

## SENIOR AUSTRALIAN HISTORY AND DISCOVERING DEMOCRACY MATERIALS

### CASE STUDY: AUSTRALIAN IDENTITY

#### Rationale/Purpose

The purpose of this unit is to

- \* provide links between the resources of the Discovering Democracy materials and key themes in Senior Secondary Australian History courses and to
- \* illustrate a work programme based on the theme – Australian Identity

The key themes are:

- **The search for an Australian identity is an intrinsic part of the history of democracy in Australia.**
- **The history of democracy in Australia is influenced by the social / cultural experiences of society.**
- **Changing and significant economic circumstances have influenced the history of Australian democracy.**
- **Key political events, crises and developments provide turning points in the history of democracy in Australia**

#### Unit Overview

This unit consists of

- **Part One** which shows the main table illustrating the links between four key themes found in Australian History courses and the Discovering Democracy Middle Secondary Kit, Lower Secondary Kit and other resources, especially those found online.
- **Part Two** which shows a suggested teaching and learning programme for the common theme of Australian identity.
- **Part Three** which provides links and further reading/resources.

#### Introduction

*“The sign of a mature democracy is its ability to confront its history with honesty and deepen its self-understanding.”*

(Paul Kelly in his Forward to Evans R et al 1901 – Our Future’s past, 1997, page 9)

Tracing Australia’s journey to and with democracy is a history of nation building and growth. It is the history of peoples’ search for identity that tries to satisfy the heritage of the land, the contribution of many

cultures and its external links to the world. The establishment of the nation as a result of Federation was neither the end nor the beginning of this journey. Many of the values and characteristics of society at this time were very different to those of today. Their sense of identity had a quality of duality about it – both British and Australian. In our multi-cultural society today we speak of identities rather than of identity. But perhaps, the one linking element might be that of democracy. The democratic hopes and aspirations of so many Australians on the eve of the 20<sup>th</sup> century, were probably little different to those on the eve of the 21<sup>st</sup> century. The context was certainly different and the years between threw up challenges and opportunities that saw many Australians question and re-define traditional notions of identity linking, at times desperately, democratic vision to definitions of nationhood. And it is this that makes this journey so exciting.

### **Part One: Senior History Syllabi and the History of Democracy in Australia**

This table shows how four themes, so important in Australia’s democratic journey, are linked to the Discovering Democracy materials. Readers will note that Australia’s international relations are not covered in this work unit. However, reference to significant external political theories, cultural values and events as they apply to these themes and as they appear in the materials are covered. Each theme is represented by a particular colour.

<u>KEY UNDERSTANDINGS, THEMES AND TOPICS</u>	<u>LINKS TO DISCOVERING DEMOCRACY MATERIALS</u>	<u>LINKS TO DISCOVERING DEMOCRACY MATERIALS</u>
<p><b>• The search for an Australian identity is an intrinsic part of the history of democracy in Australia.</b></p>	<p><b><u>Middle Secondary Units</u></b></p> <div data-bbox="526 1268 1003 1388" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Issues dealing with <i>identity</i> can be found in the following Discovering Democracy materials.</p> </div> <p><b>“What sort of nation?”</b> pages 137-141 Excellent primary and secondary source material to initiate discussion and ideas. Eg. Indigenous art, BJ Paterson’s poetry, McCubbin’s art, modern art, images of migrants, urban life.</p> <p><b>“What sort of country?”</b> pages 163-165 Interesting issue of what values are attributed to Australia.</p>	<p><b><u>Lower Secondary Units and other resources</u></b></p> <div data-bbox="1045 1268 1523 1388" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Issues dealing with <i>identity</i> can be found in the following Discovering Democracy materials.</p> </div> <p><b>“Men and Women in Political Life”</b> Vida Goldstein - page 118 Edith Cowan - page 120 . Jessie Street - page 129 Robert Menzies - page 116 Ben Chifley - page 113 Pearl Gibbs - page 131 Sir Douglas Nicholls - page 133</p> <p>(see <u>Stories of Democracy</u> and <u>One Destiny</u> CD Roms )</p> <p>In addition there are interesting issues about Australian <i>symbols, anthems and special days</i> raised in the <u>Middle Primary</u></p>

**KEY UNDERSTANDINGS,  
THEMES AND TOPICS**

- **The history of democracy in Australia is influenced by the social / cultural experiences of society.**

**LINKS TO DISCOVERING  
DEMOCRACY MATERIALS**

**Middle Secondary Units**

Issues dealing with *social/cultural experiences* can be found in the following Discovering Democracy materials.

