

Using Your Family To Explore **DEFINING** MOMENTS IN **AUSTRALIAN** HISTORY

A Classroom and Online Activity for Year 9

To teachers

The National Museum of Australia has developed a list of 'Defining Moments' in Australian History that can be used as a basis for exploring parts of the Year 9 Australian History curriculum.

Ryebuck Media, through the Australian History Mysteries website www.australianhistorymysteries.info

has developed a web application, *Convicts, Settlers and Immigrants*, that allows students to create their own family timeline online, and to integrate that with the National Museum's *Defining Moments* as they affect students' own lives.

This unit provides teachers with the resources and activities to have their Year 9 class use a family history approach to investigate aspects of the lives of Australians in the second half of the nineteenth century, and the early twentieth century.

Students create an imaginary but realistic family that experiences a series of 20 key historical events. The students make choices for the family, and see what the consequences are.

DEFINING MOMENTS IN AUSTRALIAN HISTORY

Warning: This website includes images and names of deceased people that may cause sadness or distress to Aboriginal and Torres Strait Islander peoples.

Explore important events, people and places

Defining Moments in Australian History examines events, people and places of profound significance to the Australian people. Here you can explore hundreds of key moments in Australia's history compiled by a panel of leading historians and people just like you. [Suggest a moment](#)

Search moments by:

- Topics
- Places
- Curriculum subjects
- School years
- By month

Or using our timeline:

Pre-18th century		+
18th century		+
1800-1810		+
1811-1829		+
1830-1849		+
1850s		+

Convicts, Settlers and Immigrants
DEFINING MOMENTS IN YOUR AUSTRALIAN HISTORY

Convicts, Settlers and Immigrants (CSI) is a History tool that allows you to discover some defining moments (important events) in Australian history through your own eyes of your ancestors' eyes.

Using CSI you will be able to discover how Defining Moments in Australian History may have influenced the lives of your ancestors, your family.

LOGIN

USERNAME:

PASSWORD:

Last Password: 1480

OR NEED AN ACCOUNT?

By using their imaginary family to explore the past, students develop a rich knowledge and understanding of Australian History, and a greater empathy with the lives of the people who lived through it. They do all this through an engaging and interactive classroom-based and practical online approach.

But it is not only about the remote past. Students can take the next step, and apply the skills and approach they have been using for nineteenth century Australia to investigate their own families today and their place in modern Australian history.

Curriculum Relevance

The knowledge requirements at Year 9 are:

Year 9

Depth Study: The Nation

Knowledge:

- Living and working conditions in Australia around the turn of the twentieth century (that is 1900)
- Key people, events and ideas in the development of Australian self-government and democracy
- Federation
- Laws made by federal Parliament between 1901-1914

STEP 1

Students understand that their task is to create a family that will face 20 important situations. See page 7.

STEP 2

Students create a family. That family includes parents, children, occupations, location, ethnicity and backgrounds. Every aspect of the family is relevant to what happens to that family as they live through 20 *Defining Moments*. See page 8.

Students are given the opportunity to include Chinese and Aboriginal people in their families, to be native-born or immigrants, to be free or convicts, to live in the city or the country, to be skilled or unskilled, to have a large family or a small one.

There are some realistic limits imposed — for example, a student with a Chinese or Aboriginal parent would not be a squatter.

Some students may choose what they think would be a ridiculous number of children. If so, you could point out that many women in the past did have a large number of children, even occasionally numbering into the 20s (though with many dead at a young age).

The aim of creating their family is to take a realistic group of people through 20 real situations, and see how they affected different people differently.

STEP 3

Students start reading and understanding the information on the first event, drawn from the National Museum of Australia's *Defining Moments* website. As they click on the hotlink they will see the NMA's brief summary of that event.

The factual information is a key element in the simulation. For students to understand the impact of events they have to know what the event actually involved.

The questions about the information at Year 9 level are based completely on the short summary of each event on the NMA website, and also draw on the longer and more detailed and complex additional information there.

As an alternative to having every student read the long version, a student or a small group could be tasked to read the long version of the event, answer the questions, and then report back to the whole class on their answers. In this way the detailed information can be presented more quickly and efficiently to the whole class.

Gold rushes
1851: Gold rushes in New South Wales and Victoria begin

The discovery of gold in the 1850s started a series of rushes that transformed the Australian colonies.

The first discoveries of payable gold were at Ophir in New South Wales and then at Ballarat and Bendigo Creek in Victoria.

In 1851, gold-seekers from around the world began pouring into the colonies, changing the course of Australian history.

The gold rushes greatly expanded Australia's population, boosted its economy, and led to the emergence of a new national identity.

[More on the gold rushes](#)

STEP 4

The students answer the questions about that event, and use that information to make a choice for their family. In some cases, throw a dice and the results simulate the randomness of real life. They record that choice.

STEP 5

Then continue this process for all 20 situations. For all situations students have access to three pages in front of them:

Their Family

The *Defining Moments* information

Their answers and choices

STEP 6

They can then create a timeline for themselves and their family, or if the school registers with

<https://www.australianhistorymysteries.info/csi/>

they can do this online in a far more engaging way. See page 24.



STEP 7

At the end, they see the consequences of their decisions on the family, and can reflect on what this helps them know and understand about Australian History.

Students could do the simulation individually, or in pairs or small groups.

The 20 situations are hot linked to the NMA summary page for each event. Teachers could have the students use those hotlinks individually, or have the information on one computer screen being projected for the whole class to work on together.

Students should be encouraged to discuss the situation and the strengths and weaknesses of each option, and make a common choice.

