

***UNIT TITLE:***

***Teacher's Handbook: Stories of  
Democracy CD-ROM***

**Writer/Management:**

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**Audience:**

Lower and middle secondary

**Purpose:**

To provide an overview of the CD-ROM to support teachers when planning lessons and monitoring students' progress

**Links to Curriculum:**

QSOSE has developed a planning matrix as a separate document. This document includes a matrix which links the *Discovering Democracy* materials, the learning outcomes in the new SOSE syllabus, and examples of topics currently taught in schools. Copies have been sent to all Queensland schools.

***Discovering Democracy links***

CD-ROM *Stories of Democracy*

# ***STORIES OF DEMOCRACY***

## **NOTES FOR TEACHERS**

The Queensland Studies of Society and Environment Consortium (QSOSE) has been requested by teachers to provide a Teacher's Handbook for the CDROM material in the Discovering Democracy kit. This kit was provided free to all schools by DETYA.

### **This booklet provides**

- Notes on the design of the Stories of Democracy CRDROM
- An overview of the content in each of the four lower secondary segments, and the six middle secondary segments. This might assist teachers to decide which segments are more relevant to their needs. The content is minimal and should not be regarded as sufficient for most teacher needs.
- Examples of the text (*Should the People Rule* section) so teachers can gauge suitability for particular students.
- Notes on what the students see, hear and read.
- An overview of links to other content.
- A description of the games, and answers to the questions.
- Some suggestions for further student investigation. This has been provided only in the first segment to illustrate the need to develop more critically based inquiry questions.
- A Student Workbook to record tasks completed.

### **THE DESIGN OF THE CDROM - USING THE CD-ROM**

#### **Learning styles and pedagogy:**

Students use icons at the bottom of the screen to listen, go back or go forward. The teacher might suggest students listen only if an overview of the content is required. Students might listen and then read the information if more detail is required. Students who do not understand words in the text can click on these to go to a glossary.

A game is usually provided at the end of each unit. Most of the games test comprehension.

# OVERVIEW OF CONTENT AND ACTIVITIES

## LOWER SECONDARY

### SHOULD THE PEOPLE RULE

#### Summary of content and visuals:

First visual: **Cartoon character on cover of CD** – Demos the storyteller. He welcomes citizens and introduces the concept of democracy. He presents Pericles' view – our Constitution is called a democracy because power is in the hands of the people – not just a small group.

Nest visuals: **Athens, 5<sup>th</sup> century BC** – centre of direct democracy. Ordinary citizens got together to discuss new laws and vote. Definition of citizen meant most people were not allowed to vote.

Screen has words to click 'direct democracy' and 'voting'. When clicking on underlined words, viewer goes to the glossary.

#### Sample text for 'direct democracy':

*The system of government where ordinary citizens have the right to vote directly on new laws is called a direct democracy (or 'primary democracy'). Direct democracy in ancient Athens meant that citizens were expected to have a good understanding of political issues and to participate in the political life of their community. The Athenian leader Pericles put it this way: 'Here each individual is interested not only in his own affairs but in the affairs of the state as well: even those who are mostly occupied with their own business are extremely well-informed on general politics – this is a peculiarity of ours: we do not say that a man who takes no interest in politics is a man who minds his own business; we say that he has no business here at all'.*

#### Sample text for 'voting':

The majority of the population in ancient Athens were excluded from voting. Only male citizens over 18 years of age were allowed to vote. Women could never become citizens and could never vote. Foreign-born people who were living in Athens (often working as merchants and skilled workers) could not vote. Slaves made up one third of the population and were owned by most citizens, but could not vote.