***Indigenous Issues and Human Rights***

Page 67 on.... Case studies from 1912, 1965 (Freedom Rides), 1975 (Racial Discrimination Act).

***Immigration***

Page 145 on.... Case Study on White Australia Policy, “populate or perish”, assimilation through to multi-culturalism. Good activities interpreting data and primary source material.

***Environmental Movement***

Page 171 on.... Plus an excellent video. (Secondary Video - Getting Things Done. 26 minutes)

Case Study of the Franklin River Dam debate includes a very detailed timeline, excellent background source material, the Tasmanian government and people’s point of view, role of the environmental groups, role of the High Court, international commitments.

Units book pages 71- 97. Good list of famous Australians page 92.

**LINKS TO DISCOVERING  
DEMOCRACY MATERIALS**

**Lower Secondary Units  
and other resources**

Issues dealing with *social/cultural experiences* can be found in the following Discovering Democracy materials.

***Indigenous Issues and Law***

pages 50-52

Aboriginal customary law, ‘terra nullius’ and Mabo. (see Stories of Democracy CD Rom as well)

pages 92-98

**Aboriginal Citizenship** - covers the Original constitution, 1902 Act, 1938 Day of Mourning, quest for rights, 1967 Referendum....great timeline!

page 131 -**Pearl Gibbs** - organiser and speaker of Aboriginal campaigns in the 1930’s and later.

page 133 -**Sir Douglas Nicholls** - Governor of South Australia

(Additional Information on the **Freedom Rides** can be found in the Upper Primary Units book page 117)

See AFSSSE web site – AFSSSE Project for 2001 – WA Case Study for excellent strategies for teaching Indigenous students and the Indigenous experience

***Women’s Movement***

pages 89-92

Women and the right to vote

Vida Goldstein - page 118

Edith Cowan - page 120 .

Jessie Street - page 129

( See Upper Primary Units book page 125 for right to **equal pay**.)

**KEY UNDERSTANDINGS,  
THEMES AND TOPICS**

- **Changing and significant economic circumstances have influenced the history of Australian democracy.**

**LINKS TO DISCOVERING  
DEMOCRACY MATERIALS**

**Middle Secondary Units**

Issues dealing with the *economy* can be found in the following Discovering Democracy materials.

***“What sort of nation?”***

pages 150 - 162

Definitions and issues dealing with the economic nature of Australian society. Good starting point for those with little to no background in trade, employment, work....

***“Parties Control Parliament”***

pages 27 - 30

Great cartoons and speeches from 1905 - 1949.

pages 32 - 38

Case Study comparing the Liberal and Labor policies of the 1972 election.

**LINKS TO DISCOVERING  
DEMOCRACY MATERIALS**

**Lower Secondary Units  
and other resources**

Issues dealing with the *economy* can be found in the following Discovering Democracy materials

See AFSSSE web site – AFSSSE Project for 2001 – Victoria Case Study for an excellent study on the *importance of trade* in the development of the Australian nation.

**KEY UNDERSTANDINGS,  
THEMES AND TOPICS**

- **Key political events, crises and developments provide turning points in the history of democracy in Australia**

**LINKS TO DISCOVERING  
DEMOCRACY MATERIALS**

**Middle Secondary Units**

Issues dealing with *politics* can be found in the following Discovering Democracy materials.