The work could be completed at home, in class, or as an extension activity.

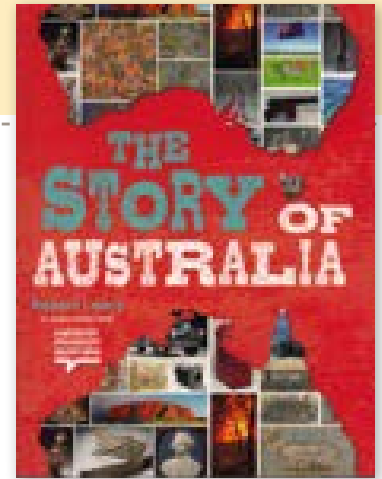
The students should be encouraged to read the facts, answer the questions, and then choose their options (or in a few cases roll a dice).

Then, when all reading and writing has been completed, students could be taken through the scores for their choices.

Finding more information

Students could find out more about the 20 situations by looking at the National Museum of Australia's recent general history for students (and their parents and grand-parents), *The Story of Australia*, Random House, 2017.

<http://shop.nma.gov.au/the-story-of-australia.html>



They could also follow up with some of the related and more in-depth units available on the Australian History Mysteries website:

www.australianhistorymysteries.info



- **NEW** Present and Past Family Life
- **NEW** Past in the Present
- Why were colonies founded in Australia?
- How did Australian society change throughout the twentieth century to become more equal?
- Investigating Colonial Life in Australia?
- Can you strike it rich during the Gold Rush?
- What was life like for Aboriginal people before the arrival of the Europeans?
- Who lived here first and how do we know?
- How and why do people choose to remember significant events of the past?
- Who migrated to the Australian colonies and what were their lives like?
- How and why did Australia become a nation?
- What contribution have groups and individuals made in a community?
- Who were the people who came to Australia and why did they come?
- What does Springfield tell us about Australian colonial life?
- Why did the great journeys of exploration occur?
- How has our community changed?
- Why did Europeans settle in Australia?
- Exploring the impact of a significant event – Gold and the Eureka Stockade
- What contribution have people made to the development of Australian society?
- What are the Mysteries of Lake Mungo?
- Who 'discovered Australia'?

- Myths and mysteries of the crossing of the Blue Mountains
- What was the life of a female convict really like?
- The Eureka Rebellion – could you have stopped it from happening?
- What happened in a frontier conflict near Broome in 1864?
- Was Ned Kelly a hero or a villain?
- World War 1 – Did WWI divide or unite local communities?
- Coniston Massacre – What happened at Coniston in 1928?
- What happened to ‘Smithy’?
- Great Depression – Testing images of the Great Depression
- Why did the Government lie about the bombing of Darwin?
- What are the mysteries of Maralinga?
- Snowy Hydro-Electric Scheme – A melting pot of different nations?
- How have Indigenous people’s citizenship rights changed over time?
- Vietnam – Can you be a Vietnam War ‘myth buster’?
- What happened to Juanita Nielsen?

Creating a student timeline through the *Convicts, Settlers and Immigrants (CSI) Website Application*

The simulation provides an engaging and enjoyable way of exploring key information in Australian History, but can also be a stimulus to students to involve their family in exploring their own part in recent Australian History.

Creating a family history timeline through CSI, the *Convicts, Settlers and Immigrants website application*

Convicts, Settlers and Immigrants (CSI) is a history tool that allows the users to discover some *Defining Moments* (important events) in Australian history through their eyes and those of their ancestors.

This is an exciting and rewarding way to discover key events in Australian history as they investigate their own heritage and add their ancestors to the interactive timeline.

CSI helps users to find out how *Defining Moments* in Australian History may have influenced the lives of their ancestors and shaped their own family today.



DEFINING MOMENTS IN YOUR FAMILY'S HISTORY

YEAR 9 AUSTRALIAN HISTORY

Welcome to Australia in the nineteenth century (the 1800s), and to a bit of the twentieth century (early 1900s).

