lessons.

Context summary

This activity was conducted with a Year 9 class of mixed ability from co-educational country school.

Purpose

Formative | Summative
---|---
Description of purpose

The task is to provide students with an understanding of the nature of change in Australian society in the second half of the 19thC which leads to the development of nationalism and then moves to federation. The investigation uses cartoons, graphs, illustrations, newspaper articles, speeches

The activity assesses the student's ability to
(i) develop document analysis skills, and to
(ii) evaluate sources in order to draw conclusions about living and working conditions, attitudes and values in late 19thC Australian society, and the motivations and actions of people leading to Federation.

Students are required to present their skills, understandings and conclusions via worksheets or a booklet completed throughout the teaching of this topic.

The activity should lead to an evaluation of the sources presented – gaps in evidence, bias….. who is not included? Why? Significance?

Audience Suitability

At Year Level | Extension | Students with disability | EAL/D
## Summary of links to the Australian Curriculum

<table>
<thead>
<tr>
<th>Content Strand</th>
<th>Historical Knowledge and Understanding</th>
<th>Historical Skills</th>
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<tr>
<td><strong>Key Concepts</strong></td>
<td>Evidence</td>
<td>Continuity and change</td>
</tr>
<tr>
<td><strong>General capabilities</strong></td>
<td>Literacy</td>
<td>Numeracy</td>
</tr>
<tr>
<td><strong>Cross-curriculum priorities</strong></td>
<td>Aboriginal and Torres Strait Islander histories and cultures</td>
<td>Asia and Australia’s engagement with Asia</td>
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HISTORY

Making a Nation

Section 2: Content description and achievement standards

History – Year 9

<table>
<thead>
<tr>
<th>Content</th>
<th>Relevant Aspects of the Achievement Standard</th>
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<tr>
<td><strong>Historical Knowledge and Understandings</strong>&lt;br&gt;Overview</td>
<td>By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.</td>
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<td>• the emergence and nature of significant economic, social and political ideas in the period, including nationalism</td>
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<tr>
<td><strong>Making a Nation</strong>&lt;br&gt;• Living and working conditions in Australia around the turn of the twentieth century (that is 1900) (ACDSEH090)</td>
<td>Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.</td>
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<tr>
<td>• Key events and ideas in the development of Australian self-government and democracy, including women’s voting rights (ACDSEH091)</td>
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<tr>
<td><strong>Historical Skills</strong>&lt;br&gt;• Identify the origin, purpose and context of primary and secondary sources (ACHHS169)</td>
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<td>• Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)</td>
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<tr>
<td>• Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)</td>
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<tr>
<td>• Identify and analyse the perspectives of people from the past (ACHHS172)</td>
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Source: Australian Curriculum, Assessment and Reporting Authority (ACARA), Australian Curriculum v40 <www.australiancurriculum.edu.au/Home>
Section 3: Student activity

1. **Teacher preparation:**
   (a) Prepare a selection of sources from late 19thC Australia society. Suggested references below. This task divided the sources into two parts
   (i) Australian society in the late 19thC.
   (ii) Reasons for Federation.
   (b) Prepare a set of questions to develop document analysis skills to accompany the sources.

2. **Key terms:** living and working conditions, standard of living, self-government, nationalism, democracy, racism, franchise, egalitarianism, Federation.

3. **Key Skill terms:** elements, message, context and purpose of a source, empathy and perspective.

4. **Introduction:** Teacher led class discussion on understandings of current political structure, people and Australian attitudes and values.

5. **Existing knowledge:** Teacher led discussion on pre-existing knowledge of colonial Australia. “So, how does our understanding of colonial Australia differ/compare with today…?” Whiteboard class ideas, or group activity on paper – teacher to decide time allocation depending on class.

6. **Outline task:** Analyse sources using booklet of sources and questions Part One – *Australian society in the late 19thC*.

7. **Teacher** – review document analysis skills (or teach if new for class) and complete first source as a class.

8. **Class** – work through the sources and questions of Part One. Time allocation up to teacher based on class ability, number of sources selected and time allowed.

9. **Teacher** – examine the conclusions with class about Part One. What have we learnt about society at that time that is new? Different from today? Similar? How/why these attitudes have developed?


11. **Class** – repeat analysis process, questions may be more challenging.

