



EXPLORING CIVICS AND CITIZENSHIP

THROUGH A VISIT TO THE NATIONAL CAPITAL CANBERRA

TEACHERS' MANUAL

EXPLORING CIVICS AND CITIZENSHIP

Through a Visit to the National Capital, Canberra

Teachers' Manual

A classroom resource to support the PACER program

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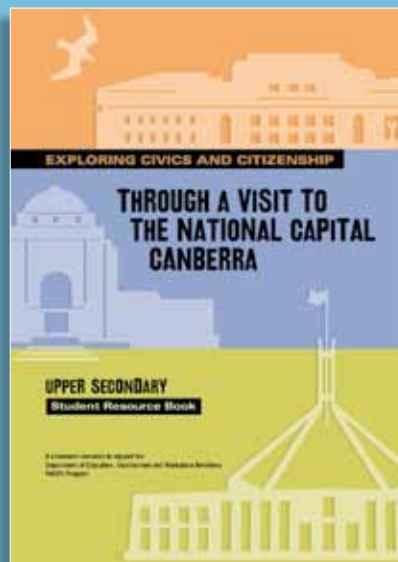
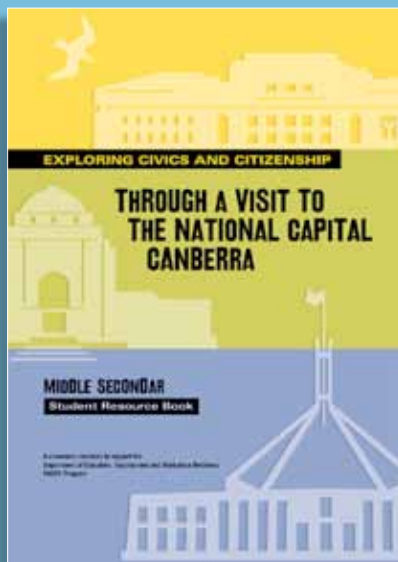
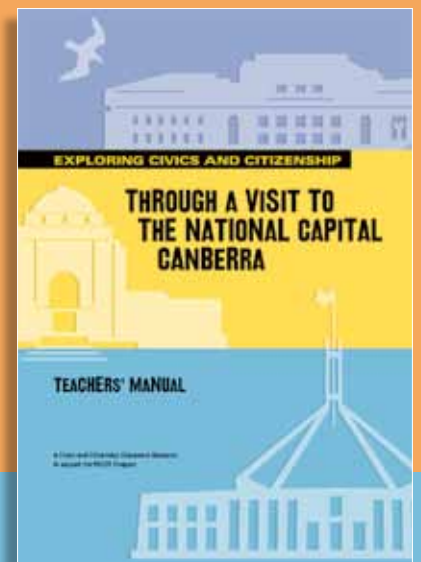
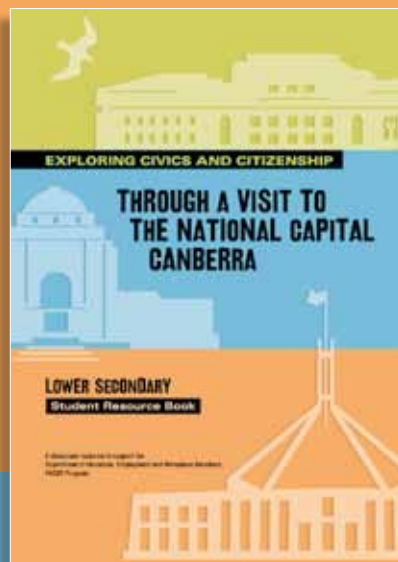
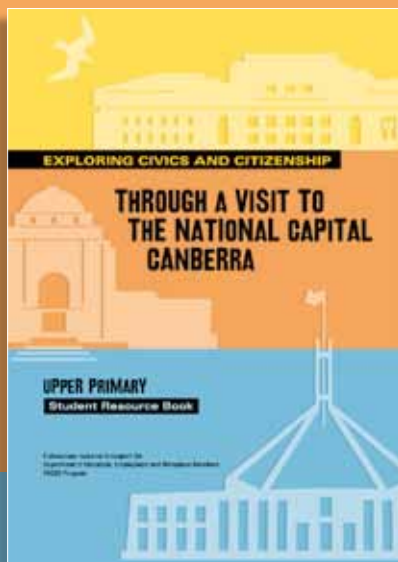
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AN OUTLINE OF THE RESOURCE



A school staffroom somewhere . . .

Who are you?

Oh, yes. I know you. You want to get me to Canberra, don't you?

But we don't really do civics and citizenship as a subject, it's integrated into various lessons. I'd like to take the students, but I can't really put together a civics and citizenship excursion.

A Civics and Citizenship Resource

I'm PACER.

I certainly do.

