

Inquiry Questions

1. How have key figures, events and values shaped Australian society, its system of government and citizenship?
2. What contribution have significant individuals and groups made to the development of Australian society?

Suffrage

Knowledge	Understanding	Applying	Analysing	Creating	Evaluating
<p>1. What does being an Australian citizen mean to you?</p> <p>2. What rights do Australian citizens enjoy today?</p> <p>3. What is suffrage?</p> <p>4. What is a suffragette?</p> <p>Explain how different groups of people fought for the right to vote and enabled peoples' rights and freedoms in Australia today.</p> <p>Research an Australian suffragette and write a biography about their life and struggle in bringing equal rights to all citizens.</p>	<p>Why are suffragettes important?</p> <p>How has suffrage contributed to Australian democratic society?</p> <p>What is a referendum and why are they so important in our democracy?</p> <p>The 1967 Referendum was an important change in how Australian society voted.</p> <p>What was the question for this referendum and what changes did it instigate?</p> <p>Write an information report on this event using primary sources to research your information, such as aph.gov.au</p>	<p>After European settlement in 1788, why did it take so long for <i>universal male suffrage</i> to occur around 1850?</p> <p>Who controlled government decision-making before 1850?</p> <p>When, and why did it take so long for women to gain <i>permission to vote in Australian elections</i>?</p> <p>Granting women the right to vote in elections was one thing, but allowing them to become a representative in parliament took a further period of time. Why was this so?</p>	<p>The indigenous people had to fight for the right to vote or become a representative in Australian elections long after permission was granted for women:</p> <ol style="list-style-type: none"> 1. Why was this the case? 2. When did permission for all indigenous people to vote occur? <p>Describe the significance of this achievement:</p> <ol style="list-style-type: none"> 3. How do you think the indigenous people have felt over time about these decisions? 4. What steps have been taken towards reconciliation and how can further progress be achieved? 	<p>Create a <i>cause and effect</i> chart to demonstrate the significant contributions suffragettes have made in Australian society since 1800.</p> <p>Your chart needs to show what living in Australian society would be like today if they had not fought for equal rights. <i>Without their efforts, would Australia be as democratic as it is today?</i></p>	<p>Do suffragettes exist today?</p> <p>Investigate suffrage movements currently occurring around the world today.</p> <p>Write an information report on their cause, including how they can impact the actions of a government – both positive and negative.</p> <p>Determine what you believe the outcome will be, including reasons to support your thinking.</p>



Year 6 ACARA – Humanities and Social Sciences Program Links

Australia in the past and present and its connections with a diverse world

The Year 6 curriculum focuses on the social, economic and political development of Australia as a nation, particularly after 1900, and Australia's role within a diverse and interconnected world today. Students explore the events and developments that shaped Australia as a democratic nation and stable economy, and the experiences of the diverse groups who have contributed to and are/were affected by these events and developments, past and present.

Inquiry Questions

1. *How have key figures, events and values shaped Australian society, its system of government and citizenship?*

Inquiry and Skills

ACHASSI129 *Evaluate evidence to draw conclusions*

- contemplating attitudes and actions of the past that now seem strange and unacceptable and imagining what aspects of current society may be viewed in this way in the future

ACHASSI133 *Present ideas, findings, viewpoints and conclusions in a range of texts and modes that incorporate source materials, digital and non-digital representations and discipline-specific terms and conventions* using accurate and subject-appropriate terms, for example, historical terms (such as 'nation', 'democracy', 'federation', 'empire', 'immigration', 'deportation', 'suffrage', 'enfranchisement', 'heritage', 'diversity', 'contribution', 'achievement', 'significance', 'development', 'rural', 'urban', 'bias', 'stereotype', 'perspective'), civics and citizenship terms (such as 'Westminster system', 'courts', 'monarchy' and 'three levels of government')

HISTORY Knowledge and Understanding

Concepts for developing understanding

The content in the history sub-strand provides opportunities for students to develop historical understanding through key concepts including sources, continuity and change, cause and effect, perspectives, empathy and significance. The Year 6 curriculum moves from colonial Australia to the development of Australia as a nation, particularly after 1900. Students explore the factors that led to Federation and the different attitudes to Federation and citizenship at the time (continuity and change, cause and effect, perspectives). Through studies of people's experiences of democracy and citizenship over time (perspectives, empathy), students come to understand the significance of events, ideas and people's contributions in influencing development of Australia's system of government (continuity and change, significance).

Inquiry Questions

1. *How did Australian society change throughout the twentieth century?*
2. *What contribution have significant individuals and groups made to the development of Australian society?*

ACHASSK135 *Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal and Torres Strait Islander Peoples, migrants, women and children*

- describing the significance of the 1962 right to vote federally and the 1967 referendum

Activities to support knowledge and understanding of these topics can be found at:

[Primary Education Resources](#)