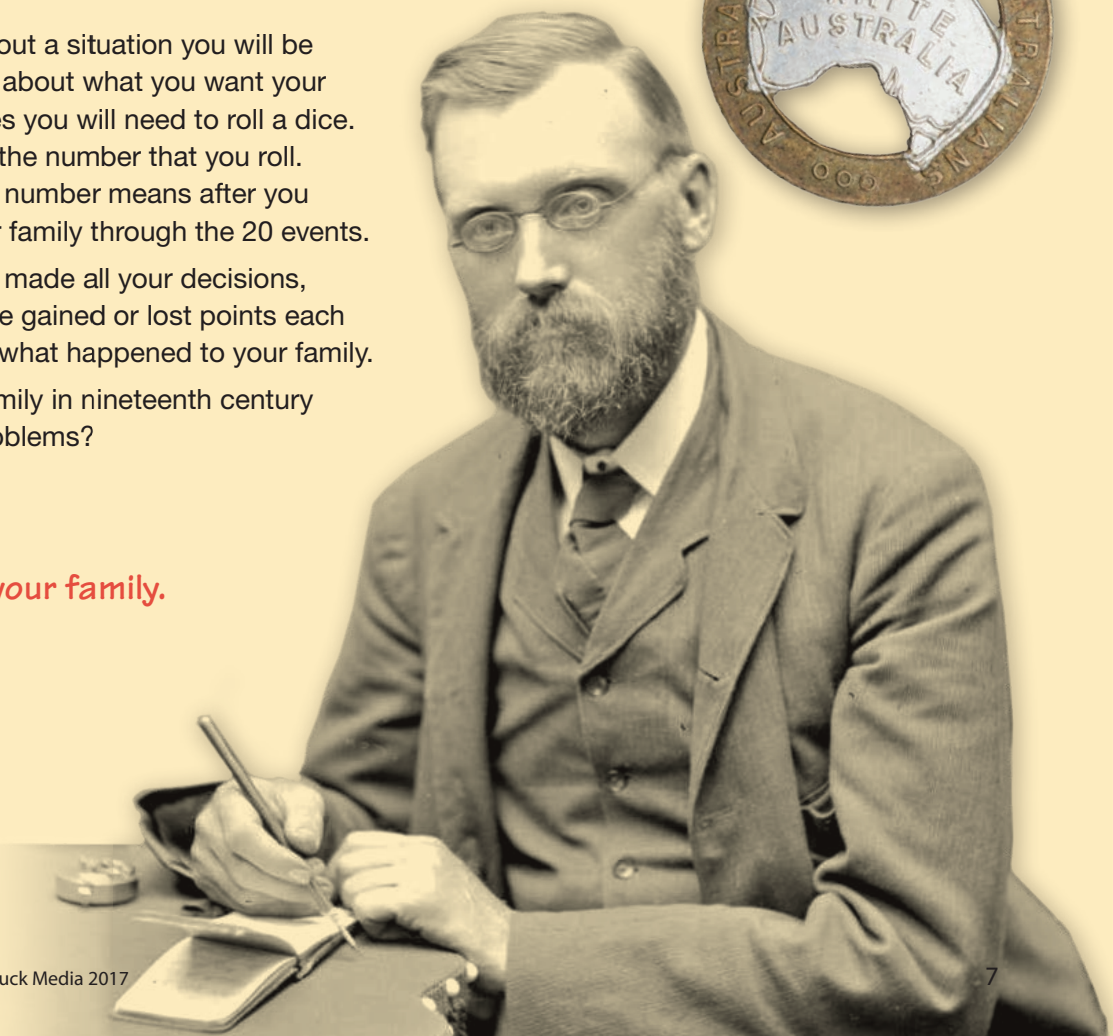
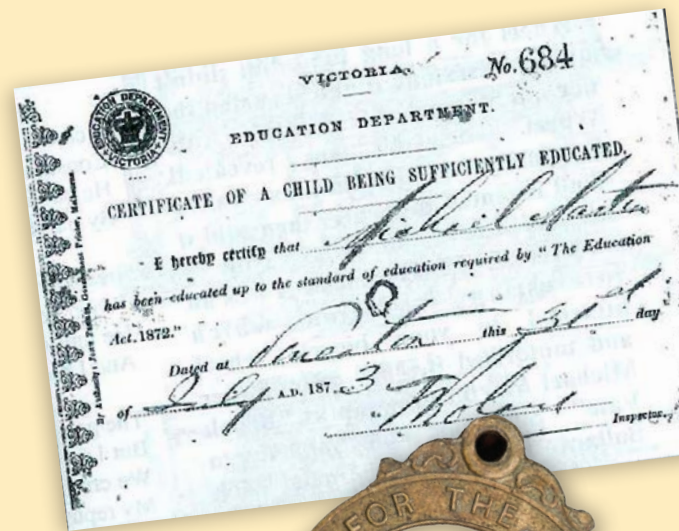
YOUR TASK

is to create your family, and then make decisions to help your family through 20 events that occurred between 1851 and 1912.

- 1 Record your family's details on the page provided.
- 2 Then find out about the 20 events. For each event you need to read the information available through clicking the hot link, and answering a few questions about that event. Some events will need you to say something about your family, so keep your family summary page with you as you find out about the events. You cannot change the details of your family during the game, so make sure you are happy with it before you start.
- 3 After you have learned about a situation you will be asked to make a decision about what you want your family to do. In a few cases you will need to roll a dice. When you do this, record the number that you roll. You will find out what that number means after you have finished helping your family through the 20 events.
- 4 At the end, after you have made all your decisions, you will find out if you have gained or lost points each time, and this will tell you what happened to your family.

Will yours be a successful family in nineteenth century Australia, or will you have problems?

Start now by creating your family.



1

Create your nineteenth century family

Here are the choices. Choose one man, and one woman and a number of children to be your family.

1 MAN:
Choose if the man is:

- A freed convict
- A new immigrant from England
- A Chinese man
- An Aboriginal man
- A 'currency lad' (that is, one who was born in Australia).

2 Give your man family member a name:

My male family member's name is:

3 WOMAN:
Choose if the woman is:

- A freed convict
- A new immigrant from England
- A Chinese woman
- An Aboriginal woman
- A 'currency lass' (that is, one who was born in Australia).

4 Give your woman family member a name:

My female family member's name is:

5 Choose the number and gender of children:

(For example if you choose 3 children, you could have 3 males, 3 females, 2 males and 1 female, or 2 females and 1 male.)

