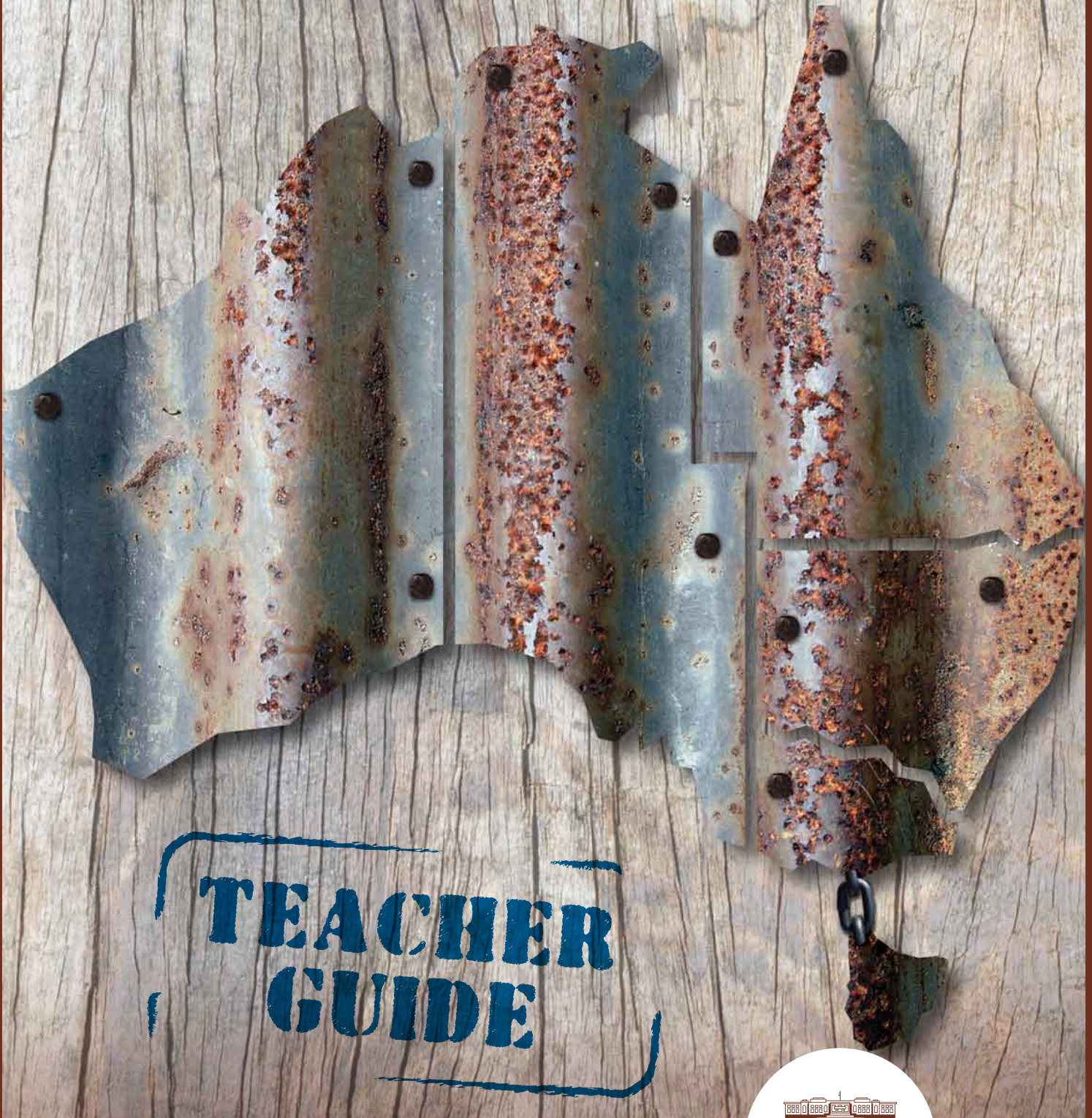


# GETTING IT TOGETHER

From Colonies to Federation



TEACHER  
GUIDE



MUSEUM  
OF AUSTRALIAN  
DEMOCRACY

OLD PARLIAMENT HOUSE

INVESTIGATIONS OF  
AUSTRALIA'S JOURNEY  
TO NATIONHOOD  
FOR THE MIDDLE  
YEARS CLASSROOM

MOAD  
LEARNING

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Edited by Katharine Sturak and Zoe Naughten

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# GETTING IT TOGETHER

From Colonies to Federation

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# GETTING IT TOGETHER

## From Colonies to Federation

### OVERVIEW

#### Introduction

*Getting It Together* is a middle years resource provided by the Museum of Australian Democracy at Old Parliament House, Canberra. The Museum's central aim is to inspire Australians to celebrate, debate and experience the past, present and future of Australia's democracy.

Students use *Getting It Together* to actively discover and explore the story of Federation – the social and political journey that led the people of six separate colonies to agree on a Constitution, which brought the nation of Australia and its Federal Parliament into being in 1901. While investigating the past, students are also engaged with issues affecting Australia's development and identity today and into the future.

The connections between past, present and future are highlighted by several big ideas that underpin the Museum of Australian Democracy's programs. These are woven through *Getting It Together*.

- Australian Democratic Society – Australia has built a democratic society that recognises its past, supports the present, and shapes its future.
- Leadership – leadership is (and has always been) critical to defining Australia's democracy, and we all have the opportunity to provide leadership.
- Active Citizenship – we shape our own unique democracy, and the health of our democracy relies on our participation, debate and response to change.

#### The place of Federation in the history classroom

Federation is an essential part of the story of the Australian nation and the formation of an Australian national identity. Exploring Federation:

- is a powerful focus for the development of students' historical understandings of social and political developments in Australian colonies in the late 19<sup>th</sup> century;
- builds students' historical understanding of Australia's political institutions and the values on which they are based; and
- engages students with fundamental historical concepts of continuity and change because of the unique opportunity this topic provides to compare two distinct periods in Australian history: the colonial period and the period since Federation.

These points also relate directly to the importance of developing 'historical literacy'.

#### Historical literacy

This has been defined by the National History Project and involves the following skills, which are embedded in *Getting It Together*:

- knowing and understanding events of the past;
- understanding historical concepts, such as causes/consequences, motivation, and change and continuity, particularly by engaging with narratives of the past;

- research skills, including gathering and using evidence, and working with primary and secondary material;
- using and evaluating ICT-based historical resources;
- understanding and dealing with the language of the past;
- using historical reasoning, synthesis and interpretation; and
- using creativity in representing the past.

## How *Getting It Together* brings it all together

### The packages: national and colony-specific perspectives

*Getting It Together* is organised into seven packages. Each is designed so that it can be used as a stand-alone teaching/learning resource or in conjunction with other packages or select parts of them.

The National Story addresses the journey to Federation from a national perspective, including the establishment of the national capital. The other packages are for New South Wales, South Australia, Tasmania, Victoria, Western Australia and Queensland. Each engages students in exploring the journey to Federation from the perspective of a particular colony, and discovering what makes that colony's Federation story unique. The focus is on the colony's particular interests and concerns in the late 1800s; how these were shaped by aspects of social, political and economic life at that time and earlier; and how they influenced popular attitudes towards uniting with the other colonies to become part of an Australian Commonwealth.

Every package begins with an introduction that provides the historical background, including any issues students will investigate in detail. This provides teachers with an accessible 'background briefing' on the three themes that form the body of the package.

### The themes for investigation

There are **three** themes within each package. Each can be explored as a stand-alone module, but student learning will be deepened by opportunities to explore all three themes because they are interrelated aspects of one larger story or historical narrative.

1. *People and Places* engages students in investigations of life in the Australian colonies during the period before Federation, when there were many changes taking place. This theme provides opportunities for students to discover why particular social, economic and political concerns differed from one colony to another.
2. *Road to Federation* engages students in an exploration of the journey to Federation in the colonies and nationally. Through an unfolding narrative, this theme addresses the issues surrounding Federation, as well as the resolution of those issues through the federal conventions and the referendums in each colony.
3. *Celebrations and Futures* provides opportunities for students to investigate the celebrations that took place in 1901 for the inauguration of the new Commonwealth of Australia; to explore how Australian nationhood continues to be celebrated today; and to draw on history and contemporary experience to think about the future.

Each theme includes an introduction that provides the historical context for the student investigations. The introduction also assists teachers in establishing students' prior knowledge, developing any necessary background understanding and stimulating students' interest before they commence their investigations.

### The investigations

#### An inquiry approach

Each theme consists of four to six investigations. The investigations are designed to support inquiry-based learning, which encourages students to identify, interpret and analyse primary source material, and to draw reasoned conclusions from historical evidence. By participating in

the investigations, students develop and apply their conceptual knowledge and historical understandings of Australia at the time of Federation.

Each investigation is set out in an engaging and accessible format, and includes the following elements:

- a focus question, such as ‘What were the issues that had to be resolved before the colonies could federate?’;
- a brief introduction providing essential historical context and helping students to see where the question ‘fits’ in the overall narrative of the theme;
- a statement of the students’ specific task, such as ‘Investigate the issues that were debated during the writing of the Australian Constitution’;
- a ‘You will need’ panel, listing the primary sources on the Resource sheets, and any other resources required; and
- a series of activity steps to help students work through the investigation efficiently and successfully.

The investigations foster collaborative learning through a balance of whole-class, small-group, pair and individual activities. They also include an important rounding-out stage, which involves students actively demonstrating and sharing understandings gained from the investigations. This occurs in a variety of ways, from student-led discussion or role-plays to creative responses, including visual presentations and performance.

### ‘What are you thinking now?’

#### Reflecting and connecting

Each theme includes a section entitled ‘What are you thinking now?’ This follows the investigations and suggests a number of activities that require students to reflect on, and apply the knowledge and understandings they have gained. It also encourages them to make connections between the past, present and future.

Students actively consider how their learning about an aspect of history relates to their own experiences and values, their own participation as active citizens in a democracy, and their visions for the future. For example, if students have explored the lives and motivations of individuals who worked to improve their society in the late 1880s, they might identify one thing that they would like to change in their own community, and plan and implement their own positive action to make a difference.

## Other features

### Primary source material

Each package in *Getting It Together* includes a wealth of historical material. Texts and images from the past include extracts from newspapers, letters, leaflets, speeches, stories and poems; song lyrics, cartoons, photographs and posters; and clips from silent documentary movies. Throughout their investigations, students actively engage with these materials, developing and applying research and inquiry-learning skills. They interpret and interrogate the unique insights into Australia’s past that each historical source provides.

Teachers and students can also use this wealth of primary source material as a springboard for deeper investigations.

### Biographies

Biographies of important Federation figures are provided in each package. These précis accounts provide insights into the lives of prominent people in the Australian colonies in the late 19<sup>th</sup> century, and encourage students to reflect on the values and characteristics of those who participated in shaping Australia’s Federation.

# Planning choices and tips

There are a number of general choices and ‘tips’ that are helpful for teachers to consider as they familiarise themselves with the resource.

## Selecting packages and themes

The resource can be used in a variety of ways to engage students in investigating Federation. Each package or theme can be used either as a stand-alone teaching/learning resource or in conjunction with other parts of *Getting It Together*.

One approach, for example, is to use the national package followed by a colony package. Examples of other approaches are listed below.

- The national package could be followed by one theme or key issue to further investigate in relation to multiple colonies. For example, students might investigate social history as a key strand in the story of Federation, completing investigations from several ‘People & Places’ themes to enhance their understanding of commonalities and contrasts in different colonies.
- A colony package could be the starting point, followed by further investigation using the national package.
- Teachers’ choices of packages and themes may be influenced by current or forthcoming events happening in the classroom, school or wider community. There are often opportunities to link *Getting It Together* to these.

## Using the ‘At a glance’ overview pages for each package

See the ‘At a glance’ pages in this Teacher Guide for a convenient overview of each package. By setting out the investigation focus questions for all three themes and briefly listing primary source material, biographies and data provided, these pages provide a convenient tool to assist teachers’ choices and planning. They also include links to web-based resources that will need to be accessed.

Use the ‘At a glance’ pages in conjunction with the suggestions provided in this Planning choices and tips section, which apply to all packages.

## Building background

Before students undertake the investigations, teachers might consider the following.

- Use the introductions within each package and theme to determine what contextual and conceptual foundations students will need and how to build upon them. Do this through discussion and brainstorming.
- Generate ideas for building background relating to students’ understanding of different kinds of texts and their purposes. For example, if students will be exploring political cartoons of the 1800s, some contemporary political cartoons might be discussed first.
- Support students to understand unfamiliar vocabulary and styles of expression in primary source material (See the glossary, pages 24–26). Model and discuss strategies that assist understanding, such as using a dictionary as well as drawing on the context for support.
- Engage students’ attitudes and understandings regarding issues such as immigration, gender and cultural diversity. Assist the realisation that societal norms have changed over time and are dramatically different to those of the late 19<sup>th</sup> century, which they might encounter in the historical material. See Useful websites: ‘Racism – No Way’.

## Planning matters

Teachers will draw on their understanding of the materials and their knowledge of their students and school-setting in using the packages. The following tips will provide assistance in using *Getting It Together* in the classroom.

- Decide how much time to allow for a selected theme or investigation. Ensure there is ample time for students to share and reflect on knowledge gained. This may include group or individual presentations or ‘performances’

relating to particular investigations. Planning for more extended projects may also be important for the section 'What are you thinking now?'

- Identify steps in investigations that involve whole-class, small-group and/or pair activities, and decide how you will help to facilitate these, as well as the transitions between them.
- Decide on the best way/s for students to view any web-based resources included in investigations, such as movie clips. This could involve using a data projector with the whole class or having students access the resources on individual computers.
- Have all printouts ready (Resource sheets from within the package and also, if appropriate, graphic organisers from the Teacher Guide).
- Collect any materials required for hands-on activities or creative responses.