***“Parties Control Parliament”***

pages 15 - 17, 22 - 27, 32 - 38

Excellent introduction to the formation of Australian government, the role of political parties, disadvantage and advantages of political parties, definition of ‘left’ and ‘right’, case study of the Whitlam years

***“Making a Nation”***

pages 107 - 127

Summary of the history leading to Federation, reasons for and against, leading political figures, compares to USA Constitution and Bill of Rights. Has an interesting section on the WA Secession Movement.

(see also One Destiny, Stories of Democracy and Parliament at Work CD Roms for excellent Federation facts, structure and function of parliament and stories from around Australia.)

**LINKS TO DISCOVERING  
DEMOCRACY MATERIALS**

**Lower Secondary Units  
and other resources**

Issues dealing with *politics* can be found in the following Discovering Democracy materials.

***“Should the People Rule?”***

pages 26 - 33

Representative democracy in Australia and changing the constitution.

***“Law”***

pages 56-57

Background to the Australian constitution and the High Court.

***“Democratic Struggles”***

pages 89-92

Women and the right to vote (see below)

***“Men and Women in Political Life”***

Vida Goldstein - page 118

Edith Cowan - page 120 .

Jessie Street - page 129

Robert Menzies - page 116

Ben Chifley - page 113

(see Stories of Democracy CD Rom )

## **Part Two: Confronting selected issues of Australian democracy and identity.**

This 8 lesson unit aims to provide students with the opportunity to explore some of the issues surrounding the concepts of identity and democracy through the history of Australia from the 1880s to the 1980's.

Teachers may like to use this unit in a number of different ways:

- (i) Run as is, as an introduction or overview to 20<sup>th</sup> century Australian history. Teachers can adjust the sources used, and the questions asked, to suit their classes from Years 10 to 12. Teachers could also include source material from other resources and particular teaching strategies to allow students the opportunity to achieve specific course outcomes.
- (ii) Incorporate individual lessons, themes or resources into an existing course programme.
- (iii) Expand the themes supplementing existing resources with those from the Discovering Democracy materials or utilizing the wealth of ideas provided through the Case Studies documented from around Australia on the AFSSSE web site.

Teachers should note that because this unit is based on the inquiry process it is necessary that sufficient time is allowed to prepare resources for student activities. As implied above, the times given are flexible.

### **Lesson One: What was the nature of Australian society in the years leading up to, and immediately after, Federation?**

PROCESS	RESOURCES
<ul style="list-style-type: none"> <li>• In groups, students examine the sources and devise headings of their own to illustrate Australian society from 1880 – 1910.</li> </ul> <p>Provide evidence from the sources to justify their selected headings.</p> <ul style="list-style-type: none"> <li>• Groups share their version with class</li> <li>• Students consider the nature of the headings selected and what the evidence says about (i) Australian's sense of what their identity/ies might be, (ii) Democratic ideals.</li> </ul>	<p>Teacher to provide a range of source material from:</p> <p>See the <u>Lower and Middle Secondary Readers</u> for stories from Lawson, Patterson, Albert Facey, focused on the bush myth. Articles also on white Australia, women's place.</p> <p>See <u>Middle Secondary Units</u> book for history leading to federation (p.107), the constitution and Aboriginal rights (p.67), white Australia (p.145), art and literature (p.137)</p> <p>See <u>Lower Secondary Units</u> book for women and the right to vote (p.89), Aboriginal citizenship (p.92).</p> <p>Both CD Roms – <u>One Destiny</u> and <u>Stories of Democracy</u> provide excellent snap shots of society, especially of Federation festivities.</p> <p>Teachers could also check Hirst J <u>A Guide to Government and Law in Australia</u> for documents such as the leaflet, p. 47 and the poster, p. 52.</p>

**Lessons Two, Three and Four:**  
(depending on time available)

**To what extent did Australia's institutions react democratically to issues of citizenship during the 20<sup>th</sup> century?**