- 0 children
 - 1-2 children
 - 3-4 children
 - 5-6 children
 - More
- Total number ____

And their gender is: ____ M ____ F

And their gender is: ____ M ____ F

And their gender is: ____ M ____ F

And their gender is: ____ M ____ F

6 Where does the family live?

(Note: if you live in NT today it was part of SA then, and if you live in ACT today it was part of NSW then)

- NSW
- Qld
- NSW
- SA
- Tas
- Vic
- WA

7 Do you have any close relatives in another country?

- Yes
- No

8 Where do you live and work?

Choose one of these:

- | | | | | |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> You are a 'selector' – you own a small farm | OR <input type="checkbox"/> You are a worker in a small town
And your job is:
<input type="checkbox"/> labourer
<input type="checkbox"/> skilled worker
<input type="checkbox"/> doctor
<input type="checkbox"/> shopkeeper | OR <input type="checkbox"/> You are a squatter – you own a large farm
(Note: you cannot choose this if you are Chinese or Aboriginal) | OR <input type="checkbox"/> You work on a squatter's farm | OR <input type="checkbox"/> You are a worker in a capital city
And your job is:
<input type="checkbox"/> labourer
<input type="checkbox"/> skilled worker
<input type="checkbox"/> doctor
<input type="checkbox"/> shopkeeper |
|----------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

Now start living your life in Australia, and see what happens to you with the set of *Defining Moments* you are about to experience.

2

Finding out about the *Defining Moments* in your family's life

What is the event?



1 1851 Gold is discovered

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/gold-rushes



Read the information, and answer the questions on the Your Choices Decision Page.



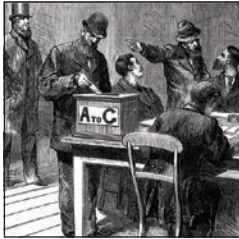
2 1854 Eureka Stockade

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/eureka_stockade



Read the information, and answer the questions on the Your Choices Decision Page.



3 1856 Secret ballot and male vote

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/secret_ballot_introduced



Read the information, and answer the questions on the Your Choices Decision Page.



4 1856-58 8-Hour Day

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/eight-hour_day



Read the information, and answer the questions on the Your Choices Decision Page.



5 1859 Rabbits introduced

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/eight-hour_day



Read the information, and answer the questions on the Your Choices Decision Page.



6 1868 Aboriginal cricket team tour

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/aboriginal_cricket_team



Read the information, and answer the questions on the Your Choices Decision Page.



7 1860s South Sea Islanders brought to Queensland

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/south-sea-islanders-qld



Read the information, and answer the questions on the Your Choices Decision Page.



8 1868 Convict transportation ends

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/convict_transportation



Read the information, and answer the questions on the Your Choices Decision Page.



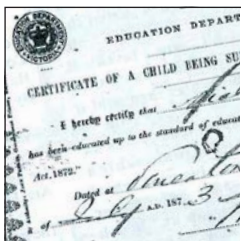
9 1872 Overland telegraph line completed

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/overland-telegraph



Read the information, and answer the questions on the Your Choices Decision Page.



10 1872 Free, compulsory and secular education

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/free_education_introduced



Read the information, and answer the questions on the Your Choices Decision Page.



11 1880 Ned Kelly captured

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/ned-kelly



Read the information, and answer the questions on the Your Choices Decision Page.



12 1887 Mildura irrigation scheme starts

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/1887_murray_river_irrigation_begins



Read the information, and answer the questions on the Your Choices Decision Page.



13 1890-1891 Depression and strikes 1890-1891

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/alp_forms



Read the information, and answer the questions on the Your Choices Decision Page.



14 1901 Federation and the Commonwealth of Australia

Click on this address:

www.nma.gov.au/online_features/defining_moments/featured/federation



Read the information, and answer the questions on the Your Choices Decision Page.



15 1901 | White Australia Policy

Click on this address:
www.nma.gov.au/online_features/defining_moments/featured/white_australia_policy_begins
Read the information, and answer the questions on the Your Choices Decision Page.



16 1902 | Women's vote

Click on this address:
www.nma.gov.au/online_features/defining_moments/featured/commonwealth_franchise_act
Read the information, and answer the questions on the Your Choices Decision Page.



17 1903 | Federation strain of wheat

Click on this address:
www.nma.gov.au/online_features/defining_moments/featured/federation-wheat
Read the information, and answer the questions on the Your Choices Decision Page.



18 1907 | Harvester case decision

Click on this address:
www.nma.gov.au/online_features/defining_moments/featured/harvester_judgement
Read the information, and answer the questions on the Your Choices Decision Page.



19 1909 | Old age and invalid pensions

Click on this address:
www.nma.gov.au/online_features/defining_moments/featured/age_and_invalid_pensions
Read the information, and answer the questions on the Your Choices Decision Page.



20 1912 | Maternity allowance

Click on this address:
www.nma.gov.au/online_features/defining_moments/featured/maternity_allowance_introduced
Read the information, and answer the questions on the Your Choices Decision Page.



3

Making decisions about the *Defining Moments* and your family

Your Choices Decision Page

Keep your Family Profile with you as you make these choices

CHOICES


SCORE




1 1851 Gold

- 1 Why is gold valuable?
- 2 Why would people want it?
- 3 Why would it take a lot of time and work to find it?
- 4 Gold caused great changes in Australia. People from overseas came in huge numbers to search for gold. They were generally more educated and had more wealth than people in Australia. They were young, and many had families. Many stayed in Australia after the rush. Think about and decide on one of each of these types of changes that it made: economic, social, political and environmental.

Now choose option A or B and circle your choice:

A You want to become rich, so you sell up everything and go to the goldfields. If you choose this, roll a dice and record the number.

B You realise that with so many people gone there will be lots of job vacancies and wages will rise. So you stay. If you choose this, roll a dice and record the number.