## Useful websites

Investigations use film clips and images from the following websites. (Specific links to required sections of each site are provided within the investigations.)

- Australian Screen: <http://australianscreen.com.au>
- The National Library of Australia's Picture Catalogue: [www.nla.gov.au/apps/picturescatalogue](http://www.nla.gov.au/apps/picturescatalogue)
- Museum of Australian Democracy at Old Parliament House catalogue: [www.flickr.com/photos/old\\_parliament\\_house/sets/72157613034703192/](http://www.flickr.com/photos/old_parliament_house/sets/72157613034703192/)
- State library websites

*Getting It Together* provides many opportunities for integration with values education. Reference to the nine *Values for Australian Schooling* may be useful. See: [www.curriculum.edu.au/verve/\\_resources/9\\_point\\_values\\_with\\_flag\\_only.pdf](http://www.curriculum.edu.au/verve/_resources/9_point_values_with_flag_only.pdf)

Ideas for assisting students in understanding each value and where it is enacted in daily life can be accessed from the Civics and Citizenship Education website, *Unpacking the Nine Values for Australian Schooling*: [www.civicsandcitizenship.edu.au/cce/cce\\_unpacking\\_the\\_nine\\_values,23546.html](http://www.civicsandcitizenship.edu.au/cce/cce_unpacking_the_nine_values,23546.html)

Some of the primary source material about women would now be considered sexist. And, the primary source material expressing anti-immigration views would now be classified as racist. Be prepared to address these issues by explaining the historical contexts. Should the need arise, teachers may like to make links to anti-racism education websites such as *Racism – No Way*: [www.racismnoway.com.au](http://www.racismnoway.com.au)

Sources for students' biographical research include websites such as:

- Civics and Citizenship Education Historical Biography Gallery: [www.civicsandcitizenship.edu.au/cce/historical\\_gallery,9075.html](http://www.civicsandcitizenship.edu.au/cce/historical_gallery,9075.html)
- The Le@rning Federation. Access is through your educational body's licensing agreement with Curriculum Corporation. Search under 'Biography: Federation people'
- the National Library of Australia's Federation Gateway – People: [www.nla.gov.au/guides/federation/people.html](http://www.nla.gov.au/guides/federation/people.html)

Resources relating to Australia's electoral and law-making processes include:

- Australian Electoral Commission information on the preferential voting system: [www.aec.gov.au/Voting/counting/index.htm](http://www.aec.gov.au/Voting/counting/index.htm)
- Pass the Bill: [www.peo.gov.au/kidsview/menu.html](http://www.peo.gov.au/kidsview/menu.html)

## Other useful resources

*Stories of Democracy* CD-ROM, which was distributed to all schools in 1998 as part of the *Discovering Democracy* Program is recommended. Although the CD-ROM no longer works on networked systems, it still works on stand-alone computers.

*One Destiny: The Federation Story Centenary* edition CD-ROM, Curriculum Corporation 2001.



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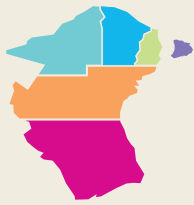
*Australian Dictionary of Biography*, Melbourne University Press, 1976 (Volumes 3, 5–11, and Supplementary Volume).

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Helen Irving (ed), *The Centenary Companion to Australian Federation*, Cambridge University Press, Cambridge, 1999.

W Ross Johnston, *Documentary History of Queensland*, University of Queensland Press, Maryborough, 1988.

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# THE NATIONAL STORY

## Investigations and source material



People and Places	
<p><b>Investigation focus questions</b></p> <p><b>1.</b> Who were the people of the Australian colonies?</p> <p><b>2.</b> What was life like in the Australian colonies in the late 1800s?</p> <p><b>3.</b> How did the people of the colonies feel about being part of the British Empire?</p> <p><b>4.</b> How did the people of the colonies see their future as Australians?</p> <p><b>5.</b> How did democracy expand in the colonies during the time of Federation?</p>	<p><b>Primary source material and data</b></p> <p>Population data from the <i>Australian Yearbook</i>, 1908.</p> <p>Extracts about city and country Australia; images of Sydney, Adelaide and Melbourne in the late 1890s; cartoon about inter-colonial travel from the <i>Australian Sketcher</i>.</p> <p>Extracts of reports from <i>The Brisbane Courier</i> on Jubilee celebrations in London and in Queensland, 1897; map of the British Empire, 1886; photo of Jubilee celebrations in Australia and the <i>Tour of the Colonies</i> board game.</p> <p>Membership certificate of the Australian Natives Association (ANA); newspaper report on the formation of an ANA branch in Brisbane, 1885; sketch of an ANA meeting, 1883; cartoon, 1855; extract from <i>The Bulletin</i>, 1890.</p> <p>Extracts of arguments for and against women's suffrage; 'Just out of reach' cartoon; cartoon from <i>The Worker</i>, 1900.</p>

Road to Federation	
<p><b>Investigation focus questions</b></p> <p><b>1.</b> What were the arguments for Federation?</p> <p><b>2.</b> How did the people of the colonies become involved in Federation?</p> <p><b>3.</b> Who were some of the prominent figures on the road to Federation?</p> <p><b>4.</b> What were the issues that had to be resolved before the colonies could federate?</p> <p><b>5.</b> What role did national identity have in influencing Federation?</p> <p><b>6.</b> Where would the capital of the Commonwealth of Australia be located?</p>	<p><b>Primary source material, data and biographies</b></p> <p>Extracts of reports on Parkes' Tenterfield speech, 1889; cartoons, 1889; extract from Barton's resolution at the National Australasian Convention in Adelaide, 1897.</p> <p>Extract from 1893 Australian Federal Congress Bill, 1894; cartoon 'Britannia (to New South Wales)', 1893.</p> <p>Biographies of delegates to the 1897–98 Federal Convention; biography of Catherine Helen Spence. (Reference to the nine <i>Values for Australian Schooling</i> may also be helpful.)*</p> <p>Selected clauses of the draft Constitution; Suffrage League petition, 1897; newspaper, speech and diary extracts about the Constitution and Federation cartoon, 1898.</p> <p>Extracts from speeches and newspaper reports, 1898; poem <i>Men of Australia</i>; campaign poster 'To the Australian Born'; referendum results.</p> <p>Extracts of the debate at the National Australasian Convention's Melbourne session, 1898.</p>

Celebrations and Futures	
<p><b>Investigation focus questions</b></p> <p><b>1.</b> What were the official celebrations on 1 January 1901 like?</p> <p><b>2.</b> How did Australians feel about their new Commonwealth and nation?</p> <p><b>3.</b> How was the opening of Parliament celebrated in Melbourne?</p> <p><b>4.</b> What kind of national monument should commemorate Federation?</p>	<p><b>Primary source material</b></p> <p>Newspaper extracts reporting on the celebrations; photos; map of procession route; lyrics, 'God Save the Queen' and 'Advance Australia Fair'.</p> <p><i>Ode to Commonwealth Day</i>, a poem by George Essex Evans.</p> <p>Newspaper extracts reporting on the celebrations; invitation to the celebratory reception; extract from the Australian Constitution; photo of the citizens' arch; painting of the Opening of Parliament. (Students also research the role of the Governor-General today.)</p> <p>Students use understandings gained through previous investigations together with their own ideas and research.</p>

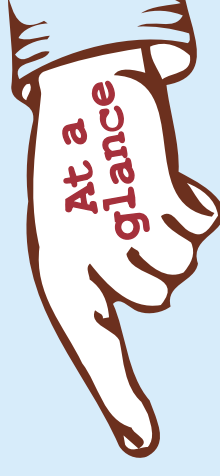
1 www.gg.gov.au

\* See Useful websites in Teacher Guide



# NEW SOUTH WALES

## Investigations and source material



People and Places	
Investigation focus questions	Primary source material and biographies
<b>1.</b> What was life like in New South Wales in the late 1800s?	Descriptions and photo of Sydney, 1881–90; extract from the Henry Lawson story <i>The Drouer's Wife</i> .
<b>2.</b> How was New South Wales affected by the labour crisis of the 1890s?	'The labour crisis' cartoon, 1890; 'Waltzing Matilda' (original lyrics, 1895); photo of a swagman.
<b>3.</b> Who were some of the political figures from New South Wales that played a leading role in the Federation movement?	Biographies of New South Wales political leaders Sir Henry Parkes, Sir Edmund Barton and George Reid.
<b>4.</b> Who were some of the women in New South Wales who made important contributions to social and political change in the late 1880s and 1890s?	Biography of Louisa Lawson. (Additional material is researched by students.*)

Road to Federation	
Investigation focus questions	Primary source material and data
<b>1.</b> What were the issues as the people of New South Wales considered whether or not to support Federation?	Extracts of speeches by New South Wales politicians; a New South Wales resident's letter to a newspaper editor regarding customs regulations; photo of a customs house, 'The Mongolian Octopus' cartoon, 1888 (see Useful websites re racism); leaflet, and extracts from suffragists' writings.
<b>2.</b> Why did the proposed structure of the Federal Parliament cause concern for New South Wales?	'We want a fair Federation' poster; population figures for 1899 and proposed representation of each colony in the Federal Parliament.
<b>3.</b> How did the views of Premier George Reid influence the people of New South Wales?	Extract of a speech by George Reid; 'The Yes-No Federationist' cartoon about Reid, (both 1898).
<b>4.</b> What happened in New South Wales at the first referendum on Federation?	Results of the 1898 referendum on the Constitutional Bill.
<b>5.</b> When did New South Wales decide in favour of Federation, and what contributed to the positive result?	Newspaper extract 1899; 'To the Australian Born' leaflet and 'Voters of NSW' campaign poster; referendum results data.
<b>6.</b> If you had been a New South Wales voter, would you have been in favour of Federation or against it?	Students use understandings gained through previous investigations.

Celebrations and Futures	
Investigation focus questions	Primary source material
<b>1.</b> How was Federation celebrated in Sydney?	'Parade for the Inauguration of the Commonwealth' film clip <sup>1</sup> ; map of Federation procession route; photo of the Commonwealth Arch. (Additional images may be accessed from the Museum of Australian Democracy at Old Parliament House website.*)
<b>2.</b> What anthems and ceremonies marked the official beginning of the Commonwealth of Australia?	'God Save the Queen' lyrics; 'Advance Australia Fair' lyrics (version sung on 1 January 1901); film clip 'Signing oath of allegiance'. <sup>2</sup>
<b>3.</b> How was Federation celebrated throughout New South Wales?	Extracts from <i>The Sydney Morning Herald</i> newspaper 2 January 1901, reporting on 1 January celebrations.
<b>4.</b> What images and symbols represent the spirit and importance of Federation?	'Federated Australia' drawing, 1900.
<b>5.</b> How can your community remember and celebrate Federation?	Students use understandings gained through previous investigations together with own ideas.

<sup>1</sup> <http://australianscreen.com.au/titles/inauguration-commonwealth/clip1>

<sup>2</sup> <http://australianscreen.com.au/titles/inauguration-commonwealth/clip2>

\* See Useful websites in Teacher Guide



# QUEENSLAND

## Investigations and source material



People and Places	
Investigation focus questions	Primary source material and biographies
<b>1.</b> What was life like on the land in Queensland in the late 1800s?	List of station supplies, 1855; extract from Steele Rudd's <i>On Our Selection</i> ; photos of dwellings in rural Queensland, c 1870 and 1880.
<b>2.</b> Why were workers from the South Pacific Islands important to Queensland's development?	Extract about a sugar factory and the use of Polynesian labour in the sugar cane fields; photo of South Pacific Islander workers.
<b>3.</b> What were the characteristics of Queensland's mining communities in the late 1800s?	Description of Gympie and Cape River goldfields, 1860s; photo of Gympie goldfields, 1870s; photo and illustration of Chinese miners; extracts from <i>Northern Miner</i> newspaper and from a petition against Chinese working on the goldfields, 1877.*
<b>4.</b> Why did workers want fairer voting for the Queensland Parliament in the 1890s?	Extract about voting by Anthony Trollope, 1873; extract from <i>The Worker</i> on one-man-one-vote, 1891. (Student research on voting eligibility today may also be useful. <sup>1</sup> )
<b>5.</b> Who were some of the political leaders in the colony of Queensland in the late 1800s?	Biographies of Sir Samuel Griffith, Emma Miller, Anderson Dawson and John Macrossan. (Reference to the nine <i>Values for Australian Schooling</i> may also be helpful.*)

Road to Federation	
Investigation focus questions	Primary source material and data
<b>1.</b> How did Queensland's regional interests affect attitudes to Federation?	Map of Queensland showing financial divisions, 1901; newspaper extracts on separation and Federation.
<b>2.</b> What were the attitudes of Queensland workers to Federation?	Cartoons 'The workers' design for a triumphal arch', 1900, and 'Barton defies the kanaka interest and cleans up Queensland', 1901; extracts from political speeches, 1899.*
<b>3.</b> Why didn't Queensland participate in the Australasian Federal Conventions to draft the Australian Constitution?	Extracts from debates in Queensland Parliament, 1897.
<b>4.</b> How were voters influenced during the Federation campaign?	<i>Brisbane Courier</i> report on meeting at Brisbane's Exhibition Hall, May 1899, including excerpts from speeches by leaders of the Federation movement.
<b>5.</b> How did Queensland vote in the referendum on Federation in 1899?	Queensland's referendum results by region; 'Provincialism' cartoon, 1899.