Next visuals: **Pericles:** Presenter reminds us that even in a direct democracy we have politicians who persuade us to agree with their ideas. Pericles was respected for his

ability to 'keep the citizens under control'. Students can click on 'More information' which reads:

*Pericles dominated politics in Athens from 443 to 429 BC. This is what the famous historian Thucydides wrote about him: '...Pericles, because of his position, his intelligence, and his known integrity, could respect the liberty of the people and at the same time hold them in check. It was he who led them, rather than they who led him. Since he never sought power from any wrong motive, he never had to flatter them: in fact he was so highly respected that he was able to speak angrily to them and to contradict them. Certainly when he saw that they were going too far in a mood of over-confidence, he would bring back to them a sense of their dangers; and when they were discouraged for no good reason he would restore their confidence. So, although Athens at that time was called a democracy, power was really in the hands of Pericles.'*

Next visuals: **Spartan soldier**. Presenter reminds us that Ancient Greece wasn't a single nation – it was a collection of states. One state, Sparta was ruled by a small group of men called an oligarchy. Text for 'More information' reads:

Sparta was ruled by a small group of men. Government by a small group is called an 'oligarchy'. The monarchy in Sparta was weak. Sparta had two kings but they had little real power. There was some democracy – each year, citizens elected five people to help rule Sparta. However, final power in Sparta was controlled by a non-elected group of men aged 65 years and over. These men were members of the aristocracy (i.e. the upper class of society). Sparta therefore was actually a mixture of three types of government – monarchy, democracy and aristocracy.

Next visuals: **Modern day parliament** - Switzerland. The presenter describes the direct democracy in Switzerland. Citizens can vote directly on laws via a referendum. Extra information is provided in text form:

### **Representative democracy**

*Citizens of Switzerland elect people to represent them in the Swiss Federal Assembly. This is similar to the system in Australia where Australian citizens elect people to represent them in the Australian Federal Parliament.*

### **Direct democracy**

*Direct democracy works by citizens voting in referenda. In this system, citizens are given the opportunity to vote on legislation (i.e. a new law) which has already been recommended by a majority of their politicians in the Swiss Federal Assembly.*

Next visuals: **Citizens gathering to vote in Switzerland.** States have direct democracy like Athenians.

### **Extra information in text form:**

#### **Rights and responsibilities**

*In Switzerland, copies of amendments, laws and proposals are circulated and discussed in the media and at public meetings. For direct democracy to operate successfully, the people must be responsible and knowledgeable, and they must take an intelligent interest in the affairs of government.*

#### **Female suffrage**

*Switzerland was one of the last countries to grant women the vote. On 7 February 1971 a nationwide referendum was held to consider female suffrage. The male citizens voted in favour of giving Swiss women the right to vote.*

Next visual: **People voting.** Presenter reminds us that Australia is a representative democracy. Citizens elect representatives from amongst themselves to act for them. Citizens vote directly in referenda to make or change certain laws, or to change the Constitution.

### **Extra information to read:**

#### **Voting**

*In Australia any citizen of voting age can stand for election to parliament if they are nominated by six other citizens and pay a small registration fee. It is then up to the Australian people to decide who is fit to rule by voting for their representatives in elections.*

#### **Female suffrage**

*Australia was one of the first countries to grant women the vote. In 1902 women were given the right to vote in Commonwealth elections, and by 1909 all Australian states had passed laws giving women the right to vote in state elections.*

#### **Referendum**

*Although Australia is basically a representative democracy, it also has some direct democracy – called the ‘referendum’. In a referendum, citizens can vote directly on changes to the Australian Constitution, to be consulted so that the government can gauge public opinion on an issue (eg the 1977 referendum on the preferred national anthem). However, Australia’s strong party political system tends to work against referendums on the constitution being passed: the opposition party usually (but not always) opposes the government’s proposals. Australia got the idea of referendums from Switzerland.*

**Word Game:** Students click on the icon on the bottom left of the screen to play the game. It is not possible to go directly to this button. Students have to at least fast forward through the visuals to reach this point.

Students click on the correct square to match the word to the definition at the bottom of the screen. Students gain 5 points for a correct answer and lose five points for a wrong answer. Total possible points = 90. Students are given their score, congratulated and advised to print a certificate of achievement.

Students will not know all answers if their prior knowledge depends on the visuals, stories and text in this segment of the CD. Students would need to work some of the 'Should the People Rule' activities in the paper-based resources to be better prepared for the game.

**Answers for the game:**

A state ruled by people of noble birth or a privileged upper class. Also means members of a social class considered to be socially or otherwise superior. **Aristocracy**

A form of government in which power is held by a small number of people belonging to a dominant class or group.

**Oligarchy**

A system of government in which all citizens participate in making decisions, often by voting in referendums or in public assemblies.