2 1854 Eureka

- 1 What does 'disgruntled' mean?
- 2 The miners' complaint was that the government was charging them a lot of money to mine for gold, even if they did not find any. What is a 'rebellion'?
- 3 What is a 'stockade'?
- 4 What was the result of the fight?
- 5 After the fight the government gave the miners what they wanted, including a vote for men. Why would a vote be important for them?
- 6 After the fight the government gave the miners what they wanted, including a vote for men. Why would a vote be important for them?
- 7 There were many gold fields, but only one rebellion. Some historians say that the difference was that Eureka was a 'deep sinking' goldfield — the gold was found not on the surface, but by digging deep shafts, which took a long period of time. Suggest why this might lead to a situation where rebellion by diggers was more likely than on other gold fields.

Now choose option A or B and circle your choice:

A Be involved in or support the rebels, not by fighting, but by supporting what they are trying to achieve.

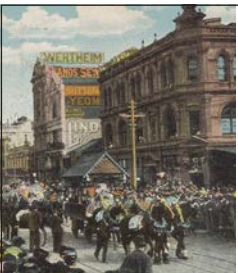
B Be against or oppose what they are trying to achieve.



3 1856 Secret vote and male vote

- 1 What is a 'vote'?
- 2 Why is it important that people can vote in secret, without anybody seeing how they are voting?
- 3 What did this law mean for all males?
- 4 What changes would this new law bring? Discuss and decide on a change that would occur in each of these areas: campaigning; political representation; democracy.

How many males did you choose to include in your family? Write the number.



4 1856 8-Hour Day

- 1 What does an '8-hour-day' mean?
- 2 What are the three main things that people could do in 8-hour blocks in an 8-hour day?
- 3 Which special skilled workers got this agreement?
- 4 Why would every worker eventually get this?
- 5 Who would support, and who might oppose, this reform?

Now choose option A or B and circle your choice:

- A Be involved in or support the rebels, not by fighting, but by supporting what they are trying to achieve.
- B Be against or oppose what they are trying to achieve.



5 1859 Rabbits introduced

- 1 Why were rabbits brought to Australia to be released?
- 2 What do rabbits in the wild eat?
- 3 What valuable farm animals would they be competing against for this same food?
- 4 What damage can large numbers of rabbits do?
- 5 Why would the farmers hate rabbits?
- 6 Why would farmers not have been able to control the rabbit population in Australia?

Now choose option A or B and circle your choice:

- A You chose for your family to live in the country.
- B You chose for your family to live in a town or city.



6 1868 Aboriginal cricket team tours

- 1 Cricket was a popular sport in Australia. Where did this cricket team come from?
- 2 Who were the members of this team?
- 3 Which country did they go to?
- 4 Why would an Aboriginal cricket team be unusual at the time?
- 5 How would sport have helped Aboriginal people?
- 6 What information would you need to decide if the Aboriginal cricket tour was a positive step in European-Aboriginal relations at this time?

Now choose option A or B and circle your choice:

- A You chose for some of your family to be Aboriginal.
- B You chose for your family not to have Aboriginal members in it.



7 1860s South Sea Islanders to Queensland

- 1 Where are the 'South Sea Islands'?
- 2 How many people were brought to Queensland from there?
- 3 Why were people brought to Queensland from there?
- 4 What work did they do?
- 5 They were 'exploited'. What does this mean?
- 6 Why would employers bring people from the South Sea Islands to work in the heat in sugar cane fields?
- 7 Why would some other workers in Australia oppose these new workers?
- 8 Many South Sea Islanders signed for several trips to Australia. Why would they do this?
- 9 What changes would this system have brought to Queensland? Discuss and decide on one social, economic, environmental and political change.
- 10 In 1902 a law was passed to deport most of the South Sea Islanders. Why might the Commonwealth parliament have passed this?

Now choose option A or B and circle your choice:

- A You chose for your family to live in Queensland and you have not moved from there.
- B You chose for your family to live somewhere other than Queensland.



8 1868 Convict transportation ends

- 1 What is 'transportation'?
- 2 Who was transported to Australia?
- 3 Where were they transported from?
- 4 When did the last boatload of transported convicts arrive?
- 5 Where did they arrive?
- 6 Who would have opposed transportation? Why?
- 7 Who might have supported it? Why?
- 8 Discuss one major social, and one major economic impact, of the ending of transportation.

Now choose option A or B and circle your choice:

- A You chose for your family to have an ex-convict member.
- B You chose for your family not to have an ex-convict member.

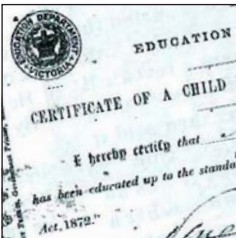


9 **1872** Overland telegraph line completed

- 1 What is a 'telegraph wire'?
- 2 What is it used for?
- 3 The wire was built from Adelaide to Darwin. At Darwin, it went along the sea floor to connect to Indonesia, and then other places, and eventually to Britain. Why would people want a telegraph line that linked Australia to Britain and other places?
- 4 Before the telegraph line, all communication was on paper (letters, newspapers), and carried between countries by ship. Why would a telegraph line be a better system of communicating between countries?
- 5 Once the information reached Darwin and then was sent to Adelaide, where else must there have been telegraph lines for it to be sent to the rest of Australia's main cities?
- 6 One historian spoke about the separation of Australia from the rest of the world in its early years as the 'tyranny of distance'. What do you think he meant by that?
- 8 How might distance have been an advantage, and a disadvantage, for Australia?

Now choose option A or B and circle your choice:

- A** You chose to include in your family a newly-migrated person (ex-convict, Chinese or new immigrant), so you may have family overseas to keep in touch with.
- B** You chose not to include in your family a newly-migrated person (ex-convict, Chinese or new immigrant), so you will not have family overseas to keep in touch with.