PROCESS	RESOURCES
<ul style="list-style-type: none"> <li>• Teacher to provide overview on what is citizenship and the role of government in setting the 'rules' of citizenship.</li> <li>• Students select one of the following* –               <ul style="list-style-type: none"> <li>(i) Indigenous people</li> <li>(ii) Women</li> <li>(iii) Migrants</li> </ul> </li> <li>• Using the DD resources and any other students have access to, prepare a response to the question above. Students may present their findings as an oral presentation, a 500 word essay, a dramatic interpretation, or as an informative poster.</li> <li>• Teacher to debrief class, raising issues that discuss (i)changing notions of citizenship and (ii)whether this reflects greater democracy and (iii)how this might change feelings of identity/of being 'Australian'.</li> </ul> <p>*This topic provides a wonderful opportunity for oral history.</p>	<p>See <u>Discovering Democracy through Research</u> for research strategies and from p. 49 a strategy for investigating citizenship.</p> <p>Tchr reference: Hirst J <u>A Guide to Government and Law in Australia</u></p> <p>Refer students to poster: <i>History of Australian Democracy</i> as well as the CD Rom <u>Stories of Democracy</u>.</p> <p>Refer to <u>Part One: Table</u> showing links to DD for references to Indigenous, women and migrant experiences.</p> <p>Relevant stories and documents can also be found in the <u>Australian Readers</u> (Middle and Lower Secondary)</p> <p>See Lower Secondary Units (p. 50) and Middle Secondary Units (p. 41) – <u>Assessment Resources</u> for ideas on structuring assessment for this topic. These deal with women's and Indigenous rights as well as the general issue of human rights.</p> <p>Refer to Links and Resources for other citizenship resources.</p>

## Lesson Five and Six: How did Australians perceive themselves after 1945?

PROCESS	RESOURCES
<ul style="list-style-type: none"> <li>• In a small group students to prepare a questionnaire to interview parents, grandparents, neighbours or friends about their memories of significant Australian images in the years after 1945.*</li> <li>• Students may do their interview on cassette, video or through interview notes.</li> <li>• Once complete summarise findings as a poster or collage and share with class.</li> <li>• Class makes notes on these images and ask               <ul style="list-style-type: none"> <li>- whether the same images were also perceived as ‘Australian’ by people overseas?</li> <li>- what values and beliefs did people hold?</li> <li>- how do these images compare with Australia at the time of federation?</li> <li>- why do we speak more of identities rather than identity today?</li> <li>- is Australia a more democratic nation after 1945 compared with 1901?</li> </ul> </li> </ul> <p>*Teachers may wish to utilize findings from previous lessons or combine the two themes from lessons 2-6.</p>	<p>Teachers need to encourage students to find an interviewee at the beginning of this unit. It is worthwhile seeking assistance from Media or English Departments if available.</p> <p>Refer to <u>DD through Research</u> (p.19) or local History groups, libraries or an oral history organisation for useful hints re interview technique.</p> <p>Provide students with access to a 20<sup>th</sup> century Australian History text.</p> <p>Some images may be – Lifeguards, the beach, the ‘Aussi’ backyard, arrival of migrants at differing times, political figures, films, music, protest marches, the Bi-centennial, Vegemite! .....</p> <p>Refer to <u>DD through Research</u> (p.93) for a strategy for structuring this topic. There are excellent lists of primary and secondary sources from film, internet, texts and stamps.</p> <p>“Australian Daze” documentary of the Bi-centennial provides some insight into issues and concerns for Australians, patriotism, nationalism.</p> <p>The Opening and Closing Ceremony of the 2000 Olympics provides a wealth of imagery!</p>

**Lesson Seven and Eight: How has the issue of the environment challenged ideas of identity and democracy in Australia?**