<sup>1</sup> [www.aec.gov.au/FAQs/Enrolment.htm](http://www.aec.gov.au/FAQs/Enrolment.htm)

\* See Useful websites in Teacher Guide

Celebrations and Futures	
Investigation focus questions	Primary source material
<b>1.</b> How was Federation celebrated in Brisbane?	Newspaper extracts describing the celebrations and official proceedings in Brisbane on 1 January 1901; photos.
<b>2.</b> How did Queenslanders outside Brisbane celebrate Federation?	Newspaper extracts describing celebrations in Toowoomba and Mackay; referendum results for these regions; photo from celebration in Townsville.
<b>3.</b> How did Queenslanders feel about being part of the new Commonwealth?	'On the new citizenship' by SW Griffith, reported in the <i>Brisbane Courier</i> 1 January 1901; 'A Federal Song' by George Essex Evans.
<b>4.</b> How should Queenslanders commemorate Federation now and into the future?	Students use understandings gained through previous investigations together with their own ideas and research.



# SOUTH AUSTRALIA

## Investigations and source material



People and Places	
Investigation focus questions	Primary source material and biographies
<b>1.</b> What was South Australia like in the late 1800s?	Descriptions and photos of Adelaide in the 1890s; descriptions of Port Augusta, Strathalbyn and Palmerston, 1870–90s. (Students may access additional images from the Picture Australia website <sup>1</sup> .)
<b>2.</b> How did newspapers in South Australia represent life in the colony?	Mastheads from <i>Frearson's Weekly</i> and <i>The Illustrated Adelaide Post</i> , late 1800s.
<b>3.</b> What impact did the construction of South Australia's Overland Telegraph line have on the colonies?	Map of South Australia and its Northern Territory.
<b>4.</b> Who were some of the political figures from South Australia that played a leading role in the Federation movement?	Biographies of Charles Cameron Kingston, Thomas Playford, Sir John William Downer and Sir Frederick William Holder. (Reference to the nine <i>Values for Australian Schooling</i> may also be helpful. <sup>*</sup> )
<b>5.</b> Who were some South Australian women that made important contributions to social and political change in the late 1800s?	Cartoon 'The Whisper of a "Shriek"', 1898; biography of Mary Lee; additional biographies researched by students. <sup>*</sup>

Road to Federation	
Investigation focus questions	Primary source material and data
<b>1.</b> What were the issues surrounding Federation for South Australians?	Extracts from South Australian newspapers and speeches about defence, trade, rivers, the Northern Territory and the nation's capital, 1894–98.
<b>2.</b> What resolutions passed at the first Australasian Federal Convention addressed the issues that concerned South Australians?	Resolutions passed at the first Australasian Federal Convention, Adelaide, 1897.
<b>3.</b> Would the proposed representation for the new Federal Parliament be fair for South Australia?	Extracts from South Australia's <i>The Register</i> newspaper and a speech on the issue of State rights, 1897; proposed representation of each colony in the Federal Parliament; population figures for 1899.
<b>4.</b> What were the arguments for and against Federation that were put to South Australians?	Campaign poster from the Commonwealth League and flyer and summary from the Anti-Commonwealth Bill League.
<b>5.</b> What were the results of the referendums on Federation?	Breakdown of South Australia's referendum results from the <i>Adelaide Observer</i> newspaper, June 1898 and May 1899.

Celebrations and Futures	
Investigation focus questions	Primary source material
<b>1.</b> How was Federation celebrated in Adelaide?	South Australian newspaper extracts reporting on Adelaide's 1 January 1901 celebrations; photo of the swearing-in of Lord Tennyson as the first State Governor of South Australia; poster for Adelaide's grand Commonwealth continental concert.
<b>2.</b> How did South Australians outside Adelaide celebrate Federation?	Extracts from newspaper reports on celebrations in Palmerston, Petersburg, Watervale and Yorketown.
<b>3.</b> How was the spirit of Federation captured in South Australia?	Lyrics of 'The Song of Australia' by Caroline Carlton, 1859 (printed in <i>The Register</i> newspaper 1898).
<b>4.</b> How should South Australians commemorate Federation now and into the future?	Students use understandings gained through previous investigations together with their own ideas and research.

<sup>1</sup> www.pictureaustralia.org

<sup>\*</sup> See Useful websites in Teacher Guide



# TASMANIA

## Investigations and source material



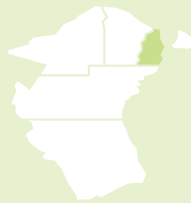
People and Places	
Investigation focus questions	Primary source material, data and biographies
<b>1.</b> What were Tasmania's towns and rural areas like in the late 1800s?	Newspaper extracts describing Hobart, Launceston and several rural areas, with population figures; photos researched by students <sup>1</sup> ; distances between Tasmanian towns; map showing land use.
<b>2.</b> What were Tasmanians like in the late 1800s?	Additional newspaper extracts describing four areas, highlighting aspects of Tasmania's British heritage and convict past; 1901 census data on Tasmanian population, including birthplaces and religion.
<b>3.</b> Who were some Tasmanians working for change in the 1890s?	Biographies of Tasmanian politicians Sir Edward Braddon, John Henry Keating and Bolton Stafford Bird and suffragist Jessie Spinks Rooke. (Reference to the nine <i>Values for Australian Schooling</i> may also be helpful. <sup>*</sup> )
<b>4.</b> Who were some other prominent people in Tasmania in the late 1800s?	Student research on Andrew Inglis Clark, Philip Oakley Fysh, Adye Douglas, Henry Dobson and Neil Elliot Lewis. <sup>*</sup>

Road to Federation	
Investigation focus questions	Primary source material and data
<b>1.</b> Why were intercolonial tariffs an issue for Tasmania?	Extracts from <i>The Mercury</i> and other Tasmanian papers 1898–99 (editorial comment and a letter addressing issues of intercolonial trade and taxes).
<b>2.</b> Why was the structure of the Federal Parliament particularly important for Tasmania?	'We want a fair Federation' poster from NSW (opposing proposed representation of smaller colonies such as Tasmania); population figures for 1899; proposed numbers of representatives from each colony.
<b>3.</b> What was the 'Braddon clause' and why were there conflicting views about it?	Data on the method of sharing federal customs duties proposed by Braddon; extracts from a Tasmanian report, and a speech by the NSW Premier, expressing opposing views.
<b>4.</b> What were some of the arguments presented by Tasmanians for and against Federation?	Extracts from a speech by Edward Braddon and the diary of JB Walker.
<b>5.</b> What happened in the referendums on Federation?	Referendum results data 1898, 1899, 1900.
<b>6.</b> If you had been a Tasmanian voter, would you have been in favour of Federation?	Students use understandings gained through previous investigations.

Celebrations and Futures	
Investigation focus questions	Primary source material
<b>1.</b> What do poems and songs tell us about the significance of becoming a nation?	Extracts from poem 'Sons of Australia' by WH Dawson (printed in the <i>Launceston Examiner</i> 1898) and song 'Fulfilment' by J Brunton Stephens (printed in <i>The Mercury</i> , 1 January 1901).
<b>2.</b> How was Federation celebrated in Tasmania?	Extracts from newspaper reports on official proceedings and celebrations in Hobart and country Tasmania.
<b>3.</b> How and why were public buildings in Tasmania decorated for Federation?	Photo of Parliament House, Hobart; extracts from a newspaper report on Federation decorations.
<b>4.</b> How should Tasmanians remember and celebrate Federation today?	Students use understandings gained through previous investigations together with their own ideas and research.

<sup>1</sup> <http://portal.archives.tas.gov.au/menu.aspx?search=7>

<sup>\*</sup> See Useful websites in Teacher Guide



# VICTORIA

## Investigations and source material



People and Places	
Investigation focus questions	Primary source material, data and biographies
<b>1.</b> What was life like in Victoria in the late 1800s?	Descriptions and photos of Melbourne, 1890s; descriptions of Bendigo, Echuca and Portland; silent film clip from around 1910 of 'Melbourne Buildings' <sup>1</sup> ; additional photos researched by students. <sup>2</sup>
<b>2.</b> What were Victorians like in the late 1800s?	1901 census data for Victoria, including population distribution, occupations and birthplaces.
<b>3.</b> What was the Australian Natives Association?	Australian Natives Association membership certificate, 1900.
<b>4.</b> Who were some Victorian political figures that played a role in the Federation movement?	Biographies of John Quick, Alfred Deakin, Sir George Turner and Isaac Isaacs. (Reference to the nine <i>Values for Australian Schooling</i> may also be helpful. *)
<b>5.</b> Who were some of the Victorian women that made important contributions to social and political change in the late 1800s?	Biography of Vida Goldstein; additional biographies researched by students. *

Road to Federation	
Investigation focus questions	Primary source material and data
<b>1.</b> What were the issues as Victorians considered whether or not to support Federation?	Extracts and cartoons about immigration*, trade, rivers, railways, defence and voting rights for women, 1885–1900.
<b>2.</b> How would the system of Federal Parliament affect Victorians?	Extract from debate at the 1898 Australasian Federation Conference, Melbourne; population figures for 1899 and proposed representation of each colony in the Federal Parliament.
<b>3.</b> What arguments for and against Federation were presented to Victorian voters?	Extracts from newspapers and speeches presenting arguments for and against Federation, 1898.
<b>4.</b> What were the results of the referendums in Victoria?	Breakdown of Victoria's results for 1898–99 from <i>The Age</i> newspaper, July 1899.
<b>5.</b> If you had been a Victorian voter, would you have been in favour of Federation?	Students use understandings gained through previous investigations together with their own ideas.

Celebrations and Futures	
Investigation focus questions	Primary source material
<b>1.</b> How was Federation celebrated in Melbourne?	Newspaper extracts about Melbourne's Federation celebrations, from <i>The Age</i> and <i>The Argus</i> 2 January 1901.
<b>2.</b> How did Victorians outside Melbourne celebrate Federation?	Newspaper extracts about Federation celebrations in Bendigo, Echuca, Traralgon, Port Fairy and Wodonga.
<b>3.</b> How was the spirit of Federation captured in Victoria?	Lyrics of the song 'Australia For Ever' by Henry F Rix, 1898. (Reference to the nine <i>Values for Australian Schooling</i> may also be helpful. *)
<b>4.</b> How was the opening of the first Commonwealth Parliament celebrated in Melbourne?	Newspaper extract from <i>The Age</i> , May 1901, including descriptions of the arches constructed for the occasion; map of the procession route; photo of the Municipal Arch; additional photos researched by students. <sup>2</sup>
<b>5.</b> How should Victorians commemorate Federation now and into the future?	Students use understandings gained through previous investigations together with their own ideas and research.

<sup>1</sup> <http://australianscreen.com.au/titles/marvellous-melbourne/clip2>

<sup>2</sup> [www.pictureaustralia.org](http://www.pictureaustralia.org)

\* See Useful websites in Teacher Guide



# WESTERN AUSTRALIA

## Investigations and source material



People and Places	
Investigation focus questions	Primary source material, data and biographies
<b>1.</b> How did distance and isolation affect Western Australians?	Students use internet and library research to explore Western Australia's isolation in the late 1800s, particularly the Western Australian Government website <sup>1</sup> .
<b>2.</b> What happened in Western Australia in the late 1800s and what were the impacts on the colony?	1890–99 statistics for Western Australia's population and for exports (gold, timber and wool); two photos of Fremantle Harbour showing change from 1880s to 1900s.
<b>3.</b> What problems and challenges resulted from the Western Australian gold rush?	Storekeepers and butchers' letter, 1893; extract from Henry Lawson's comments on the 'curse' of gold, written Perth 1896; photo of mining settlement, 1894.
<b>4.</b> Who were some influential citizens in Western Australia in the late 1800s?	Biographies of four people participating in different ways in Western Australian society and politics in the late 1800s: Edith Cowan, Faiz Mohamed, John Kirwan and William Marmion.
<b>5.</b> Who was John Forrest and what were his contributions to Western Australia?	Biography of Sir John Forrest, first Premier of Western Australia.

Road to Federation	
Investigation focus questions	Primary source material and data
<b>1.</b> What issues led some Western Australians to oppose or doubt Federation?	Newspaper extracts from <i>The West Australian</i> , 1890s.
<b>2.</b> What concerns about Federation were important to the communities of Western Australia's goldfields?	Petition to the Queen from residents of the goldfields, seeking separation; 'A Federal Fairy Tale', satirical newspaper piece (both 1900).
<b>3.</b> What if Western Australia had decided not to join in Federation?	Sections from the Australian Constitution.
<b>4.</b> Should the people of Western Australia have had a say in the colony's decision about Federation?	Selections from Western Australian Parliamentary Debates, 1899.
<b>5.</b> How was Federation promoted, and what were the results of the Western Australian referendum?	Referendum promotional material and results; map of Western Australian electoral districts, 1900.

Celebrations and Futures	
Investigation focus questions	Primary source material and data
<b>1.</b> How was Federation celebrated in Perth?	Reports of Perth's Federation celebrations from <i>The West Australian</i> newspaper, 2 January 1901.
<b>2.</b> How did Western Australians outside Perth celebrate Federation?	Reports from <i>The West Australian</i> newspaper, 2 January 1901; Western Australian referendum results.
<b>3.</b> What was the significance of Federation for Western Australians?	<i>Union</i> , a poem written in honour of Federation, published in <i>The West Australian</i> newspaper, 2 January 1901.
<b>4.</b> How should Western Australians commemorate Federation now and into the future?	Students use understandings gained through previous investigations together with their own ideas and research.

<sup>1</sup> [www.silwa.wa.gov.au/federation/fed/013\\_isol.html](http://www.silwa.wa.gov.au/federation/fed/013_isol.html)



# GETTING IT TOGETHER

## From Colonies to Federation

### CURRICULUM LINKS

*Getting It Together* contains teaching and learning investigations for the middle years classroom.

The curriculum links demonstrate how *Getting It Together* can assist teachers to meet mandated teaching and learning outcomes for students in the Studies of Society and Environment and History curriculums, or their equivalents, in their jurisdiction. The student learning outcomes nominated for each jurisdiction are for the year levels that correspond to the upper primary and lower secondary years of schooling in the stated education system.