10 **1872** Free, compulsory and secular education

- 1 What does 'free' education' mean?
- 2 What does 'compulsory education' mean?
- 3 What does 'secular education' mean?
- 4 Where was this type of education first introduced?
- 5 What must have happened with education before then?
- 6 The new system meant that children had to stay at school between the years of 6 and 15. Why would this be good for children?
- 7 What impact would you expect this reform to have on religious schools?
- 8 What impact would you expect this reform to have on employment?
- 9 What impact would you expect this reform to have on government costs?

If you chose to have children, how many did you choose? Write in the number.



11 1880 Ned Kelly captured

- 1 What is a 'bushranger'?
- 2 Why were Ned Kelly and his gang outlawed?
- 3 Three of the gang were killed by police during a siege at Glenrowan, in Victoria. What happened to Ned Kelly?
- 4 Kelly had some local supporters and helpers. His family was part of an Irish community, he stole cattle and horses from wealthy farms, and he sometimes gave some local people some of the money stolen from banks and from the sale of the stolen property. Why might people help the outlaw gang?
- 5 Why would many other local people oppose them?
- 6 At the siege at Glenrowan Kelly planned to derail a train bringing police, reporters, civilians, and horses to help in or observe the siege. The plan was discovered and the train was stopped. If it had succeeded it would have killed many people. Today, this would be considered terrorism. Why do you think Kelly continued to have many supporters throughout Victoria, and especially in Melbourne?

Will you be a Kelly supporter or a Kelly opponent? Roll a dice and record the number.

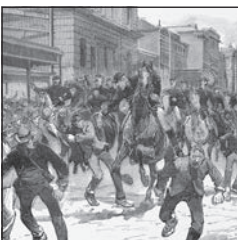


12 1887 Mildura irrigation scheme starts

- 1 What is 'irrigation'?
- 2 Why would it help increase the number of places where people could live?
- 3 Why would farmers support it?
- 4 What problems might it create?
- 5 How would this lead to the development of whole communities?

Now choose option A or B and circle your choice:

- A You think irrigation will be a good thing for your family and choose to move to Mildura.
- B You do not want to move to this new area.



13 1890-1891 Depression and strikes 1890-1891

- 1 What is a 'unionist'?
- 2 What is an 'employer'?
- 3 Why might they disagree and oppose each other over pay rates and working conditions?
- 4 What is a 'strike'?
- 5 What is a 'political party'?
- 6 Why might people such as workers form a political party?
- 7 What could a political party do to help its members and supporters?

Now choose option A or B and circle your choice:

- A You support the strikes. Roll a dice and record the number.
- B You oppose the strikes.



14 1901 Federation and the Commonwealth of Australia

- 1 What is a 'nation'?
- 2 When did Australia become a nation?
- 3 What is Australia's full name?
- 4 How many states joined together to create the nation?
- 5 This was called Federation. What does Federation mean?
- 6 Who would be likely to support, and who to oppose, Federation and the creation of a new nation?
- 7 Federation led to the creation of the Australian Constitution. Why would you need a Constitution after Federation?

Now choose option A or B and circle your choice:

- A You support Federation because it will create a new nation.
- B You oppose Federation because it might harm you economically in some way.



15 1901 White Australia Policy

- 1 What is 'immigration'?
- 2 What is 'restriction'?
- 3 What would 'immigration restriction' mean?
- 4 The policy was made to limit the number of Asians who could come into Australia. Why would people at the time want to keep some Asian people from coming to Australia. Consider two ideas: economic, and racial.
- 5 If this happened today, we would say it was racist and totally unacceptable. Why do you think most people at that time might have supported this idea?

Now choose option A or B and circle your choice:

- A You have chosen to include a Chinese person in your family.
- B You have chosen not to include a Chinese person in your family.



16 1902 Women's Vote

- 1 What is a 'vote'?
- 2 What was a 'suffragist'?
- 3 Who now got the vote for the first time?
- 4 At what age could women now vote in elections for the Commonwealth Parliament?
- 5 Why would some people oppose this idea of giving women a vote?
- 6 While women could vote in Commonwealth elections, they still could not vote in most states. How would getting the Commonwealth franchise have helped get them the vote in those states?

How many females have you chosen to include in your family? Write the number.



17 **1903** Federation strain of wheat

- 1 What is 'wheat'?
- 2 Why is wheat important?
- 3 Australia grew a lot of wheat, but there were sometimes problems. Pests could wipe out the wheat crop, or floods or droughts could ruin it. Why was experimenting with different types of wheat important?
- 4 How did William Farrer improve the wheat grown in Australia?
- 5 Discuss how the development of this new and better wheat strain would have had economic, social and environmental consequences for Australia.

Now choose option A or B and circle your choice:

- A** You chose for your family to live on or move to a farm.
B You chose for your family not to live on or move to a farm.



18 **1907** Harvester case decision

- 1 What is a 'Judge'?
- 2 What are 'wages'?
- 3 There was a special Court that could say what wages had to be paid to workers. What was that Court called?
- 4 Why was this case called the 'Harvester' case?
- 5 The judge had to decide how much a worker with an average family should be paid. How big was that family?
- 6 What do you think are the important things that a family has to be able to buy from the money they earn?
- 7 The judge wanted the employers to pay a 'fair and reasonable' wage. What do 'fair' and 'reasonable' mean?
- 8 Who might have opposed this decision, and why?
- 9 How would this decision have contributed to the idea of Australia as a 'working man's paradise' at this time?