**Direct democracy**

The process of referring measures proposed or passed by a parliament to the electorate to be approved or rejected.

**Referendum**

In Australia and the United States, the house of parliament is elected by the people, organised in electorates with equal numbers of voters. It is called the lower house, and represents the people of the nation.

**House of Representatives**

A society without government or law. It can also mean political and social disorder through lack of government control.

**Anarchy**

Uncontrolled exercise of power, often by oppressive or unjustly severe government by a ruler.

**Tyranny**

A system of government in which electors choose representatives to make decision for them.

## **Representative democracy**

A member of a city, state or nation, who is loyal to its government and enjoys its rights and protection.

### **Citizen**

The principles by which an organisation, including a nation or a state, is governed. Also means the document setting out those principles.

### **Constitution**

A person who has absolute power over a country or state.

### **Dictator**

A person who is active in politics, who may hold a political office into which he or she has been voted in an election.

### **Politician**

A system which allows voters to cast their votes privately, so that they cannot be influenced or pressured to vote in a certain way.

### **Secret ballot**

An assembly of elected representatives which forms the legislature of a state or a nation. It may have both an upper and a lower house, or one house only.

### **Parliament**

A state or country in which power is held by a king or queen.

### **Monarchy**

In Australia and the United States, the house of parliament which represents the states in the federation. Each state, no matter how big or small it is, has the same number of Senate seats.

### **Senate**

Government by the people, either by them directly, or through elected representatives. Also a form of society which favours equal rights, freedom of speech, a fair trial and tolerates the views of minorities.

### **Democracy**

The system by which the affairs of a state or nation are administered. It also refers to the ruling party in a state or nation, which has been elected or appointed to be in charge of its administration.

### **Government**

**EXTRA FOCUS QUESTIONS FOR CLASS DISCUSSION AND FURTHER RESEARCH:**

**These questions have been added by QSOSE. They are not on the CD.**

1. Which is more important for a direct democracy – strong leaders or an educated group of voters?
2. Australia has a representative democracy. Why was direct democracy not suited to Australia at the time of white settlement?
3. Some of the text on the CD suggests a direct democracy would not work in Australia because we can see evidence of the public being influenced by groups, rather than voting for what the individual believes. Think about the last referendum. Were people influenced by groups? Which groups? The CD text suggests:  
Australia's strong party political system tends to work against referendums on the constitution being passed: the opposition partly usually (but not always) opposes the government's proposals.  
Do you agree or disagree with this statement? Why?
4. New Zealand and Australia were the first two countries in the world to legislate voting rights for women. Why has it taken so long in some countries for women to have this right? If women have had the right to vote since 1909, why has Australia never had a female Prime Minister?

## DEMOCRATIC STRUGGLES

First visual – **cartoon of polling both.** Presenter tells students they will be able to vote when they turn 18 and can even choose to stand for parliament and be paid for their work. He reminds them that this was not always the case.

Next visual – **19<sup>th</sup> century Britain, People's Charter** – people wanting to have a say in how they were governed. Student click on charter to find more information.

Three parts of the screen will highlight: the Charter; the people; parliament.

Text for the Charter:

*The charter was signed by millions of people and sent to parliament. It included:*

- *A new parliament every year*
- *Votes for all men*
- *Payment of all members of the parliament*
- *The same number of electors in each electorate*
- *Any voter can stand for parliament not just those who own property*
- *Voting by secret ballot*

### The Chartists

*The Chartists wanted parliament to agree to their demands.*

### The parliament

*The Usher of the Black Rod is an officer who keeps order in Parliament House.*

Next visuals: **map of Great Britain and sailing boat to Australia.** By late 1840s, Chartism had collapsed in Britain. A few years later in Australia, many people, including chartists, had sailed to Australia to seek gold.

**Visuals of gold field.** In 1850s, in Victoria, miners met to complain how police were collecting licence fees. The Ballarat Reform League was formed – wanted votes for all men.

**Visuals of early settlement.** Click on highlights for people making statement (person sitting on log saying he will join the league so political systems can be reformed and rights gained; Person standing near sign – violence not the way to get political change; Person on road – defending the ‘diggers’ and wanting the licence to go; Woman on cart – concerned about diggers getting more violent; Person – foreground and left – expressing concern about store-keepers licence tax – time to do something about it; person foreground on right – describes Lalor as the man to lead the diggers. Visuals – Eureka shootings. Sounds of shooting. Presenter describes the stockade built for protection. Deaths and injuries.