12. **Teacher** – examine the conclusions with class about Part Two. What drove the Federation movement?
13. **Conclusions** – (i) Groups/Individuals – using data collected, consider the motives and actions of key people and groups in the Federation movement, note effect of these actions and reach conclusions about the most important reasons for Federation. Present to class. This may be a summative aspect of this activity. (ii) An alternative summative activity would be a document study test.

14. **Sources:** There are many resources available for this unit of work. Consider the “Discovering Democracy” kits, “1901 and all that” a resource from the National Archives of Australia www.naa.gov.au, the Parliament Education Office – www.peo.gov.au, all texts produced for the Australian Curriculum – History have a chapter or section on this period.

   - **Attitudes and values** – advertisements from the late 19thC showing links to UK or new nationalism, Heidelberg School artists, Australian writers and poets such as Patterson and Lawson, speeches by those involved in the votes for women movement (Vida Goldstein, Rose Scott, Louisa Lawson, Catherine Spence) any immigration restriction cartoons, Henry Parkes’ Tenterfield speech, formation of the Australian Natives Association, some *Bulletin* articles, trade union movement and formation of the ALP.

   - **Reasons for Federation** – Parkes’ speeches, views of farmers, goldminers, different colonies, great cartoons from the *Bulletin*, issue of railways, Asian and Pacific Islander labour and immigration, defence, sense of nationalism.

**Student learning associated with this activity**

The activity covers a range of knowledge, concepts and historical skills in the Year 9 Curriculum.

Students are provided with a booklet of sources in order to develop some understandings of Australian colonial society at the end of the 19thC and the reasons the colonies moved to Federation. Directed questioning will set the scene for students and assist in understanding differing perspectives and building empathy for those involved. They will use source analysis skills to reach conclusions about society at this time and make comparisons with the present.

The Key Question for Year 9 focussed on this activity: 

*How new ideas and technological developments contribute to change in this period.*

**Other Opportunities**

This activity is easily scaffolded for lower ability or extension classes. Final task could be a summative assessment rather than discussion and notes. This task could be adapted for individual research or as a group research task. Students could be extended to find their own sources under various headings. Links to English and / or modification to Year 6 possible.
### Section 5: Reflection

<table>
<thead>
<tr>
<th>Question</th>
<th>Response</th>
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<tbody>
<tr>
<td>To what extent did the task provide an opportunity for the students to demonstrate their skills and understandings from the curriculum content?</td>
<td>The group and individual nature of the activities in this formative task enabled students to demonstrate their skills and understandings. Students were also able to seek assistance from their peers and the teacher. Additional material on the nature of document analysis supported the activities in the task.</td>
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<tr>
<td>What range of achievement was demonstrated by students?</td>
<td>All students completed all or most of the task (i.e. completion of the activity booklet). Three students did not submit their work. Time management and not completing homework were the causes for incomplete booklets.</td>
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<tr>
<td>Was any additional support required for some students to complete the task?</td>
<td>Yes. At the end of Part One two lessons on document analysis reviewing the terms – origin, elements, message, context and purpose of sources was conducted. An extra lesson allowed many students the time to complete the booklet.</td>
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<tr>
<td>What misconceptions were revealed from students’ responses to the task?</td>
<td>Knowledge: Student understanding of the motives of Australian society in the late 19thC, especially racism/discrimination. Skills: reading “between the lines” – always difficult!</td>
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<tr>
<td>How could this activity be used to inform the planning of future teaching and learning?</td>
<td>This task really needs a full lesson on the nature of Australian society in the late 19thC as well as the introductory task using advertisements from the 19thC. A lesson to revise (or teach) the significance of documentary evidence to the historian would be useful. A class of extended students would need less time but perhaps a different structure.</td>
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<tr>
<td>How has this task been a useful tool to scaffold a future activity?</td>
<td>Because of the context for this activity links would easily be made to English (Australian literature), art (Heidelberg School), economics (trade and tariffs), Asia (moves to ‘white Australia’, relationships with Asia), maths (distance, transport), science (technology and communications). Converting this task to a research activity would lead to issues of ethical behaviour re referencing. Utilising ICT for documents searches for extended students would enhance their skills and knowledge.</td>
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<tr>
<td>How could this activity relate to other learning areas?</td>
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<td>How could this activity be adapted to embed the Cross Curriculum Priorities?</td>
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<tr>
<td>How could this activity be adapted to embed a wider scope of General Capabilities?</td>
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