

Federation

ACHASSK134 ACHASSK135

Year 6

Essential concepts:

- Students develop their understanding and application of skills, including questioning and researching, analysing, evaluating, communicating and reflecting. They apply these skills to their daily learning experiences and to investigate events, developments, issues and phenomena, both historical and contemporary.
- Students are given the opportunity to develop their historical understanding through the key concepts of sources, continuity and change, cause and effect, perspectives, empathy and significance. These concepts are investigated within the historical context of the development of Australia as a nation, particularly after 1900; the factors that led to Federation; and how Australian society changed throughout the 20th century.

Achievement standard:

- Students explain the significance of an individual, group or event on the Federation of Australia, and identify ideas and/or influences of other systems on the development of Australia as a nation. They describe continuity and change in relation to Australia's democracy and citizenship.
- Students develop questions for a specific purpose. They locate and collect relevant information and/or data from primary and/or secondary sources, using appropriate methods to organise and record information. Students apply ethical protocols when collecting information. They use criteria to determine the relevance of information and/or data.

Curriculum descriptor	Suggested Lessons	Resources	Assessment	Excursions
<p>Content: ACHASSK134</p> <p>Skills: WAHASS50</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L</p>	<p>Lesson 1: Focus Question:</p> <ul style="list-style-type: none"> • What is Federation? <ol style="list-style-type: none"> 1. Brainstorm Federation – students to use KWL to record current knowledge. 2. Pose questions about Federation. 3. Watch video and identify key words and key understandings from the video. 4. Students to add KWL chart. What did I learn? Any other questions I'd like to pose or find out the answers to? Do we need to do more research? 	<p>VIDEO: Federation of Australia 4m5s</p> <p>KWL Chart</p>		

<p>Content: ACHASSK134</p> <p>Skills: WAHASS62</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L</p>	<p>Lesson 2: Focus Question:</p> <ul style="list-style-type: none"> What can students learn about the experiences of women in the late 1800's? <ol style="list-style-type: none"> Students to use source material, and record information on: <ul style="list-style-type: none"> The role of women in the late 1800's; Women's suffrage; and Contribution of women at the time such as Rose Scott. Students to draw on learning about women and their experience of Federation. Write a short creative diary entry "a day in the life" of one of these women. 	<p>Freeman Studio In The Picture Gallery</p> <p>1891 Women's Suffrage Petition</p> <p>An engraved plaque presented to Rose Scott, 1902</p> <p>Discovering Democracy ESL resources</p>		
<p>Content: ACHASSK135</p> <p>Skills: WAHASS57</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L, ICT, CCT</p>	<p>Lesson 3: Focus Question:</p> <ul style="list-style-type: none"> How were the experiences of Australians during the late 1800's reflected in poetry and songs? <ol style="list-style-type: none"> Watch the video National Treasures – 'Waltzing Matilda' Song Sheet. What was it about? What inspired the song? Class discussion. What does the story of Waltzing Matilda tell us about Australia's national identity? What is our history and how does it shape us? Draw a picture or cartoon in response to the lyrics and music of Waltzing Matilda. 	<p>VIDEO: National Treasures – 'Waltzing Matilda' Song Sheet 4m19s</p>		
<p>Content: ACHASSK134</p> <p>Skills: WAHASS62 WAHASS60</p> <p>Cross Curriculum</p>	<p>Lesson 4: Focus Question:</p> <ul style="list-style-type: none"> To Federate or not to Federate? <ol style="list-style-type: none"> Watch ABC video Federation Explained. Class discussion on arguments relating to Federation. Students to investigate notable Western Australians on Resource Sheet 4 or other similar source. 	<p>Constitutional Centre Loan Box Program * regional and remote schools only</p> <p>VIDEO: Federation explained. 4m26s</p> <p>Resource Sheet 4</p>		<p>Visit to the Constitutional Centre of WA Federation This program concentrates on the key ideas and events that led to Australia's Federation. Students participate in collaborative group work</p>

<p>Priorities: Nil</p> <p>General Capabilities: L, ICT, PSC, N</p>	<p>3. Prepare a report on their experiences of life in Western Australia in the late 1800's. Their contribution to the colony. Their view on Federation.</p>	<p>PEO Closer Look Federation</p>		<p>to investigate why and how Federation occurred. Make a booking</p>
<p>Content: ACHASSK134</p> <p>Skills: WAHASS62 WAHASS60</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L, ICT, PSC, N</p>	<p>Lesson 5: Focus Question:</p> <ul style="list-style-type: none"> To Federate or not to Federate? <ol style="list-style-type: none"> Class to hold a Federation referendum. In partners, write a speech convincing WA to, or not to Federate. (Student choice). Use persuasive text. Provide two advantages or two disadvantages of Federation, according to reliable sources (or from earlier lesson). Hold a class referendum using secret ballot. Determine the outcome of the class referendum. 	<p>PEO Western Australia joins the Federation</p>		
<p>Content: ACHASSK134</p> <p>Skills: WAHASS62</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L, ICT, CCT</p>	<p>Lesson 6: Focus Question:</p> <ul style="list-style-type: none"> Identify one key person involved in creating Australia as a nation. Who were they? What was their life like? <ol style="list-style-type: none"> Create a narrative, "a day in the life of....." a notable Australian person who led Australia to Federation. Students choose historical figure, brainstorm inquiry questions. Use source material to research and answer questions. Response can be submitted in video, vlog, diary entry, talk back radio interview, (recorded or transcript) or newsletter format. 	<p>VIDEO: Alfred Deakin 1m5s</p>	<p>Assessment Task</p>	

<p>Content: ACHASSK134</p> <p>Skills: WAHASS53</p> <p>Cross Curriculum Priorities: Nil</p> <p>General Capabilities: L, ICT, PSC</p>	<p>Lesson 7: Focus Question:</p> <ul style="list-style-type: none"> • What are the similarities and differences between the Australian and the Westminster systems of government? <ol style="list-style-type: none"> 1. Watch video on Westminster Parliament UK. Students take notes on key words and concepts. Class discuss familiar and unfamiliar concepts and key words. Identify words that are familiar to Australia's system of government . 2. Watch ABC video. Take notes on key words and concepts. Class discuss familiar and unfamiliar concepts and key words. 3. Divide the class, one half to research Westminster Parliament, the other to research Australian Parliament. In pairs students to use KWL chart compile a short report. 5. Report back to the class. Class discussion on similarities and differences between the two parliaments. 	<p>VIDEO: ABC The House in Session. Episode 3 The Westminster System 5m</p> <p>VIDEO: An introduction to Parliament (primary) 7m27s</p> <p>KWL Chart</p>		
---	---	--	--	--

Key	
ATSI HC	Aboriginal and Torres Strait Islander histories and cultures
AAA	Asia and Australia's engagement with Asia
S	Sustainability
L	Literacy
N	Numeracy
ICT	Information and Technology capability
CCT	Critical and creative thinking
PSC	Personal and social capability
EU	Ethical Understanding
IU	Intercultural Understanding