**Mining game:**

Students move the miner at the top of the screen using arrows. The miner has to find the nuggets, use space bar to lift up the nugget and then the arrows to move up the ladder and deposit the nugget in the correct hut – the local hut or the chartist hut. Time taken to complete the task is recorded. Click on new game or the miner to start the timer. There are three local ‘nuggets’ and six ‘chartists’ nuggets to sort. Some of the nuggets are false eg female suffrage and public holidays. When the miner picks up a nugget he laughs. If no laughter, then the nugget is fake. Students know if they have chosen ‘local’ or ‘chartist’ correctly by the score at the bottom or the sound effects.

**Issues/answers for this game:**

Payment of members: chartist

Annual parliaments: chartist

Secret ballot: chartist

Manhood suffrage: chartist

Payments of members of parliament: chartist

No property qualifications for members of parliament: chartist

Justice for those burning the hotel: local

Dismissal of gold licensing commissioner: local

Abolition of licence fees: local

## LAW

Series of visuals: **Map** of Northern Queensland Torres Strait and Murray Island; **Newspaper articles** on Mabo issue; Eddie Mabo; Eddie Mabo's grave; High Court.

Presenter describes the principle of terra nullius. From 1788, the Australian courts said indigenous Australians did not have a legal claim to land. In 1982 - Eddie Mabo and other Islanders started a legal battle for land rights in Murray Island; Queensland Government tried to stop claim in 1985 saying native title rights did not exist; High Court overruled saying Queensland law was discriminatory and hence against Commonwealth law; later the High Court held native title rights did exist. Eddie Mabo died four months before the final High Court ruling. Native title to exist on land which had not been sold. Leaseholders and Aboriginal people with links to the land had to share the rights to the land. Many miners and farmers currently leasing land are now concerned about who really controls the land. Still many legal issues regarding ownership of land for the federal government to sort out.

### **Game:**

Visuals: **desk, books, projector –office**. Students have to act as a court reporter in the High Court and sort our arguments for and against the Mabo decision. Aim to write a report. Space is provided to write in own ideas or drag text and pictures to appropriate section. Students can print the text and pictures.

Headings recommended for report: People and Organisations; Different Views; Places. When clicking on forward button near slide projector students see text and pictures: picture of Eddie Mabo, information on Eddie Mabo, the reasons Eddie Mao went to the High Court, picture of High Court, the 6-1 decision made by the High Court, the reason one judge ruled against the decision; a description of native title; a statement on where native title exists; type of land that may be claimed; description of Murray Islanders' evidence; map showing Murray Island and Torres strait; why the Queensland government case was defeated; description of pastoral leases; map of pastoral leases in Australia.

Students highlight the text required, place cursor on text and drag to their own space. Alternatively students type their own words.

To print, students click the 'Tools' icon and then the print icon. To exit, click on the top icon, the scroll or the 'Main' icon.

## MEN AND WOMEN IN POLITICAL LIFE

Visuals: **Demos, the storyteller**, with signs pointing inside and outside parliament.

Messages: there are many ways to improve our government and society - can change things from inside or outside parliament. Click on signs for more information:

*People working inside parliament are called politicians. They usually belong to a political party.*

*People working outside parliament are usually concerned with particular causes. For example, the Conservation Foundation works to improve the environment.*

### **Inside parliament**

Visual: **Photograph of Edith Cowan**. Story of Edith Cowan – first woman to be elected to an Australian parliament; wanted to improve women’s lives. One of her strategies was to introduce legislation to enable women to become lawyers.

If students click on ‘more information’, they will find information on the work of Edith Cowan and link to information on other female politicians: Louisa Lawson, Vida Goldstein, Rose Scott, Annabelle Rankin, Margaret Guilfoyle; Janine Haines.

Visual: **Photograph of Arthur Calwell**. Presenter describes how Arthur Calwell came from a poor family, joined Labour Party, was elected to federal parliament. He was the first minister for immigration in 1945.