#### Australian Capital Territory

*Getting It Together* assists teachers to meet Essential Learning Achievements (ELA) in the Early Adolescence Band of Development in the Every Chance to Learn Curriculum Framework for ACT Schools.

**Curriculum document:** Every Chance to Learn Curriculum Framework for ACT Schools.

**Key learning area:** social sciences.

**Year level/s:** Year 6 to Year 8 (Early Adolescent Band).

**ELA 21 – the student understands about Australia and Australians**

In the early adolescence band of development, students have opportunities to understand and learn about the following areas.

#### History

##### 21.EA.4

Past and contemporary people, movements, events and ideas, which shaped Australia as a nation with a sense of Australian identity (e.g. Federation, stories of the bush, ANZAC legend, the Great Depression, sporting heroes, role of women, mateship, larrikinism, 'White Australia' policy, migration and multiculturalism, 1967 referendum).

#### Contemporary society

##### 21.EA.6

The factors that can influence, change, standardise and perpetuate identity (e.g. media, stereotypes, symbols and global trends).

##### 21.EA.7

The values reflected in national celebrations and commemorations, what these represent to diverse people and groups and how these have changed over time (e.g. Australia Day, ANZAC Day).

#### Additional

##### 21.EA.10

Sequence key historical events to create a narrative of a key period in Australian history.

##### 21.EA.11

Find out about, discuss and evaluate historical events using appropriate genres, sources and evidence.

ELA 22 – the student understands and values what it means to be a citizen within a democracy

### Democratic features

In the early adolescence band of development, students have opportunities to understand and learn about the following areas.

#### 22.EA.2

Features of Australia's representative democracy, including the purpose of the Australian Constitution, how the differences between parliaments and governments, elections, how governments are formed, roles of elected representatives, functions and services provided by the three levels of government and the roles of courts.

#### 22.EA.4

Key events and ideas in the development of Australian self-government and democracy (e.g. governors representing the British monarchy, representative democracy).

### Democratic principles

#### 22.EA.7

The principles and institutions that underpin Australia's representative democracy and civil society (e.g. parliament, free and fair elections, political parties, secret ballot, head of state).

### Active citizenship

#### 22.EA.9

Ways in which individuals and non-government organisations can contribute to and influence representative bodies, including government.

### Additional

In the early adolescent band of development, students have the opportunities to learn to:

#### 22.EA.14

Investigate the contributions of people and groups who have helped achieve civil and political rights in Australia through historical and contemporary examples (e.g. Alfred Deakin, William Spence, Vida Goldstein, Pearl Gibbs).

ELA 23 – the student understands world issues and events

### Historical and cultural context

#### 23.EA.7

The roles of women in different societies and periods of time relating to world issues or events.

### Additional

#### 23.EA.12

Engage in 'what if' discussions about how an issue or event might have unfolded differently if people had chosen a different course of action.

## New South Wales

*Getting It Together* assists teachers to meet student learning outcomes in the New South Wales Human Society and Its Environment, and History Syllabuses, at Stage 3 and Stage 4, respectively.

**Curriculum document:** New South Wales Syllabuses – Board of Studies, New South Wales.

**Key learning areas:** Human Society and Its Environment and History.

**Year level/s:** Years 5 and 6 (Stage 3); and Years 7 and 8 (Stage 4).

## Human Society and Its Environment

### Stage 3

#### Change and Continuity

##### CCS3.1

Explains the significance of particular people, groups, places, actions and events in the past in developing Australian identities and heritage.

##### CCS3.2

Explains the development of the principles of Australian Democracy.

#### Cultures

##### CUS3.3

Describes different cultural influences and their contribution to Australian identities.

#### CUS3.4

Examines how cultures change through interactions with other cultures and the environment.

#### Social Systems and Structures

##### SSS3.8

Explains the structures, roles, responsibilities and decision-making processes of State and federal governments and explains why Australians value fairness and socially just principles.

#### History

*Getting It Together* affords students at Stage 4, in the History Syllabus, the opportunity to demonstrate the following learning outcomes.

A student:

4.1 describes and explains the nature of history, the main features of past societies and periods and their legacy;

4.4 identifies major periods of historical time and sequences people and events within specific periods of time;

4.5 identifies the meaning, purpose and context of historical sources;

4.6 draws conclusions about the usefulness of sources as evidence in an inquiry;

4.7 identifies different contexts, perspectives and interpretations of the past;

4.8 locates, selects and organises relevant information from a number of sources, including ICT, to conduct basic historical research;

4.9 uses historical terms and concepts in appropriate contexts; and

4.10 selects and uses appropriate oral, written and other forms, including ICT, to communicate effectively about the past.

## Northern Territory

*Getting It Together* assists teachers to meet Essential Learnings in Bands 3 and 4 in the Northern Territory Curriculum Framework.

**Curriculum document:** Northern Territory Curriculum Framework – Essential Learnings.

**Key learning area:** Studies of Society and Environment.

**Year level/s:** Year 6 to Year 8 (Bands 3 and 4).

#### Social Systems and Structures

##### *Time, Continuity and Change*

Soc 3.1 investigate the past and how events have impacted on individuals and groups.

Soc 4.1 analyse significant ideas, people and movements that have shaped societies.

##### *Civics, Governance and Social Justice*

Soc 3.3 research and describe features, such as decision making, of familiar political and law systems and analyse how choices, opportunities and conflict affect people's life chances.

Soc 4.3 explain the roles, rights and responsibilities of citizens on the existing structure of Australia's political and legal systems, and their formation; evaluate how these structures protect the rights of individuals and societies.

## Queensland

*Getting It Together* assists teachers to meet student learning outcomes by the end of Year 7 in the Knowledge and Understanding section of the Queensland Studies of Society and Environment curriculum, under the organisers Time, Continuity and Change, Culture and Identity, and Political and Economic Systems.

**Curriculum document:** Queensland Curriculum, Assessment and Reporting Framework.

**Key learning area:** Studies of Society and Environment.

**Year level/s:** Essential Learnings by the end of Year 7.

### Time, Continuity and Change

- Events from pre-colonisation to Federation, including Indigenous heritages, European colonisation, frontier conflicts, the development of the economy, and the Federation movement, have established the Australian nation and contributed to Australian identities.
- Australia's relationship with its Asian and Pacific neighbours is linked to events over a range of time periods, including events associated with the 'White Australia' policy, refugees and immigration, free-trade agreements and military alliances.
- National traditions, celebrations and commemorations have evolved to reflect public sentiment and the perspectives, values and interpretations of different groups.

### Culture and Identity

- Material and non-material elements influence personal identity and sense of belonging to groups.
- Perceptions of different cultures and groups are influenced by personal identity and sense of belonging of groups.

### Political and Economic Systems

- Australia's government systems are characterised by principles including civil society and representative democracy, processes including free and fair elections, institutions including parliaments and political parties, and instruments including the Australian Constitution.

## South Australia

*Getting It Together* assists teachers to meet student learning outcomes at Standards 3 and 4 in the South Australian Studies of Society and Environment curriculum in the Time, Continuity and Change, Societies and Culture, and Social Systems strands.

**Curriculum document:** South Australian Curriculum Standards and Accountability Framework.

**Key learning area:** Studies of Society and Environment.

**Year level/s:** Year 6 (Standard 3) and Year 8 (Standard 4).

### Time, Continuity and Change

#### 3.1

Identifies and explains sequences of change that have occurred in Australia over time, and recognises various perspectives on events.

#### 3.2

Researches and discusses the importance of understanding events and ways of life of some past periods, using primary and secondary sources.

#### 3.3

Explains why local and international communities have changed and are likely to change in the future.

#### 4.2

Recognises diversity within and between primary and secondary sources, and critically analyses why and how sources can be interpreted differently.

### 4.3

Interprets people's motives and actions from perspectives of power, and relates this to future possibilities, using a historical or contemporary event or issue.

## Societies and Culture

### 3.7

Considers factors that contribute to personal and group identity and social cohesion, and valuing cultural diversity within and outside Australia.

(Analyses influences that contribute to their personal identities, including perceptions about being Australian.)

## Social Systems

### 3.10

Describes examples of forms and structures of Australian and other governments over time in terms of how they impact on people's lives.

(Describes how democracy operates in Australia and how it is similar to, or differs from, how democracy operates in another country in relation to people's participation in government.)

### 3.12

Recognises that individuals, groups or systems hold different views, values and beliefs, and identifies those which contribute to the common good.

## Tasmania

*Getting It Together* assists teachers to meet performance criteria for standards 3 and 4 in the Society and History K–10 syllabus of the Tasmanian Curriculum.

**Curriculum document:** Tasmanian Curriculum.

**Key learning area:** Society and History.

**Year level/s:** Years 5–8 (Standards 3 and 4).

Students can achieve learning outcomes in the following performance criteria for standards 3 and 4 in the Society and History K–10 syllabus.

## Identity relationships and culture

- Understand how culture and community shape identity and relationships.

## Democratic values and processes

- Understand democratic values and processes in society, government and law.

## Responsible citizenship

- Understand how individuals and groups take action to positively influence change.

## Historical inquiry

- Undertake historical inquiries in relation to continuity and change in society.

## Philosophical inquiry

- Undertake philosophical inquiries into issues and beliefs in society.

## Communication

- Acquire, critically examine and communicate information.

## Victoria

*Getting It Together* assists teachers to meet the standards of the Victorian Essential Learning Standards at Levels 4 and 5 in the Civics and Citizenship domain and the History domain of the Humanities discipline.

**Curriculum document:** Victorian Essential Learning Standards.

**Key learning area:** Civics and Citizenship; Humanities – History.

**Year level/s:** Years 5–8 (Levels 4 and 5).

## Level 4

### Civics and Citizenship

#### *Civic knowledge and understanding*

At Level 4, students describe the nature of Australia's democracy that developed as a result

of Federation. They describe the three levels of government and some of the key functions of each level. They explain the basic elements of Australia's Federal Parliamentary system and key democratic principles and values such as freedom of speech and equality before the law.

### **Humanities – History**

#### *Historical knowledge and understanding*

At Level 4, students demonstrate their knowledge and understanding of significant events in Australian history, including Aboriginal and Torres Strait Islander history, European settlement, the development of the colonies, the development of the wool industry, the 1850s gold rushes; the moves to self-government, Federation; and World War I.

#### *Historical reasoning and interpretation*

At Level 4 students use a range of primary and secondary sources to investigate the past. With support, they frame research questions and plan their own inquiries. They comprehend and question sources and make judgments about the views being expressed, the completeness of the evidence, and the values represented. They use appropriate historical language and concepts to develop historical explanations. They present their understandings in a range of forms.

## **Level 5**

### **Civics and Citizenship**

#### *Civic knowledge and understanding*

At Level 5, students explain the origins and features of representative government. They identify significant developments in the governance and achievement of political rights in Australia. They explain key features of Australian Government, including the responsibilities of the levels of government, the houses of parliament ... They identify and question the features and values of Australia's political and legal systems. They identify and discuss the qualities of leadership through historical and contemporary examples.

### **Humanities – History**

#### *Historical reasoning and interpretation*

At Level 5, students frame key research questions, plan their investigations, and report on their findings. They use a range of primary and secondary sources, including visual sources that record features of the societies in their investigations. They identify the content, origin, purpose and context of historical sources. They evaluate historical sources for meaning, point of view, values and attitudes, and identify some of the strengths and limitations of historical documents. They use relevant historical evidence, concepts and historical conventions such as bibliographies to present a point of view. Students use a variety of forms to present their understanding.

## **Western Australia**

*Getting It Together* assists teachers to meet the learning outcomes of the Western Australian Curriculum Framework and K–10 Syllabuses for the Studies of Society and Environment in the Middle Childhood and Early Adolescent phases of development.

**Curriculum document:** Western Australian Curriculum Framework and K–10 Syllabuses.

**Key learning area:** Studies of Society and Environment.

**Year level/s:** Years 5–8 (Middle Childhood and Early Adolescent phases of development).

### **Time, Continuity and Change**

Students understand that people's actions and values are shaped by their understanding and interpretation of the past.

### **Understanding the Past**

#### *Methods for sequencing the past*

Year 5–6

- How sequencing chronologically helps to identify relationships between people, events and ideas.

Year 6–7

- How events and ideas can be compared and contrasted between different time periods in history.

Year 8

- Turning points are created by significant events.
- People, events and ideas are linked to historical time periods.

*The interrelationship between people, events and ideas*

Year 8

- Significant people, events and ideas from the past have shaped present communities by contributing to or resisting change.

### **Continuity and Change**

*That continuity and heritage are features of all societies*

Year 5–6

- How heritage is reflected in community life through rituals, symbols and buildings.

Year 6–7

- How heritage is reflected in the political, social and economic life of a community.
- How, over time, significant people, events and ideas have influenced the beliefs and traditions of a community.

Year 8

- A sense of heritage can result from continuity of people's actions, beliefs, values and ideas.
- Continuity can have positive and negative impacts.

### **Natural and Social Systems**

- Students understand that systems provide order to the dynamic natural and social relationships occurring in the world.

### **Political and Legal Systems**

*The elements and processes of government and governance*

Year 5–6

- How Australia's representative system of government works.
- How State and Federal members of Parliament are elected.
- The principles of democratic decision-making.

Year 6–7

- About the development and evolution of the principles of democracy.
- How notions of citizenship have been influenced by key civic documents.
- What the key features of Australian democracy are.
- How the federal system of government developed in Australia.
- How representation and decision-making operate in the Australian democracy.

Year 8

- Australian democracy has evolved from a range of political activity.
- The Australian constitution outlines the powers, responsibilities, structures and processes of parliament and the federal legal system.
- How Australia seeks to balance majority rule and respect for minorities in civic decision-making.