Now choose option A or B and circle your choice:

- A** You have chosen to have an unskilled worker in your family.
B You have chosen not to have an unskilled worker in your family.



19 1909 Old age and invalid pensions

- 1 What is a 'pension'?
- 2 Why did many old age people need a pension?
- 3 What is an 'invalid'?
- 4 Why did many people who were invalids need a pension?
- 5 Who would now pay this pension?
- 6 Why do you think the Commonwealth Government would pay such a pension to these people?
- 7 How would this decision have contributed to the idea of Australia as a 'working man's paradise' at this time?

Have the original man and woman whom you chose for your family lived long enough to benefit from this pension? Roll a dice and record the number.



20 1912 Maternity allowance

- 1 What is 'maternity'?
- 2 What is an 'allowance'?
- 3 What did the Commonwealth Government give to women who were having children?
- 4 How would this help the mother and child?
- 5 How much was the allowance worth?
- 6 How would this decision have contributed to the idea of Australia as a 'working man's paradise' at this time?

Does your family include any women who are able to claim this maternity allowance? Roll a dice and record the number.

Now check your scores.

4

Check your scores

Result Sheet

SITUATION	A Choices	RESULTS	B Choices
<p>1 The main gold rush period, 1851-1854, sees a few people gain great wealth, a few go broke, and most make enough to live on only.</p>	<p>A If you go to the gold rush – roll a dice: If you roll 1, 2 or 3, you survive but do not make a fortune. Gain 1 point. If you roll 4 or 5, you go broke. Lose 3 points. If you roll 6, you discover a huge nugget and are rich! Gain 3 points. Record your score</p>	<p>B If you do not go: There are lots of jobs available because so many people have left. And, because there are few workers, you get extra pay. Gain 2 points.</p>	
<p>2 The Eureka rebels are attacked, and several die. But they achieve the changes they want to voting.</p>	<p>A You supported them, and they gained what they wanted. Gain 1 point.</p>	<p>B You opposed them, but they got what they wanted. Lose 1 point.</p>	
<p>3 The secret ballot meant that people such as employers could no longer watch who their employees voted for. This meant that elections became freer and fairer. The change to all males over 21 being able to vote meant that elections were more democratic.</p>	<p>Gain 1 point for every male in your family – they will be able to vote.</p>		
<p>4 The 8-hour day meant 8 hours of work, 8 hours of recreation, and 8 hours of rest. The skilled workers got it first, and it spread slowly to all other workers as a fair thing to do.</p>	<p>A For the skilled worker, gain 2 points.</p>	<p>B For not being skilled, gain 1 point, because you get the benefit eventually, but not straight away.</p>	
<p>5 Rabbits caused great devastation of grasslands, resulting in less food for sheep and native animals such as kangaroos. This also created erosion, with good soil being washed or blown away.</p>	<p>A Farmers are hard hit by this. Lose 2 points.</p>	<p>B You are not a farmer but it means Australia produces less wool and meat, so lose 1 point. Everybody suffers from the loss of soil and erosion.</p>	

<p>6 This is a source of real pride for Aboriginal people, and also helps non-Aboriginal people look more positively towards them.</p>	<p>A Gain 2 points.</p>	<p>B Gain 1 point.</p>
<p>7 This helps Queensland grow more sugar, and helps the South Sea Islanders who are able to send money home to their families. But some workers say they are losing their jobs to the newcomers, and that wages are lower. Also, the South Sea Islanders have to work in terrible conditions.</p>	<p>A This is both good and bad. Gain 2 points and lose 2 points.</p>	<p>B You are not directly helped or hurt by this. No change.</p>
<p>8 This meant the end of convict labour, and also the end of what was seen as a 'convict stain' — where ex-convicts were treated as socially inferior.</p>	<p>A This means the 'convict stain' in your family will soon be forgotten. Gain 1 point.</p>	<p>B This makes you feel happier, that Australia is now a free country, and not a big gaol. Gain 1 point.</p>
<p>9 This meant that news and information from overseas could arrive far more quickly, so Australians were better-informed about things. So everybody gained, not just those who had family overseas.</p>	<p>A Gain 1 point.</p>	<p>B Gain 1 point</p>
<p>10 This meant that children could not be put to work at a very young age, and that they would be able to read and write.</p>	<p>Gain 1 point for each child in your family.</p>	
<p>11 Some people supported Ned Kelly because he was a good leader, and because he helped his friends. Others were his victims.</p>	<p>If you threw 3, you are a Kelly supporter. Lose 1 point. If you threw any other number, you are opposed to Kelly. Gain 1 point.</p>	
<p>12 The irrigation meant that new farms could grow new crops. As people came, they set up new small towns with shops, schools, offices, suppliers, transportation, and churches. The original irrigation area had some problems, but grew to be a rich and valuable growing area.</p>	<p>A You gain from the farm, and the new community. Gain 2 points.</p>	<p>B You are not in the area, but it helps make Australia richer and more productive. Gain 1 point.</p>

13 The strikers suffered from no pay, and they eventually had to go back to work. But they realised that they needed a new political party to win improvements in their standard of living through Parliament. They formed the Australian Labor Party to do this for them.

A Do you benefit or suffer from the strike and the creation of a new political party?

If you threw 1-3, you survive the strike and have a new political party to help you improve your living standards in the future. Gain 2 points.

If you threw 4-6, you suffer during the strikes, but you now have new political party to help you improve your living standards in the future. Gain 1 point.

B The strikers are beaten. Gain 1 point.

But there is now a new political party to help improve the standard of living you opposed. Lose 2 points.