PROCESS	RESOURCES
<ul style="list-style-type: none"> <li>• Tchr ‘sets scene’ with a snap-shot of Australia at the end of the 1970’s. Add background on the constitution (see page 197-198).</li> <li>• Complete background activities from Middle Secondary resource, page 172</li> <li>• Students view the video on the Franklin River Dam – use table page 173</li> <li>• Tchr -cut and paste timeline and then complete Activity 8 page 186. (Tchr select activities from page 176 based on class and time available)</li> <li>• Written response – after class discussion students should respond to the following focus questions.               <ol style="list-style-type: none"> <li>(i) Who participated in this situation and why?</li> <li>(ii) Did people use the media or did the media exploit a situation?</li> <li>(iii) Is it important to have an institution such as the High Court in a democracy? Why/Why not?</li> <li>(iv) If a democracy is the expression of the will of the people, which people’s will was expressed in the resolution of this dispute, and was this fair?</li> <li>(v) In other similar situations ‘people action’ has impacted in various ways on Australian society; Indigenous land rights and the women’s movement are two examples. How might these change ideas about identity?</li> </ol> </li> </ul>	<p><u>Secondary Video</u> – <i>Getting Things Done</i>.</p> <p><u>Middle Secondary Units</u> book – from page 171 for background, timeline, state/commonwealth powers, heritage, active citizenship, environmental issues.</p> <p>Text – Cannon M <u>Chronicles of Contemporary Australian History</u>, 1996, Chapter 5. Good narrative and excellent documents for upper school students.</p>

**CONCLUSION :** Some closing discussion or assessment points.

Select key moments in Australian history that might define a sense of identity for Australians.

Select key moments in Australian history that illustrate democracy at work in Australia.

How closely linked are issues of identity and democracy throughout Australian history?

Analyse the democratic process at work in Australia today.

Is it too difficult to talk about one identity for Australia today? Why? / Why not?  
How do students envision the future for Australia?

### ***Part Three: Links, further reading and online resources***

#### **Discovering Democracy materials:**

- Primary and Secondary Kits
- Assessment resources – Middle and Lower Secondary
- Discovering Democracy through Research
- Schools' Resource File – Discovering Democracy in WA 2<sup>nd</sup> edition. (see web address)
- Hirst J A Guide to Government and Law in Australia Curriculum Corporation, 1998
- Citizenship Activities for Senior Secondary Years (video and booklet) produced by Ryebuck media for the Catholic Education Office 2000
- Parliament at Work CR Rom, Curriculum Corporation, 1999
- Australian Readers for senior secondary students, due for release July 2002.
- Hirst J A Short History of Australia due for release July 2002

#### **Texts:**

- Cannon M Chronicles of Contemporary Australian History Longman Australia 1996
- Carroll J (Ed.) 2<sup>nd</sup> Edition Intruders in the Bush - The Australian Quest for Identity Oxford University Press Australia 1992
- Darlington R Land of Hopes and Illusions Shakespeare Press Australia 1987
- Darlington R et al Unity and Diversity – Australia since 1850 Heinemann Australia 2001
- Evans R et al 1901 – Our Future's Past (Documenting Australia's Federation) Macmillan Australia 1997
- Mason KJ Experience of Nationhood 3<sup>rd</sup> Edition McGraw-Hill Australia 1993
- White R Inventing Australia Unwin and Allen Australia 1981
- Stamping the Nation Australia Post 2001

**On Line:**

Relevant sites are fully listed at the back of the Lower and Secondary Units books and the WA Schools' Resource File.

Australian Federation of Societies for the Study of Society and Environment  
[www.pa.ash.org.au/afssse](http://www.pa.ash.org.au/afssse)

Discovering Democracy in Western Australia  
[www.discoveringdemocracywa.net](http://www.discoveringdemocracywa.net)

Both the above provide invaluable information on using DD materials, teaching strategies and links to online information. In particular note the State and Territory Case Studies presented through AFSSSE.

Curriculum Corporation  
[www.curriculum.edu.au](http://www.curriculum.edu.au)

Indigenous issues  
[www.atsic.gov.au](http://www.atsic.gov.au)  
[www.reconciliation.org.au](http://www.reconciliation.org.au)

OzSource  
[www.gu.edu.au/gwis/hum/acs/acs/html](http://www.gu.edu.au/gwis/hum/acs/acs/html)

Provides great links to educational, government and non-government links.

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