If students click on ‘more information’ they will read information on Arthur Calwell, and link to information on William Morris Hughes, John Curtin and Ben Chifley.

Next visual: **Picture of Sir Robert Menzies**. Presenter describes how Sir Robert Menzies, a member of the Liberal Party, was Prime Minister in the 1950’s and 1960’s. He is particularly remembered for increasing funding for education and helping people own their own homes.

When clicking on ‘more information’ students read about Menzies and can link to information on William Charles Wentworth, Annabelle Rankin and Paul Hasluck.

### **Outside parliament:**

Next visual: **Photograph of Louisa Lawson**. Louisa Lawson worked outside parliament. She was concerned about the right of Australian women. In 1888, she started a newspaper called ‘Dawn’ to make people aware of the problems women faced.

By clicking on ‘more information’ students read about women and voting rights. Links are made to information on William Charles Wentworth, Mary Gilmore, Vida Goldstein and Maybanke Wolstenholme Anderson.

Next visual: **Photograph of William Guthrie Spence.** Trade unions are organisations aimed at protecting rights of working people. Spence worked as a gold miner before organising trade unions for gold miners and shearers.

More information on William Guthrie Spence includes his involvement with the Australian Workers' Union, the Labor Party. Links are made to William Ferguson, Jessie Street and Albert Monk.

Next visual: **William Ferguson.** Students listen to presenter – William Ferguson worked outside parliament to found the Aborigines' Progressive Association to promote the rights of Aboriginal people. The 'more information' text describes how Ferguson organised conferences. Links are made to John Basson Humffray, Charles Perkins and Rose Scott.

### **Game:**

Students see photographs, which have fallen out of an album. They need to click on frame with words to match words and photograph. Students can either drag directly, or click on the hint to read information and then drag. If students are correct, the hint turns into the name of the person. If incorrect, the photograph returns to the bottom of the screen. Note: There is an extra person in the game, not in the previous information: Mei Quong Tart – a successful Chinese businessman in New South Wales in the nineteenth century. He worked to reduce racism.

## MIDDLE SECONDARY

### WHAT SORT OF NATION

The cartoon presenter, Demos, reminds students to write any interesting information in their electronic notebooks.

First visual: **Map of Australia.** What is Australia? What has influenced our development?

Next visual: **Australia 1901** – population 4 million. At the time of federation most people were of British descent. Most people were loyal to the British monarch and British Empire. ‘More information’ includes description of the ‘White Australia’ policy and migrants.

Next visual: **1956** - Population 9 million – post war baby boom. Picture of women welcoming Queen. Information on ‘White Australia’ policy still keeping many people out of Australia. More information has text on where people lived, the growth of manufacturing industries and service industries, and Aboriginal lobby groups – unsuccessful assimilation practices mentioned.

Next visual: **1996** - Population 18 million. Young people – different cultural groups. Information on migration from Asia and Africa increasing. More information has text on expanding world economy, global forces, computer age, Aborigines and Torres Strait Islander people less educated, poorly housed, lower life expectancy.

Next visual: **Map of Australia with collage of words:** Women and families; Aboriginal people; Immigration; Economy and workforce; Welfare state. Australia has changed. Information leads into factors contributing to changes in Australian society.

Next visual: **Economy and Workforce** – growth of manufacturing and service industries. More information has text on economic changes – 1908 federal government tariffs; Holden and Snowy River Scheme used as examples of growth in manufacturing and large government funded schemes; information on 1974 inflation and unemployment; reduction in tariffs since mid 1980’s; links to global economy; governments less able to control commerce on a global scale.

Next visual: **Woman holding sign ‘Equal Pay’.** Women and families: women’s main contribution – looking after children and family. Federal Court granted equal pay in 1969, even though the right to vote in 1902. More information describes attitudes to women at work, incentives for women to stay at home, war efforts and equal pay.

Next visual: **Aboriginal people** with sign ‘Aborigines Claim Citizen Rights’. Students listen to information on white settlers and Aborigines in conflict – fought first for survival and then fight for rights. Now general recognition of the rights of Aboriginal people to their own cultural heritage and identity. More information – mourning

Australia Day in 1938; refusal to work on pastoral properties; full citizen rights in 1967; assimilation policies abandoned; 1992 Mabo decision; 1996 Wik decision on leasehold property.