*The elements and processes of law-making and law enforcement*

Year 5–6

- That a constitution is an agreed set of rules or guidelines for an organisation.

Year 6–7

- That the Australian constitution is the legal framework for governance in Australia.

# GETTING IT TOGETHER

## From Colonies to Federation

### FEDERATION TIMELINE

#### Dates 1856-1927

Australia's democracy has been shaped by many people, events and ideas throughout history. This timeline provides a quick reference to the events explored in *Getting It Together – From Colonies to Federation*. These events are important in Australia's progress towards nationhood.

1856	Responsible government achieved in New South Wales, Victoria and Tasmania.
1857	Responsible government achieved in South Australia.
1860	Responsible government achieved in Queensland.
1863	Northern Territory comes under South Australian administration from New South Wales.
1887	Queen Victoria's Golden Jubilee.
1889	Henry Parkes campaigns for Federation in his Tenterfield Oration. Colony Premiers agree to a Federation conference.
1890	The Australasian Federation Conference held in Melbourne in February. Conference decides a convention should be called to write a constitution. Responsible government achieved in Western Australia.
1891	Australasian Convention held in Sydney where a Constitution is drafted (March–April).
1893	Corowa Conference passes the Corowa Plan to implement a new constitutional process.
1894	South Australian women gain the right to vote.
1895	A modified Corowa Plan adopted at the Premiers' Conference in Hobart.
1896	Bathurst People's Federal Convention held.
1897	First session of the Australasian Federal Convention held in Adelaide (March–April) Queen Victoria's Diamond Jubilee. Second session of the Australasian Federal Convention held in Sydney (September).
1898	Third session of the Australasian Federal Convention held in Melbourne. Convention adopts the draft Constitution of the Australian Commonwealth. Unsuccessful referendum on the Constitution Bill in New South Wales. Successful referendums in Victoria, Tasmania and South Australia.
1899	Premiers' 'secret' conference, Melbourne, agrees to amend the Constitution Bill. Successful referendum in South Australia, New South Wales, Tasmania, Victoria and Queensland. Western Australian women gain the right to vote. Outbreak of the South African War (Boer War) and the colonies send troops.



1900	The British Parliament passes the Constitution Bill and the Bill receives royal assent. Successful referendum held in Western Australia (31 July). Royal Proclamation of the Commonwealth (17 September).
1901	Inauguration of the Commonwealth in Sydney (1 January). Edmund Barton becomes Australia's first Prime Minister. Death of Queen Victoria (22 January). First elections for the Commonwealth Parliament (29–30 March). The first Federal Parliament officially opened in Melbourne (9 May). The new Commonwealth raises more troop contingents for the Boer War. Commonwealth Parliament passes the Pacific Island Labourers Act to send Pacific Island labourers home (December). Commonwealth Parliament passes Immigration Restriction Act designed to stop Asian immigration (December).
1902	End of hostilities in the Boer War (May). Commonwealth Parliament passes the Commonwealth Franchise Act to give the vote to men and women (June). Women win the right to vote for the New South Wales Parliament.
1903	Women in New South Wales, Queensland, Tasmania and Victoria vote for the first time for the Commonwealth Parliament (December). Women win the right to vote for the Tasmanian Parliament.
1905	Women win the right to vote for the Queensland Parliament.
1908	Women win the right to vote for the Victorian Parliament. Australian Coat of Arms proclaimed.
1909	Australian currency introduced.
1911	Australian Capital Territory established (January). Commonwealth Parliament assumes control of the Northern Territory from South Australia (January). Introduction of compulsory enrolment for Commonwealth elections.
1913	Canberra is chosen as the site of the future national capital.
1914	Outbreak of hostilities in First World War.
1915	Australian and New Zealand troops land at Gallipoli.
1916	First referendum to conscript Australians into battle fails.
1917	Second referendum to conscript Australians into battle fails. Transcontinental Railway completed.
1918	End of hostilities in First World War.
1921	Edith Cowan elected to the Western Australian Legislative Assembly and becomes the first woman elected to an Australian Parliament.
1924	Introduction of compulsory voting for Commonwealth elections.
1927	Canberra becomes the national capital. Commonwealth Parliament begins sitting in Canberra in the Provisional Parliament House.

# GETTING IT TOGETHER

## From Colonies to Federation

# GLOSSARY and CONVERSIONS

## Glossary

### **Australian Natives Association (ANA)**

A society formed by non-Indigenous Australian-born men in 1871 to promote pride in being Australian. The ANA was a keen supporter of Federation.

### **bill**

A proposal for a new law, considered and debated in parliament.

### **campaign**

The process of gaining the support of voters for a candidate in an election.

### **citizen**

A person who belongs to a country and who shares the same rights and responsibilities as other people of that country.

### **colony**

A distant settlement that is governed by another country. British settlements in New South Wales, Victoria, Van Diemen's Land (Tasmania), Western Australia, South Australia and the Northern Territory made up the Australian colonies.

### **Commonwealth**

The Commonwealth of Australia refers to the nation and its national government, brought about by the Federation of the Australian colonies.

### **constitution**

A document that sets out the rules for government.

### **constitutional monarchy**

A democratic system of government with a monarch (queen or king) as a head of state. The monarch's role is restricted by a constitution.

### **convention**

A large meeting of people. In colonial Australia in the 1890s, Federal Conventions were held to draft the Australian Constitution.

### **culture**

The way of life and customs shared by a group of people.

### **delegate**

A person who has the authority to make decisions on behalf of others. The Federal Conventions consisted of delegates from the Australian colonies, who drafted the Australian Constitution.

### **democracy**

A form of rule where the government is elected by and accountable to its citizens.

### **electorate**

A geographical area represented in parliament. Each electorate consists of approximately the same amount of voters.

### **equality**

When people have the same rights and responsibilities.

### **Federal Conventions**

The meetings of leading politicians from the Australian colonies who drafted the Constitution. The Australian Constitution was drafted at the Federal Conventions of 1891 and 1897–98.

### **Federation**

A country where the power to make laws is shared by different levels of government. Also refers to a union of self-governing colonies or territories to form one country. The Australian colonies united on 1 January 1901 to form the Commonwealth of Australia.

**franchise**

The right to vote. (See also **suffrage**)

**free trade**

Goods that are sold between countries or colonies, which are not taxed or have a tariff placed on them.

**government**

A group of people, usually elected officials together with the public service, who manage a country.

**governor**

A person who rules a colony or territory and who represents the queen or king. Until the Australian colonies achieved responsible government, a governor appointed by the British Parliament governed the colonies.

**Governor-General**

The queen's (or British monarch's) representative in the Australian Constitution. The Governor-General is the head of state and the symbol of government in Australia.

**House of Representatives**

The lower house of the Australian Parliament. The party with the majority of seats in the House of Representatives forms government.

**Legislative Assembly**

The lower house of the colonial, later 'State', parliaments.

**Legislative Council**

The upper house of the colonial, later 'State', parliaments.

**migration**

Leaving one country to settle or live in another.

**monarch**

A member of a royal family, usually a king or queen, who is the recognised head of a country.

**monarchy**

A country or nation ruled by a king or queen.

**parliament**

An assembly of elected or appointed representatives that makes the laws for a country.

**plural voting**

A voting system where voters can vote in all the electorates in which they own property.

**property franchise**

A voting system where only those who own property are allowed to vote. In colonial parliaments, voting in Legislative Council elections was restricted to people who owned property.

**proportional representation**

A voting system in which candidates must achieve an agreed quota of votes to be elected.

**protection**

A system of tariffs or import duties designed to protect domestic industry from competition. In colonial Australia all the colonies imposed duties on goods imported from other colonies. (See **free trade**)

**protectionism**

The belief that tariffs should be used to protect domestic industry from competition in order to encourage local industrial development and employment.

**racism**

When people are treated differently or unfairly because of their culture or ethnicity.

**referendum**

A vote of all the people on a particular issue, proposed law or constitutional change.

**representative**

A person chosen by the people of a community to speak for them. In parliament, each representative speaks for their electorate.

**republic**

A nation where citizens rule themselves directly or through their representatives. There is no monarch (king or queen) as head of state.

**responsible government**

An elected government that is accountable to the parliament and its people.

**Senate**

The upper house of the Australian Parliament. The States are equally represented in the Senate.

**squatters**

In colonial Australia, they were the wealthy pastoralists who occupied large tracts of land to graze sheep. Their control of the land gave them economic and political power in the Australian colonies.

**suffrage**

The right to vote. (See also **franchise**)

**tariff**

A government-imposed charge or tax on imported and exported goods.

**tax**

A government charge placed on a good, service or people's earnings. The government decides how to use the money on behalf of its citizens.

**trade union**

An organisation of workers from a particular industry. Trade unions seek to protect workers' rights, and campaign for fair wages and working conditions.

**'White Australia'**

An idea which began in the 19<sup>th</sup> century, to ensure that a united Australia maintained its British culture by controlling the social make up of the immigrant population. Though never realised, it was instrumental in the Immigration Restriction Act (1901) passed by the first Commonwealth Parliament, and influenced Australian immigration policy for more than 60 years after Federation.

## Imperial to metric conversions

**Length and distance**

1 inch = 25.4 mm

1 foot = 30.5 cm

1 yard = 0.91 m

1 mile = 1.6 km

**Area**

1 sq. yard = 0.8 m<sup>2</sup>

1 acre = 0.40 ha

1 sq. mile = 2.59 km<sup>2</sup>

**Weight**

1 ounce (oz) = 28.4 gm

1 pound (lb) = 0.45 kg

1 stone = 6.35 kg

**Currency**

pounds, shillings and pence where:

1 pound (£) = 20 shillings

1 shilling (s) = 12 pence (p)

# GETTING IT TOGETHER

## From Colonies to Federation

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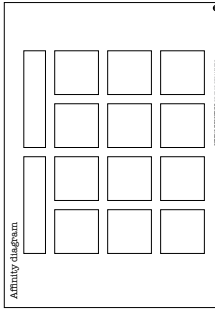
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# Graphic Organisers

A collection of templates will help students sort, organise, present and make sense of information in a variety of forms.

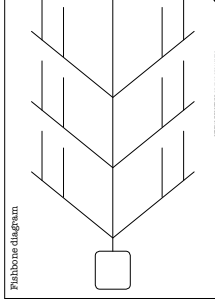
## Affinity diagram



**Purpose:**  
To group ideas into categories or themes.

**Procedure:**  
Record the results of a brainstorm by placing an organising theme or heading in the top boxes. Write similar concepts or items below each theme or heading.

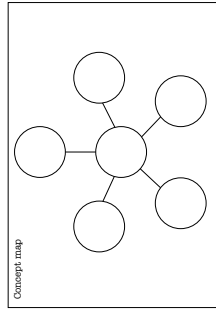
## Fishbone diagram



**Purpose:**  
To provide a systematic way of considering a problem.

**Procedure:**  
Write the problem in the fish's 'head'. Use the 'bones' for the questions – how, when, where, why and what. You can modify this diagram to incorporate a different de Bono 'thinking hat' at the end of each stem to direct students' thinking.

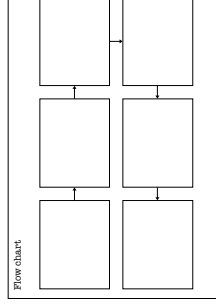
## Concept map



**Purpose:**  
To define a concept by identifying its elements or attributes.

**Procedure:**  
Write the concept in the centre circle. Record its attributes or elements in the outer circles.

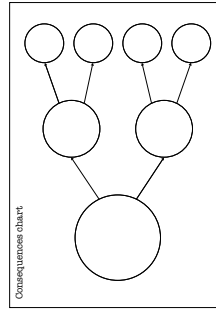
## Flow chart



**Purpose:**  
To represent a sequence of events.

**Procedure:**  
Write or draw events or activities in order in each box. Other boxes can be added to show related events.

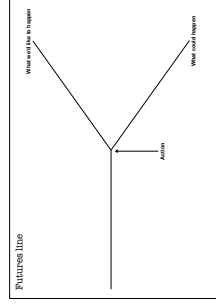
## Consequences chart



**Purpose:**  
To explore options when making decisions.

**Procedure:**  
Start with a 'what if' question or problem and write it in the circle on the left. Students suggest solutions to be written in the middle circles and the possible consequences of each solution in the circles on the right.

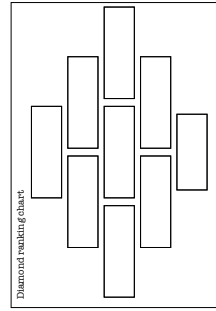
## Futures line



**Purpose:**  
To consider two possible futures.

**Procedure:**  
List aspects of a probable future if things were to continue as they are now, and ideas about what the future could be like if particular actions were taken to shape it.

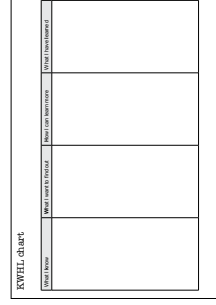
## Diamond ranking chart



**Purpose:**  
To prioritise a list of nine statements or pictures in order of importance.

**Procedure:**  
Write items to be ordered on separate pieces of paper. Place the most important at the top and the least important at the bottom. Place the two next most important and two least important, with the three remaining being neither important nor unimportant.

## KWHL chart



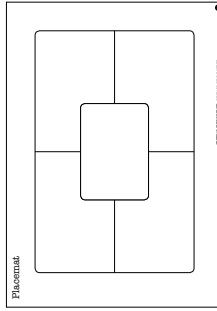
**Purpose:**  
To establish what is known and what needs to be found out to complete an investigation.

**Procedure:**  
Students define their information requirements in a research activity, and to reflect on what was learned. What is already known is recorded in the first column, and any further research needs are identified in subsequent columns.