That's no problem, I have a resource here that is self-contained. All you need to do is follow it step-by-step and it provides a practical and rewarding educational experience for your students.

Self-contained resource

OK, but do we have to do any preparation for it?

Yes, but there is a self-contained set of activities that will only take a few hours of class time. These are all designed around the one big question: **'What will a visit to the National Capital help me learn and understand about civics and citizenship in my life?'**

Short classroom implementation time

We already know a bit and have done a few things in classes about civics and citizenship. Won't this be repetitive?

No. The activities we are providing will help students focus on and get the most out of the key sites in Canberra that you must visit.

Focus on a visit to key places in Canberra

So you are telling me that there are worksheets for the trip as well?

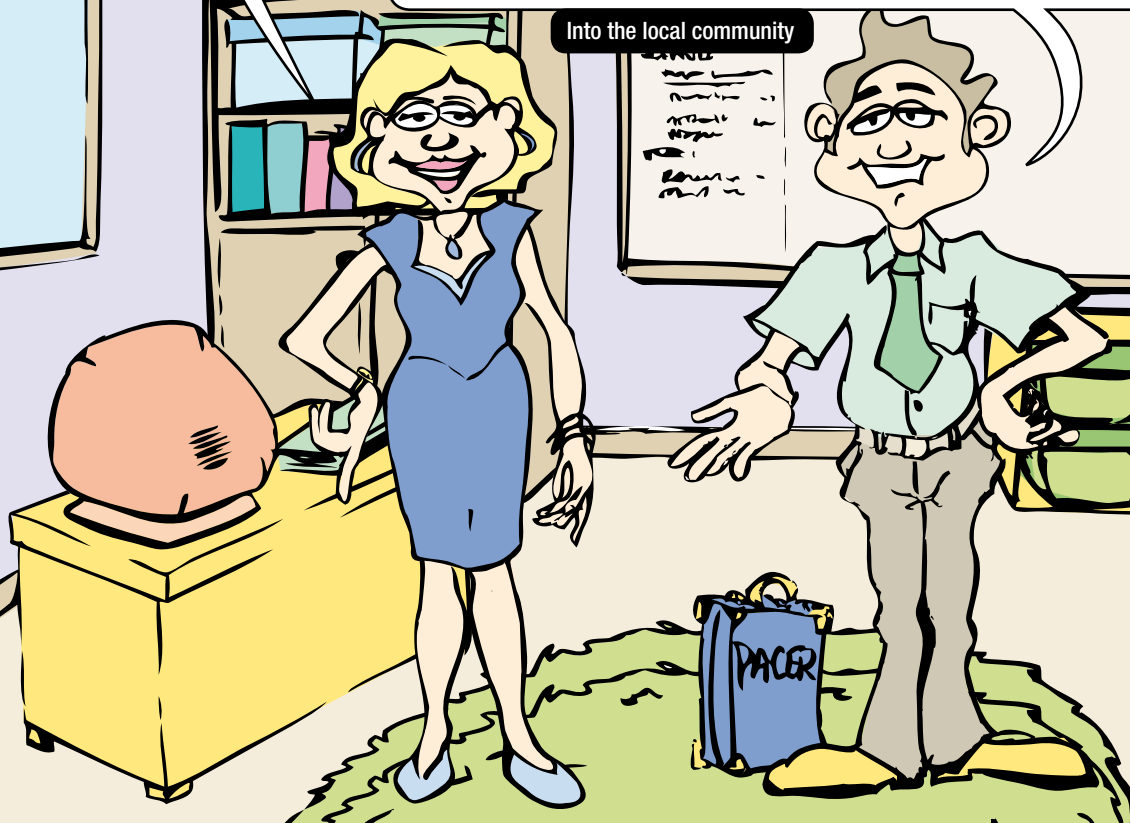
Yes. We provide students with a journal that helps them focus on a few key things at each site they visit.

A student journal

What do they do with that? It's not just 'busy work' is it?

No, they use it to complete a post-visit reflection activity that draws together the knowledge and understandings they have gained from the trip, and apply these in some way in their local community.

Into the local community



And how will I know if they have really gained extra knowledge and understanding from the trip?

There is a simple before and after 'test' that will show what knowledge and understanding has changed as a result of the resource and the excursion.

Assessing learning outcomes

OK, but I don't really know Canberra, and won't know where to go.

No problem. We require you to visit Parliament House, the Museum of Australian Democracy and/or the National Electoral Education Centre (both located in Old Parliament House) and the Australian War Memorial. We have provided the information you need about these to know what sort of programs they offer. You'll be able to organise with them what you want to do there. We also suggest other places you can visit to complement the civics and citizenship learning that is occurring. Sometimes this is as simple as getting the bus to go a certain way, to see memorials that you may not be aware of, such as the Indigenous Australians civil rights memorials in Reconciliation Place, and the memorial to the Magna Carta.