Next visual: **Protest march.** Sign 'Wollongong Workers Demand Jobs'. Students listen to information on: Australian government introducing welfare to support the disadvantaged. By 1901 Australia had a very high standard of living - 100 years later, high unemployment and many people receiving welfare assistance. More information – 1908 tariffs protected industries and kept wages high; before 1940 only aged, invalids and people who had served in World War I received welfare. 1948 United Nations declared every member of society had a right to receive social security if necessary. Many new payments included widow's pension and unemployment benefits. In the mid 1990's there was a concern that welfare encouraged people not to work. The government made it harder to gain unemployment benefits.

Next visual: **migrants leaving Britain by ship.** Students learn that immigration was a big factor in Australia's population growth. After World War II, immigration was encouraged to develop the nation. More information – Immigration Restriction Act 1901; World War II influences; post-war economic boom meant jobs for migrants; by 1970s Australia more ethnically inclusive; government policies in 1980s and 1990s created a vibrant, multicultural population.

Next visual: **Map of Australia and Demos.** Demos reminds viewers that the greatest challenge is to make Australia the sort of nation where everybody is entitled to prosperity and a fair go.

**No game for this section.**

## GETTING THINGS DONE

This segment uses a number of visuals, some extra text and Demos the storyteller to follow the story of the Franklin Dam.

Teachers can gain an overview of the content by working through the CD or watching the Discovering Democracy video segment 'Getting Things Done'.

**There is no game for this segment.**

## MAKING A NATION

First visuals: **Flags and maps of Australia and USA.** Demos suggests there are similarities and differences.

Next visuals: Images of **Henry Parkes and Thomas Jefferson.** Presenter describes how both countries began with statement symbolic of their new identities. Click on Parkes to read about his historic speech at Tenterfield in 1889. Click on Jefferson to read a paragraph about the Declaration of Independence July 1776.

Next visuals: **First fleet landing in Australia.** Presenter describes how both countries have national holidays to celebrate nationhood. Click on the boat or the American emblem for more information: Australia Day, first British settlement, 1788; Independence Day 4 July USA, drafting of the Declaration of Independence.

Next visuals: **Australian emblem and USA emblem.** Presenter suggests the Australian Constitution has many features as in United States Constitution, but Australian Constitution based very much on British system. Click for more information to read.

Next visuals: **Map of Australia** showing Canberra and **map of Washington D.C.** within USA. Presenter describes how both national capitals are marked out as federal territory. Illustrations of main government buildings: Parliament House, Canberra; White House and Capitol building in Washington. More text available on buildings.

Next visuals: **Australian Citizenship certificate and Australian flag.** Students listen for information on the importance of symbols, pledges and anthem. Click on screen for more information eg on the national anthem to read about the anthem and hear the words sung; on the Certificate to read about pledge and oath; on the person to hear the pledge.

Next visuals: **American flag, symbol and person.** Click on music to hear the Star-Spangled Banner and read about its origin. Click on person to hear pledge. Click on symbol to read more information on the pledge.

## Game

**Jigsaw puzzle.** Students answer questions about the political systems in Australia and USA. Students click on a box to get the puzzle piece. A question appears. Students have to match the question to Australia, Britain or USA.

### Answers:

Which country has a High Court, which has the final say in interpreting the Constitution?  
Australia.

In which country can all of both Houses be re-elected at the same time. Australia.

Which country changes its constitution by parliament putting amendments to the people at referendum? Australia

Which country does not have states? Britain

Which country has a constitution which begins 'We the people... USA

Which country celebrates its national day on 26 January? Australia

Which country does not have a written constitution? Britain

Which country has a constitution which begins 'Whereas the people...'? Australia

Which country became a federal Commonwealth in 1901? Australia

Which country's executive government does not come from the parliament? USA

Which country colonised the other two countries? Britain

Which country declared its independence in 1776 after an armed revolution? USA

In which country do the people elect the President? USA

Which country has a parliament, which consists of a Monarch, a Senate and a House of Representatives? Australia

Which country does not have a Prime Minister? USA

Which country celebrates Independence Day on 4 July? USA

Students then drag the pieces to solve the puzzle which shows the **Federation Pavilion**, Sydney New South Wales.