# Graphic Organisers (cont.)

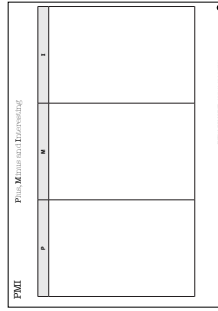
## Placemat



**Purpose:**  
To consider one's own opinions before negotiating a group response to an issue.

**Procedure:**  
Each group member has a section to write in. The square in the middle is to record the group response. Students are given an issue, topic or question to consider. They record their individual responses. They share their responses and as a group decide the response to be recorded in the middle.

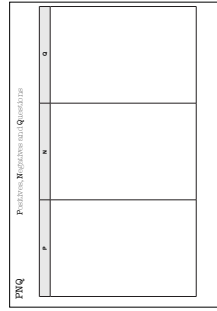
## PMI – plus, minus and interesting



**Purpose:**  
To evaluate thoughts about an issue and clarify issues for further investigation.

**Procedure:**  
Students list the Pluses (positives) of an issue in the first column, the Minuses (negatives) in the second column. In the third column, they list elements that cannot be classified precisely as positive or negative as interesting.

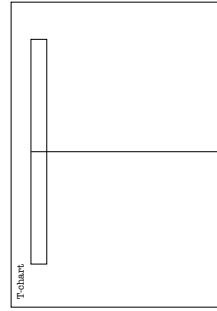
## PNG – positives, negatives and questions



**Purpose:**  
To evaluate thoughts about an issue and clarify issues for further investigation.

**Procedure:**  
Students list the Positives of an issue in the first column, the Negatives in the second column. In the third column, they list Questions for further investigation.

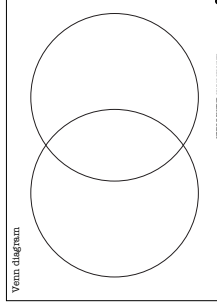
## T-chart



**Purpose:**  
To classify ideas or issues supporting or negating a proposition.

**Procedure:**  
On either side of the line, children list opposing aspects of an idea or issue that is written at the top. The nature of the two sides (eg 'opinions' and 'facts') is determined by the teachers and students, depending on the type of thinking to be undertaken (eg critical, analytical or creative).

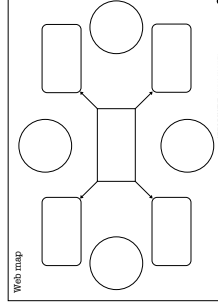
## Venn diagram



**Purpose:**  
To compare the similarities and differences between two or more groups of people, places or issues.

**Procedure:**  
Write the items being compared in the circles. Where the circles overlap, record similarities. Record the characteristics which are different in the areas that do not overlap.

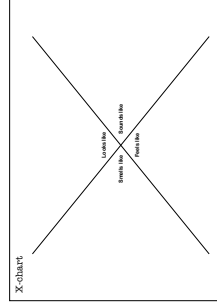
## Web map



**Purpose:**  
To assist in activities that involve planning, brainstorming, making notes, organising or problem solving.

**Procedure:**  
An issue or topic is written in the centre. Related ideas are linked to the central issue and other ideas are developed from these. Use lines, colours, labels and arrows to show links between ideas.

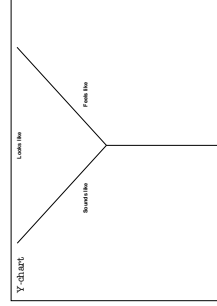
## X-chart



**Purpose:**  
To brainstorm ideas based on what we would see, hear, smell and feel in a given situation.

**Procedure:**  
List ideas in each section as labelled – looks like, sounds like, smells like, feels like.

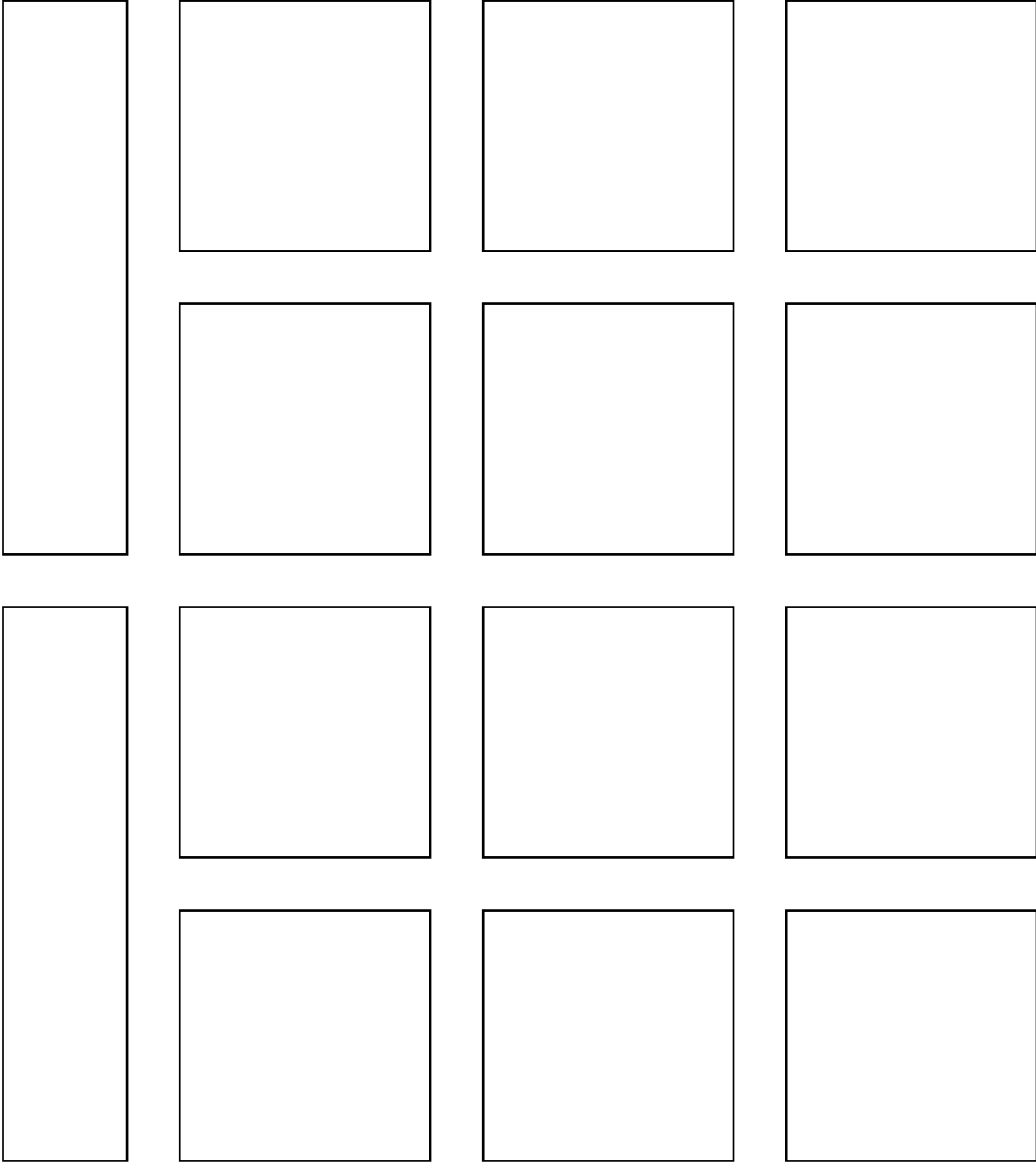
## Y-chart



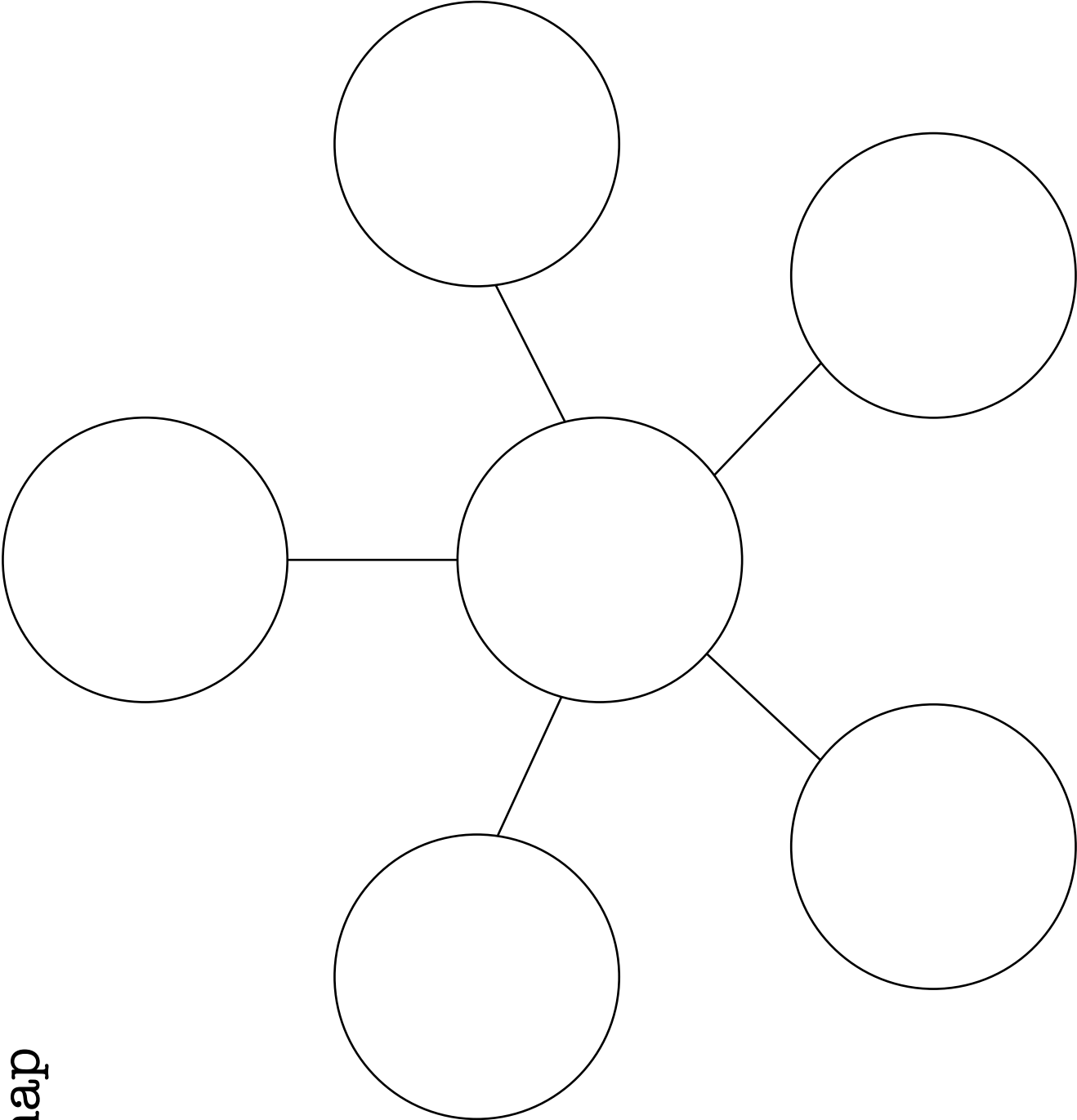
**Purpose:**  
To brainstorm ideas based on what we see, hear and feel.