14 Most people wanted Federation, and most people were better off because there were more business opportunities for them.

A Federation creates a new nation. You are now Australian. Gain 4 points.

B You might have lost economically. Lose 1 point. But you are now part of a new nation. Gain 4 points.

15 The White Australia Policy restricted the number of people who could come to Australia from Asia (mainly China) to live. It did not have any impact on those who were already here.

A You still are able to live in Australia, but it shows that there was some anti-Chinese feeling at the time, which was not pleasant for you. Lose 1 point.

B It does not touch your family, but shows that there is some anti-Chinese feeling in the community, and this is not pleasant. Lose 1 point.

However, most people at the time did not worry about this, and believed that they were helping keep wages and working conditions high through this law. Gain 2 points.

16 The law meant that women could vote in Commonwealth elections, but not in all state elections. Gradually the states changed their laws so that women could vote in the states as well.

Gain 1 point for every female in your family — they will be able to vote.

17 The development of new strains of wheat made Australian wheat-growers more productive. It also helped in places overseas, such as India.

A An improvement in wheat growing meant better crops. Gain 2 points.

B While you do not benefit personally, better crops in Australia mean a richer and more productive nation for all. Gain 1 point.

18 The Harvester decision set what was known as a minimum or living wage. It meant that workers had a set and secure minimum wage that they and their families could live on.

A Workers gain from this. Gain 2 points.

B All workers gain from this, and it lifts the standard of living in Australia, and makes Australia a better place. Gain 1 point.

19 These pensions meant that many people who did not have savings and who had to rely on charity could now get an amount of money from the government. This helped to keep them out of poverty and homelessness.

If you threw 1-2: both of your original family members are alive and able to claim the pension. Gain 2 points.

If you threw 3-4: the female is still alive. Gain 1 point.

If you threw 5-6: the male is still alive. Gain 1 point.

20 This money helped women who might not have had any other money to have food for the new baby, and to afford to go to a doctor for help if needed.

If you threw 1-3: there are women in your family who are having children and who can benefit from this. Gain 1 point.

If you threw 4-6: there are no women in your family who are having children, so there is no benefit. Do not gain or lose any points.

Add up your total score:

If you scored: More than 20, your family has lived very successfully in Australia in the second half of the nineteenth century and the early twentieth century.

If you scored: Less than 20, your family has lived quite well, but been less successful than some others.

Now see how your own and your family's Defining Moments timeline will look today.

Making a *Defining Moments* timeline for you and your family

Here is an example of how you can make a timeline for yourself or your family members.


- 1 Choose three personal events to add to the timeline.
- 2 Choose three Defining Moments from the National Museum of Australia website, for events that have occurred during your or your family member's lifetime.

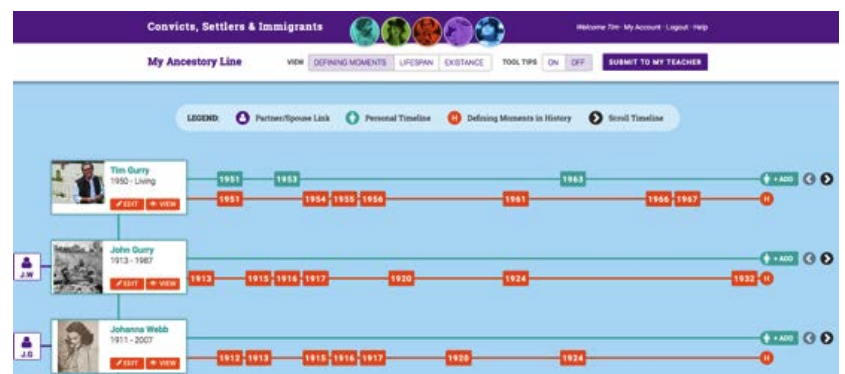
See http://www.nma.gov.au/online_features/defining_moments and go to the appropriate years. 

Name:

<p>Event:</p> <hr/> <p>Personal:</p>	<p>Event:</p> <hr/> <p>Personal:</p>	<p>Event:</p> <hr/> <p>Personal:</p>
<p>Event:</p> <hr/> <p>National:</p>	<p>Event:</p> <hr/> <p>National:</p>	<p>Event:</p> <hr/> <p>National:</p>

TIMELINE 1955 1965 1975 1985 1995 2005 2017

If your school has a subscription to the Australian History Mysteries website www.australianhistorymysteries.info you will be able to do this online, and create your own family page like this: 



Reflecting on what you have discovered

1 What do you think were the top 3 *Defining Moments* for your imaginary family? In each case briefly explain why.

1

2

3

2 List the 3 *Defining Moments* that you think were most important in the development of Australia in this period. In each case briefly explain why.

1

2

3

3 List 3 of the *Defining Moments* that you think still influence your life today. (For example, you might say the winning of the vote in 1856 (men) or 1902 (women), because they are things that we still do today.) In each case briefly explain why.

1

2

3

4 Here are some comments about what Australia was like in the period you have just looked at. Decide if you think each statement is True (T), False (F), or Cannot Be Known from the evidence (?).

Statement about Australia in the period 1851-1912:	T	F	?
Australia was in part multicultural	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
People's lives improved in the period	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia looked after the disadvantaged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australians were paid a fair wage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia had environmental problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All Australians were equal	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australia had technological innovations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All Australians were from Britain	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Some Australians were prejudiced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Australians had many rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

REMEMBER
if your school is a subscriber you can create your family *Defining Moments* timeline online at:

<https://www.australianhistorymysteries.info/csi/> 