## **PARTIES CONTROL PARLIAMENT**

First visual. **Party scene with balloons.** Click on the balloons to find more information on Independents; Major parties; Before political parties; Elections. Students can either read or listen to information.

## **HUMAN RIGHTS**

First visuals: **Demos** mentioning a number of rights we take for granted and giving a reminder that not all societies have such rights.

Next visuals: **Posters on civil rights, political rights, social rights.** More information in text form available.

Next visuals: **Civil rights – slaves.** Presenter suggests there is no place for slavery in democratic societies. More text is available for civil rights; USA Gettysburg Address; United Nations Universal Declaration of Human Rights.

Next visuals: **Political rights – street protest and arrests by police.** Degree of political freedom varies from one country to another. More information can be found on political rights, Magna Carta, Declaration of Independence USA, Declaration of the Rights of Man and of the Citizen France.

Next visuals: **Political rights – Australian poster.** Women and political rights - Australia was one of the first countries in the world to give women the right to vote. Students learn that discrimination on the basis of race, gender etc now against the law in Australia. More information is available on political rights, Mary Wollstonecraft, Emmeline Pankhurst, Elizabeth Cady Stanton, Lucretia Mott, Susan B. Anthony, Vida Goldstein, Rose Scott.

Next visual: **Social rights – people living in poverty.** Presenter suggests we can have civil and political rights but still be hungry. We need social rights such as health care and social security. There is more information in text on social rights.

Next visuals: **Poster for United Nations.** Since the end of World War I, the League of Nations and then the United Nations have tried to prevent war and international security. Human rights are most at risk when nations go to war. More information on international security and Universal Declaration of Human Rights.

Next visual: **Poster - Universal Declaration of Human Responsibilities.** Presenter suggests that no matter what form of government, rights should not be lost; but with rights come responsibilities.

**There is no game with this section.**

## A DEMOCRACY DESTROYED

First visuals: **Germany in 1920's** – one of the world's youngest democracy; gone by 1993.

Next visuals: **Germany military 1918.** Allies agreed to the negotiated peace if German Emperor handed over power to a democratic government. Students can access more information on Germany before World War I and Germany during World War I.

Next visual: **Friedrich Ebert** – leader of Social Democratic Party.

Next visual: **Soup kitchen in Germany 1918.** People blamed this new government for harsh living conditions. Students can access more information on a democratic Germany.

Next visual: **Map of Germany.** Click on screen to discover some rights. Article 118 - every German has the right, within the limits of the general laws, to express his opinion freely by word, in written, in print, in picture form, or in any other way. Censorship is forbidden. Article 123 - all Germans have the right to assemble peacefully and unarmed without giving notice and without special permission. Article 153 - the right of private property is guaranteed by the constitution.

Next visual: **Weimar Republic Parliament** - Constitution had weaknesses - eg Article 48 - extraordinary power to President in emergencies. Also a large number of small parties are now in parliament. This fact is used later to destroy the democracy. Students click on the photograph to read more about Article 48.

Next image: **Adolf Hitler.** Students learn that the NSDAP (Nazi Party) was an extreme right wing party. By 1932, the party had 37% of vote, so the Nazis were the biggest party. Students click on photograph of Hitler to read policies of Nazi party (regain German supremacy; restore order; oppose the communists; fix unemployment; stop payment of war damage; look after the rural community). Students can also read more information on Hitler and the Nazi Party.

Next visual: Photograph of Chancellor of Germany, **Adolf Hitler and President Hindenburg.** Next photograph – propaganda photograph of Hitler with youth. Next visual - German army and Hitler. Hitler now had laws of a dictator – banned unions and all other parties.

### Game

Students match the democratic right with an event that occurred in Germany, which meant taking away these rights. Students click on the right, and then click to find the flag (words with the flag) to match this right. The correct Nazi flag has to be dragged on to the matching right. When correct, a part of the map starts to be covered with the swastika.