**Procedure:**  
List ideas in each section as labelled – looks like, sounds like, feels like.

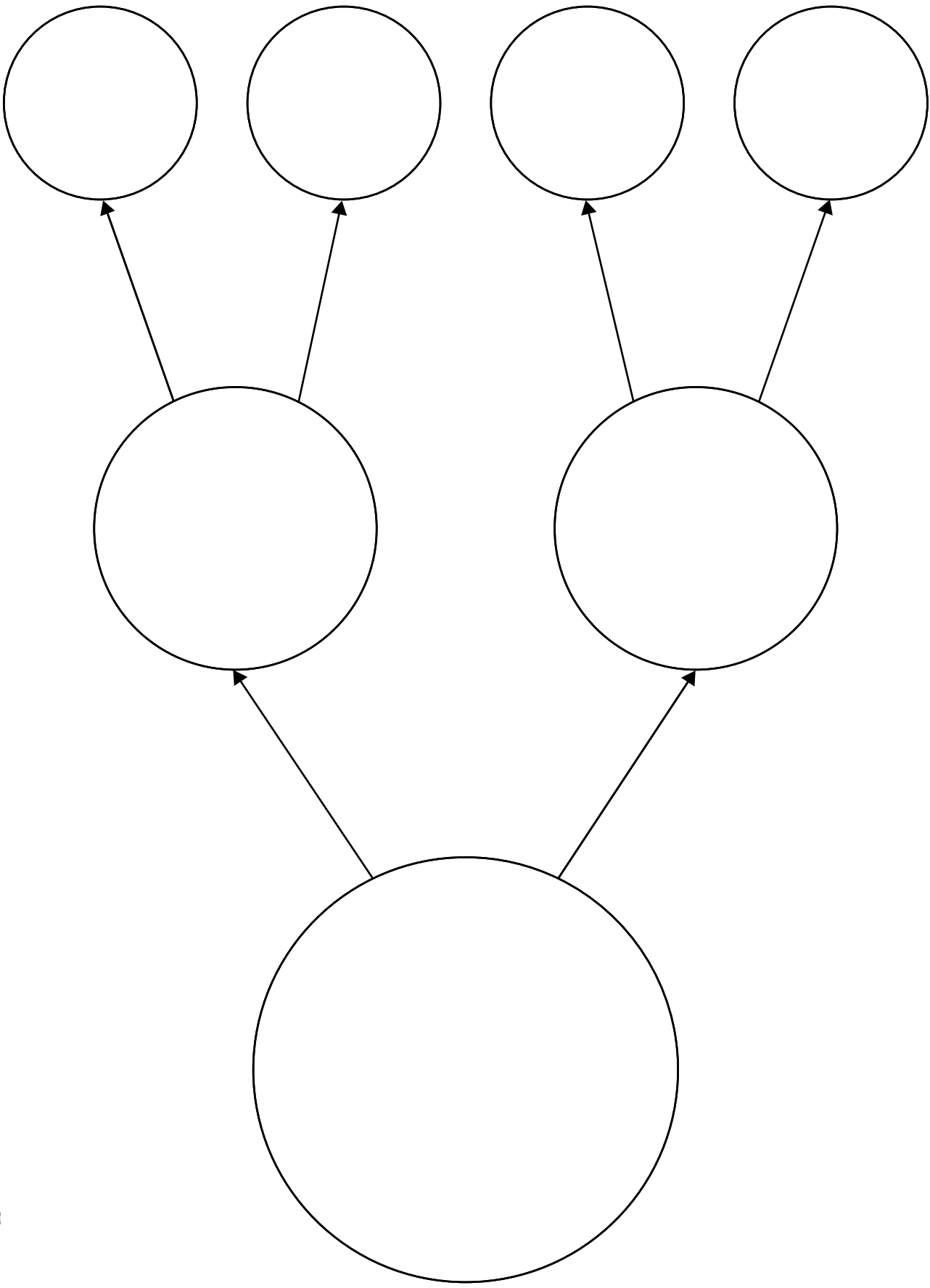
# Affinity diagram



# Concept map

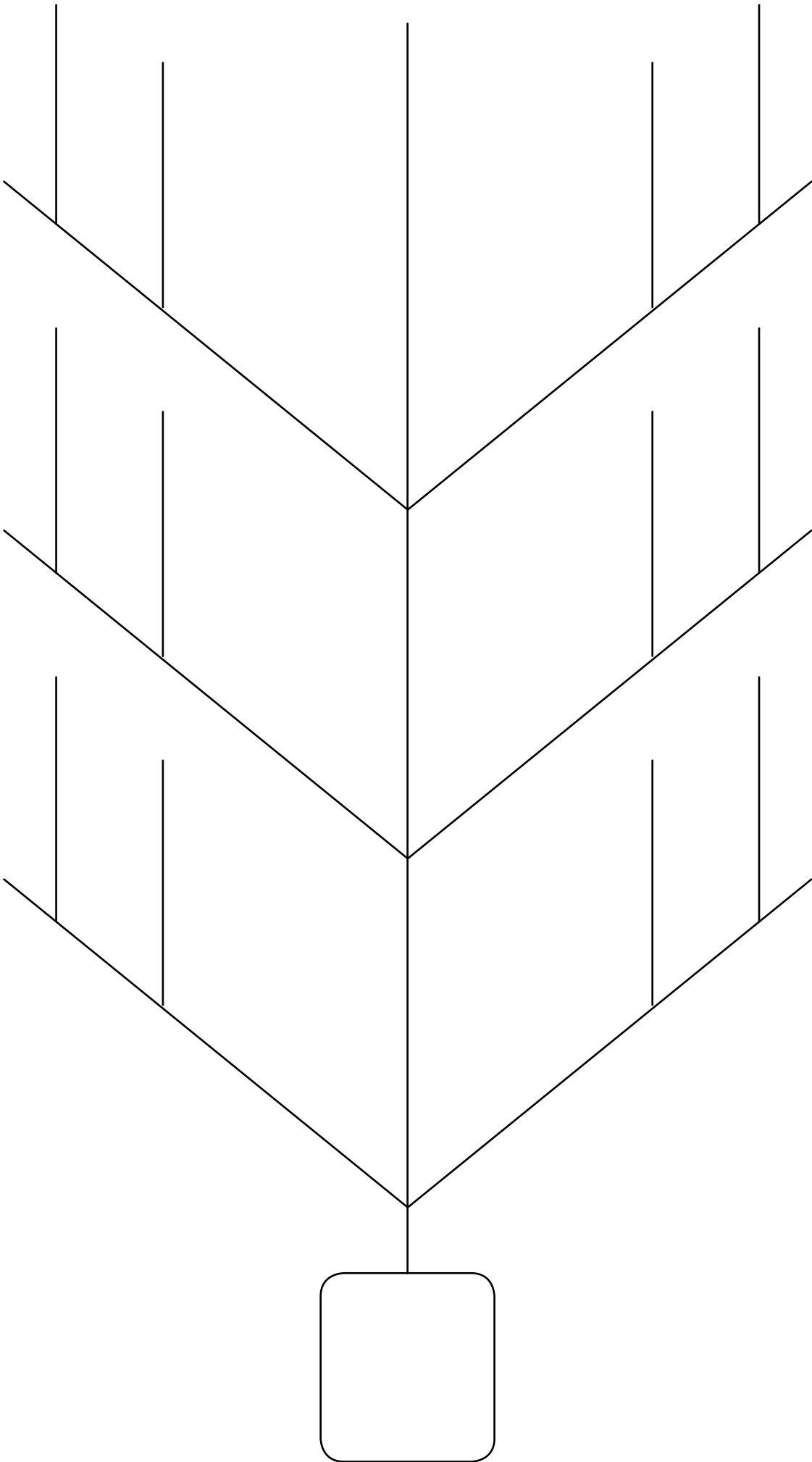


# Consequences chart

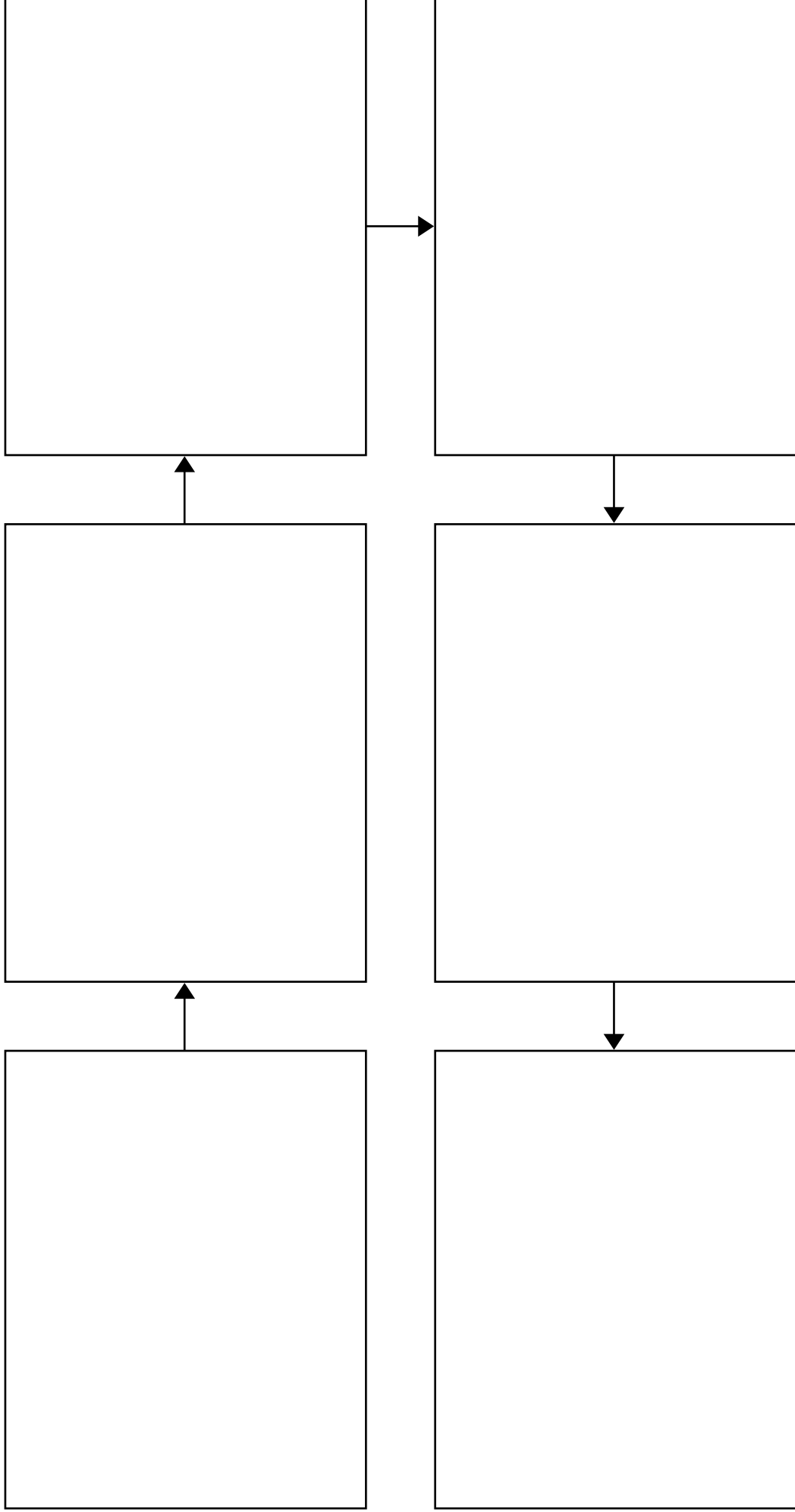


# Diamond ranking chart

# Fishbone diagram

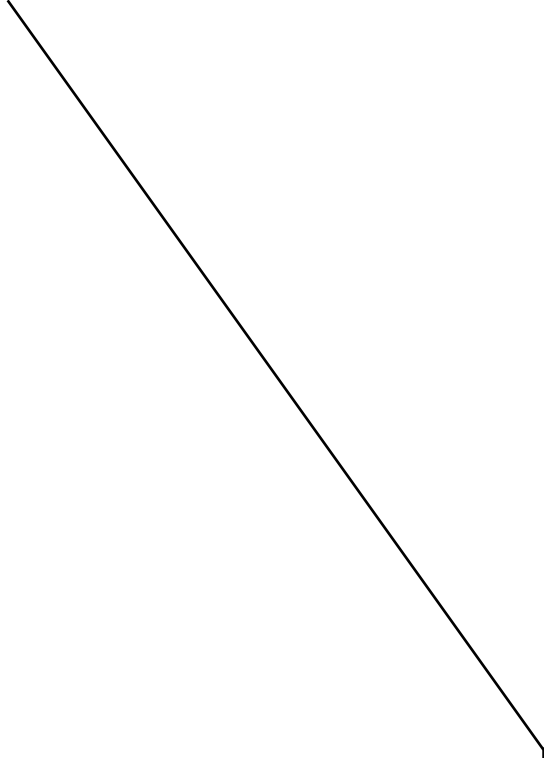


# Flow chart

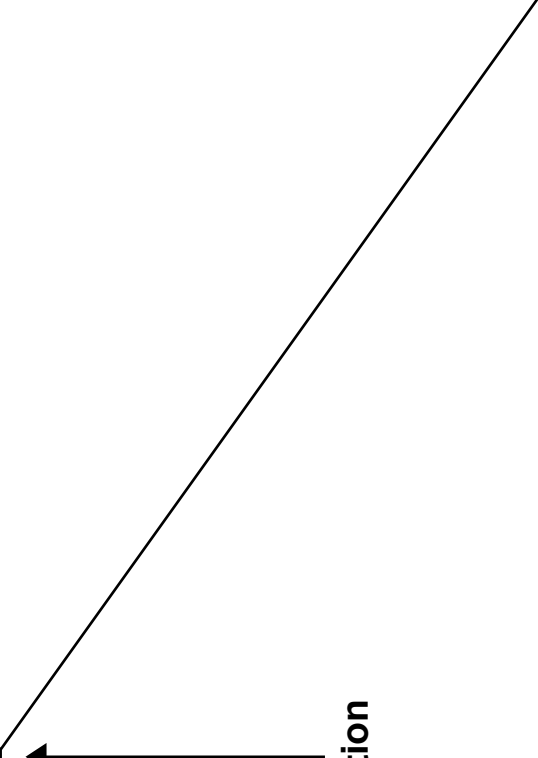


# Futures line

What we'd like to happen



What could happen



Action

