# History Stage 3 – Australia as a nation

**Learning sequence description**

Students sequence key figures and events and explain their significance in the development of Australian democracy, for example Sir Henry Parkes, Edmund Barton, Louisa Lawson and Vida Goldstein.

## Syllabus outcomes and content

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

* sequence key figures and events and explain their significance in the development of Australian democracy, e.g. Sir Henry Parkes, Edmund Barton, Louisa Lawson, Vida Goldstein

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

* sequence historical people and events and use historical terms and concepts
* locate information relevant to inquiry questions in a range of sources and compare information from a range of sources
* identify and pose questions to inform an historical inquiry and identify and locate a range of relevant sources to support an historical inquiry
* uses a range of communication forms (oral, written, graphic) and digital technologies.

[History K-10 Syllabus](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © Board of Studies NSW for and on behalf of the Crown in right of the State of New South Wales, 2012.

## Assessment opportunities

This learning sequence provides opportunities to gather information about student learning and understanding of:

* [historical concepts](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/historical-concepts-and-skills) – cause and effect, perspectives and empathetic understanding, significance
* [historical skills](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/historical-concepts-and-skills) – comprehension, analysis and use of sources, perspectives, empathetic understanding, research, explanation and communication

A variety of assessment strategies and tools are used throughout the learning sequence to support monitoring of student learning and inform next steps for teaching and learning. These strategies and tools are applicable to a broad range of teaching and learning experiences. Many of these strategies and tools are found in the [digital learning selector](https://app.education.nsw.gov.au/digital-learning-selector) or on the [NESA website](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/understanding-the-curriculum/assessment/k-6-assessment-strategies). Strategies and tools used in this learning sequence include:

* quick, write
* teacher observation
* inquiry-based activities
* brainstorming
* jigsaw
* rubrics

## Learning sequence 1 – What is democracy?

Students are learning to:

* define democracy
* describe the values of democracy.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | To introduce the meaning, concept and values of democracy, arrange a simple class vote on an issue of relevance to the students. The vote could be based on an opinion or action.  Pose the question: What is democracy? Have students record their initial ideas using **quick, write** (Resource 1).  To investigate what democracy is and what it looks like in Australia, view the ABC, Behind the News video, ‘What is democracy?’ (Resource 2). Watch a second time and have students identify and list the values of democracy mentioned. Student lists should include values such as freedom, equality, fairness, justice, freedom of election and being elected, freedom of assembly and political participation, freedom of speech, expression and religious belief, rule of law, other basic human rights.  Pose the question: How was the voting process you just experienced democratic? Explain how the voting process demonstrated some of the values of democracy. For example, fairness, equality, reciprocal rights and responsibilities to express different views.  Using **think-pair-share**, students define the word ‘democracy’. As a class, jointly construct a definition of democracy. A definition could be, ‘democracy provides the opportunity to participate in decision making at many levels, it is a way we make decisions in which the rights of the individual are taken into account’. Students compare this definition with their definition from the **quick, write** task. |  | [Resource 1 – quick, write](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/548?clearCache=d681a9f7-dd7b-9745-f6f9-2bd791637030)  [Resource 2 – What is democracy?](https://www.abc.net.au/btn/classroom/what-is-democracy/10524786)  Resource 2 – ABC, BTN video |
| 1.2 | Using non-digital or online sources such as local newspaper, local council news or website, an Australian newspaper or website, such as the ABC, students find examples of at least three of the values of democracy in action in real world situations. For example, council could have voted on a local issue, results of a survey could be reported by the news site, a local resident could have expressed a controversial view or both sides of an environmental argument could have been presented. Examples of when democratic values have not been practised could be presented to students as a comparison of different ways a society can operate. If time allows, a simulation of governing not using democratic values could be undertaken or students could research and identify their own real-world examples. **Teacher observation** of student involvement and responses during these tasks would provide information about their understanding of the **concepts and skills of perspective and empathetic understanding** (Resource 3). |  | [Resource 3 – History K-10 Syllabus historical concepts and skills](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/historical-concepts-and-skills) |
| 1.3 | **Opportunity for monitoring student learning**  Democracy in action – student work  Students use a range of sources to identify examples of democratic values in action in real world situations.  **What to look for**   * Use of a range of sources * Democratic values are clearly identified and linked to a real-world example. |  |  |

## Learning sequence 2 – What are the origins of Australian democracy?

Students are learning to:

* use, analyse and compare historical information from a range of sources
* identify different points of view and provide supporting evidence
* present information from different perspectives.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Discuss the difference between primary sources (firsthand, created or written during the time period being investigated) and secondary sources (accounts created after the time period being investigated) (Resource 4). Encourage students to identify primary and secondary sources they use in research. Distinguish between the terms ‘source’ and ‘evidence’ (Resource 4). Remind students of the need to credit any sources they use as evidence to support an argument or contribute to an historical inquiry. Model the process of analysing sources to use as evidence. Explain and demonstrate how sources can be analysed from different points of view or perspectives such as cultural, economic, social, political views. |  | [Resource 4 – History K-10 Syllabus glossary](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/glossary) |
| 2.2 | Students analyse a range of sources about the Federation of Australia.  Resource 5: Snapshots – Federation, Parliamentary Education Office (PEO) video (2:39min)  Resource 6: The Federation of Australia, Parliamentary Education Office (PEO) webpage  View the video in Resource 5 and read reasons for Federation in Resource 6. Classify the sources as primary or secondary. Students collaboratively or individually identify and describe different points of view of Federation presented in the two sources. The views are sorted and listed using the different perspectives of social, political, economic and cultural viewpoints. |  | [Resource 5 – Snapshots-Federation](https://peo.gov.au/understand-our-parliament/history-of-parliament/federation/federation/)  [website – Parliamentary Education Office (PEO)]  [Resource 6 – The Federation of Australia](https://peo.gov.au/understand-our-parliament/history-of-parliament/federation/the-federation-of-australia/)  [website – Parliamentary Education Office (PEO)] |
| 2.3 | **Opportunity for monitoring student learning**  Analysis of historical sources about Federation – inquiry-based research activities  Students use a range of sources to identify and describe different points of view about Federation. They use four different perspectives to present their research – social, political, economic and cultural.  **What to look for**   * Use of more than one historical source * Research presented using four different perspectives * Supporting reasons/evidence given for the views described. |  |  |

## Learning sequence 3 – What are the key events leading to federation in Australia?

Students are learning to:

* identify key milestones that led to Australia’s Federation
* sequence key events of Federation using a timeline
* explain the significance of the key milestones.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 3.1 | Show students the resource 7, ‘Milestones in Australian democracy’, Museum of Australian Democracy, interactive timeline. With over 500 milestones, use **brainstorming** (resource 8) to identify criteria to use to select key events in the development of Federation in Australia. Events could be chosen by date or topic. For example, dates such as 1854, 1889 or topics such as inland exploration, discovery of gold, migration. Choose between 5-8 key events and using a collaborative research strategy such as **jigsaw** (Resource 9) have students locate and research one of these key events in detail. **Teacher observation** will help determine student **skills in locating, using and analysing** historical information (Resource 3). |  | [Resource 7 – milestones in Australian democracy](https://explore.moadoph.gov.au/timelines/milestones-in-australian-democracy)  [website – Museum of Australian Democracy]  [Resource 8 - brainstorming](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=f0c220e6-f077-8d49-4b15-1a39b9678890)  [Resource 9 - jigsaw](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/546?clearCache=49324c02-6563-1a5b-315c-4b3aa921e752)  [Resource 3 – History K-10 Syllabus historical concepts and skills](https://www.educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10/historical-concepts-and-skills) |
| 3.2 | Collaboratively researched information is shared with the class. Students take notes of other key events and use this information to individually create their own timeline. They identify and sequence key events that led to the development of Australian Federation and democracy. For each event students need to record the date, place and summary of the event. Students also summarise the significance of each key event they choose. |  |  |
| 3.3 | **Opportunity for monitoring student learning**  Timeline of key events in Australia’s Federation – collaborative activities/student work  Students identify key events in the timeline of Australia’s Federation. They collaboratively research one key event in detail, and record information about other events from peer research. Students create a timeline representing key events, date, place and significance.  **What to look for**   * Key events are identified with correct details * Evidence of detailed research of one key event * Notes of details for other key events * Timeline is sequenced correctly. |  |  |

## Learning sequence 4 – Who contributed to development of federation in Australia?

Students are learning to:

* identify significant people who contributed to the development of Federation in Australia.
* explain the significant contributions of these people to Australia’s Federation
* correctly sequence historical figures in the development of Australia’s Federation.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 4.1 | From the information in resource 7 and resource 10, identify key historical figures in the development of democracy in Australia. For example, Sir Henry Parkes, Edmund Barton, Louisa Lawson, Vida Goldstein, Alfred Deakin. Jointly sequence these key figures in a timeline. Summarise their contributions to Australian democracy. |  | [Resource 7 – milestones in Australian democracy](https://explore.moadoph.gov.au/timelines/milestones-in-australian-democracy)  [website – Museum of Australian Democracy]  [Resource 10 – people who shaped Australian democracy](https://explore.moadoph.gov.au/people)  [website – Museum of Australian Democracy] |
| 4.2 | Students select one key historical figure, research their life, viewpoint on Federation and explain the significance of their contribution to the development of Australian democracy. Collaboratively create a **rubric** of the criteria for student research. The rubric could also include criteria about the presentation. |  | [Resource 11 - rubrics](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/544?clearCache=4998c544-5a0b-3481-3210-5ea05b93237b) |
| 4.3 | **Opportunity for monitoring student learning**  Key figure in Federation – presentation  Students select one key historical figure in the development of Federation in Australia. They research information about their life and the significance of their contribution. Students create an engaging presentation of their information.  **What to look for**   * Use of a range of historical sources * Explanation of the significance of their contribution * Creative presentation of the historical figure's life and contribution. |  |  |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?