### Answers:

Right of association – Trade unions abolished

Right of assembly – Demonstrations banned  
Privacy of communication – mail censored  
Rights of private property – houses searched  
Freedom of religion – Judaism discriminated against  
Freedom of the press – newspapers censored  
Right to a fair trial – Illegal imprisonment  
Privacy of communication  
Right of private property  
Freedom of the press  
Right to a fair trial

# ***STORIES OF DEMOCRACY***

## **STUDENT'S WORKBOOK**

**I have listened to the:**

- description of Ancient Athens and Pericles' views
- information on Pericles
- information on Sparta
- information on the system of democracy in Switzerland.

**I have read the extra information on**

- Direct democracy
- Voting
- Pericles
- Sparta
- Direct democracy and representative democracy in Switzerland
- Rights and responsibilities – citizens in Switzerland
- Female suffrage – Switzerland
- Voting in Australia
- Female suffrage Australia
- Referendum

**I have used the glossary to check these words:**

.....

I have played the Word Game. My score was .....

### **DEMOCRATIC STRUGGLES**

**I have listened to**

- the introductory information on the People's Charter
- the information on chartists in Australia
- the different views of people on the miners licences and taxes
- the information on the building of the stockade by the miners and the battle causing deaths and injuries

**I have read the text on**

- the People's Charter
- the Chartists
- the parliament (the Usher of the Black Rod)

I checked these words in the glossary

.....

I have played the Miners' Game. It took me ..... to put the nuggets in the correct huts.

**LAW**

I have listened to the information on Eddie Mabo and native land rights

I have used the game to write a first draft of my report

I have printed my report

I checked these words in the glossary

.....

**MEN AND WOMEN IN POLITICAL LIFE**

I have listened to information about these people:

- Edith Cowan
- Arthur Calwell
- Sir Robert Menzies
- Louisa Lawson
- William Guthrie Spence
- William Ferguson

**I have read about these people:**

- Edith Cowan
- Louisa Lawson
- Vida Goldstein
- Rose Scott
- Annabelle Rankin
- Margaret Guilfoyle
- Janine Haines

- Arthur Calwell
- William Morris Hughes
- John Curtin
- Ben Chifley
- Sir Robert Menzies
- William Charles Wentworth
- Annabelle Rankin
- Paul Hasluck
- Mary Gilmore
- Maybanke Wolstenholme Anderson
- William Guthrie Spence
- William Ferguson
- Jessie Street
- Albert Monk
- John Basson Hummffray
- Charles Perkins
- Rose Scott
- Mei Quong Tart

**I have played the game matching the photographs to the hints**

I checked these words in the glossary

.....

## MIDDLE SECONDARY

### WHAT SORT OF NATION?

I have listened to and read about the following: (Place L and R beside the sections you listened to or read).

What Australia was like by 1901           

What Australia was like by 1956           

What Australia was like by 1996           

The changing economy and workforce in Australia           

The changing role of women           

Indigenous issues as the Australian identity was developed           

Welfare benefits           

The policies on migrants and the Australian workforce.           

I found meanings for these words in the glossary

.....

## GETTING THINGS DONE

I have listened to the storyteller, looked at the visuals and read the extra text to gain information for the following table.

Arguments for having the dam	People or groups who supported the building of the dam	Arguments against having the dam	People or groups opposing the dam	Governments and legal bodies having a say in the final decision – and decisions made

## MAKING A NATION

I have

- Read about the similarities and differences between Australia and the United States with respect to the federal places of government and key buildings.
- Listened to both anthems.
- Listened to both pledges.
- Read the information on how the pledges and anthems originated.

I have solved the jigsaw puzzle. The completed picture is an illustration of ...

### **PARTIES CONTROL PARLIAMENT**

I have listened to or read about the following: (Place 'L' and 'R' beside each point)

- Independents
- Major parties
- Before political parties
- Elections

### **HUMAN RIGHTS**

I have listened to and read about (write 'L' and 'R' beside each dot point)

- Civil rights
- Political rights
- Social rights
- Responsibilities

I used the glossary to check the meaning of these words or phrases:

.....

### **A DEMOCRACY DESTROYED**

I have listened to and read the information on Nazi Germany

The policies of the Nazi party in 1932 included:

.....

The Article Hitler used to gain most of his power was Article .....  
Articles which described rights included Article....., which  
stated.....

I have played the game to match the rights to the actions

*The best thing about this CD-ROM:*

.....

*The parts I liked least:.....*