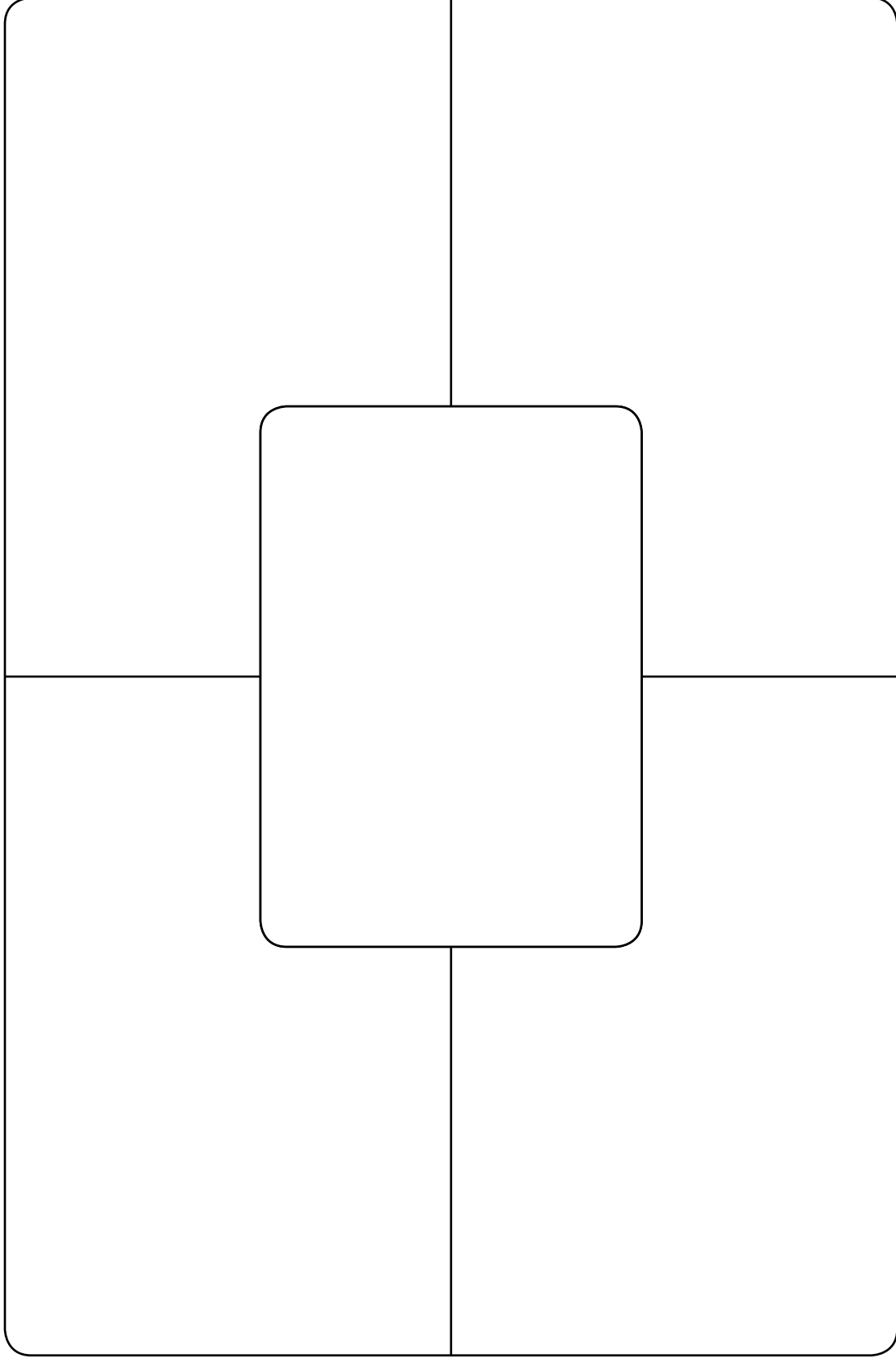




# KWHL chart

What I know	What I want to find out	How I can learn more	What I have learned

# Placemat



# PMI

## Plus, Minus and Interesting

P	M	I

# PNQ

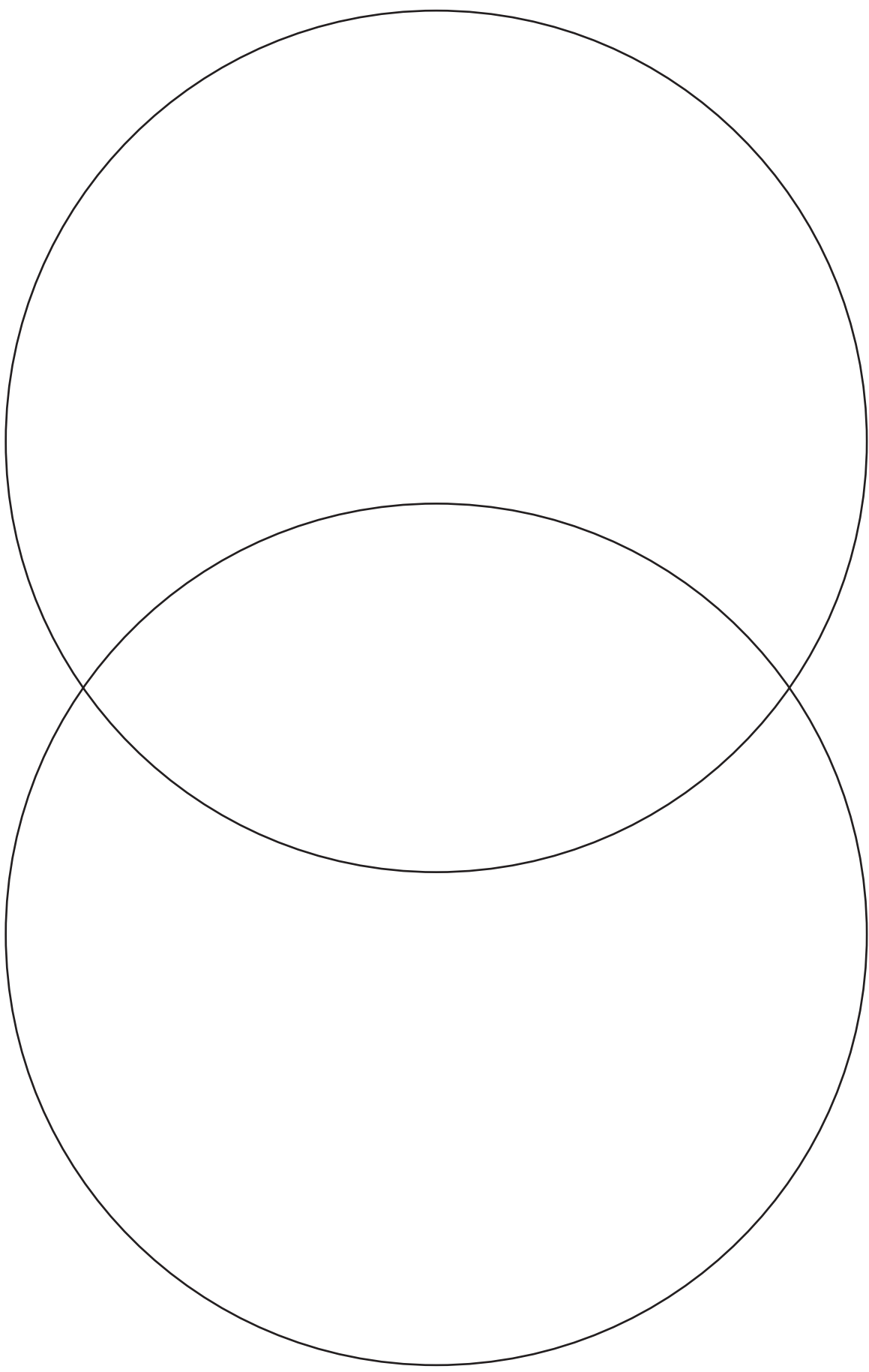
## Positives, **N**egatives and **Q**uestions

P	N	Q

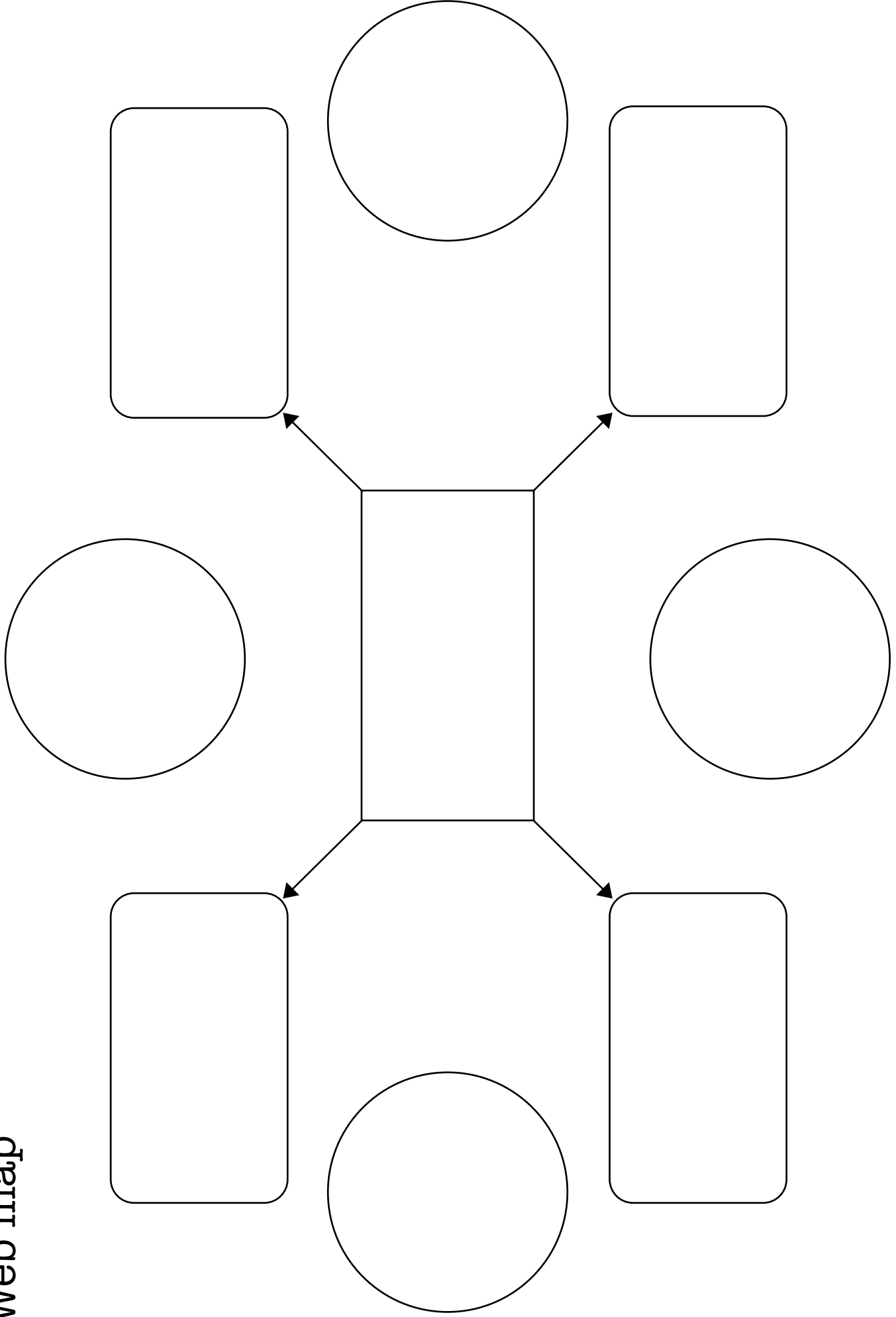
# T-chart

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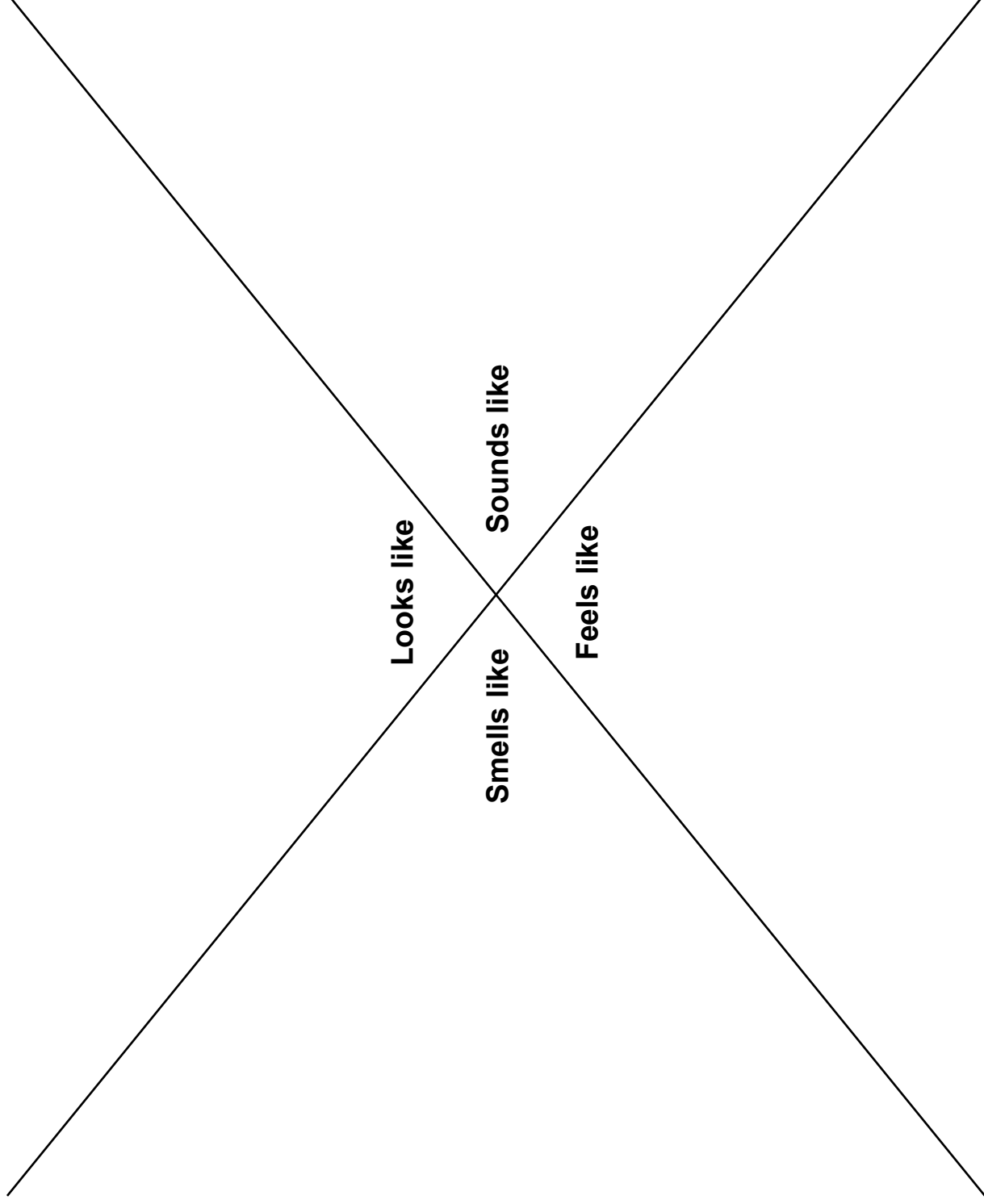
# Venn diagram



# Web map



# X-chart





# Y-chart