Key sites to visit

The teachers who are going will not necessarily be civics and citizenship teachers.

That's OK. The Teacher's Manual provides clear and simple explanations of what needs to be done by the students at each site. They can also learn as they go!

Support for teachers

Back to the pre-visit units – how will non-civics and citizenship teachers handle them?

Again it is all set out in simple step-by-step order, all resources are provided, and the appropriate strategies and questions are all provided. Some units are available in print format, and others are electronic interactives, to match different teachers' and students' needs and approaches.

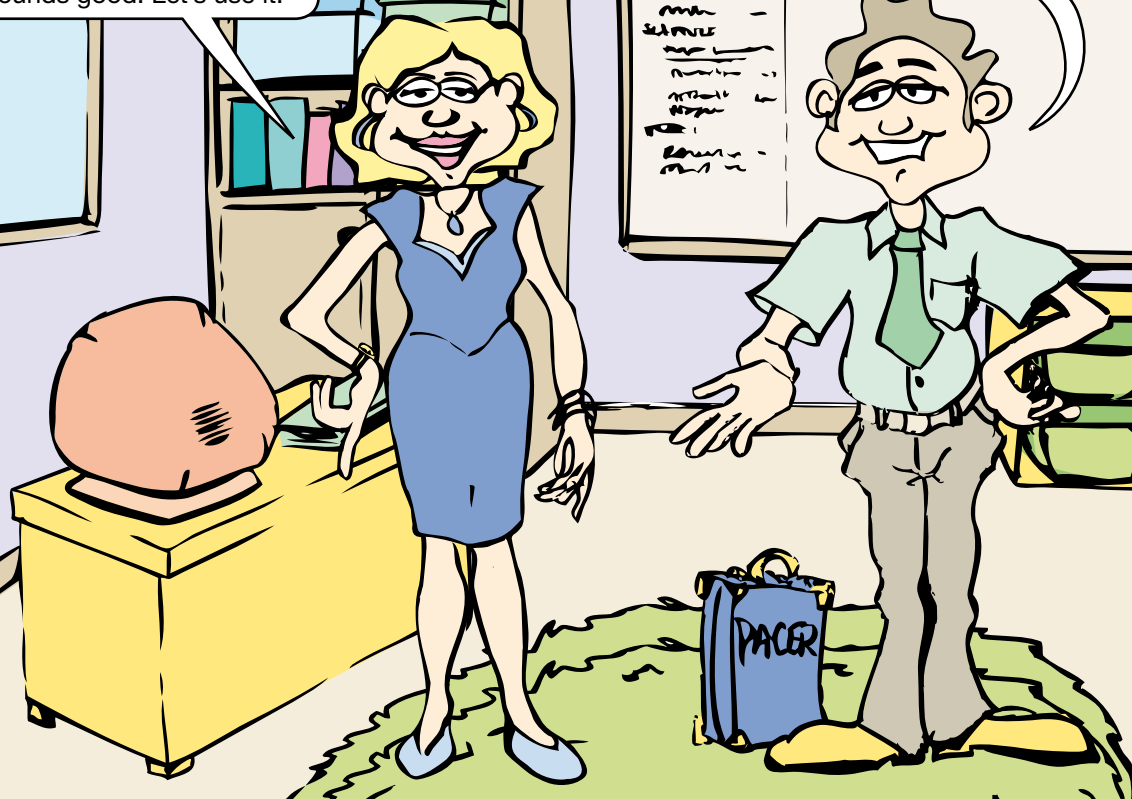
Print and electronic elements

What about all the existing civics resources – are they obsolete?

No. This resource is not a civics and citizenship course. Anything that has been taught previously will be relevant, but this one is specifically focused on getting the most out of the visit to the key institutions. It is a resource to help both teachers and students make the experience of the excursion to the National Capital better focused educationally, thereby ensuring a better and more engaging and enjoyable and rewarding educational experience for all participants.

Supplementing existing resources

Sounds good. Let's use it!



WHAT IS CIVICS AND CITIZENSHIP?



Civics and citizenship is concerned with the development of students as informed and active citizens of Australia.

Each state and territory includes Civics and Citizenship Education as part of its curriculum, though each one has a different approach towards implementing it in its schools.

The common aim of all states' and territories' curriculums is to provide students with the opportunity to develop:

- an understanding of, and commitment to, Australia's democratic system of government, law and civic life;
- the capacity to clarify and critically examine values and principles that underpin Australia's democracy and the ways in which these contribute to a fair and just society and a sustainable future;
- the knowledge, skills and values that support active citizenship and the capacity to act as informed and responsible citizens;
- an appreciation of the local, state, national, regional and global rights and responsibilities of citizenship and civic life;
- an appreciation of the experiences and heritage of Australia's Aboriginal and Torres Strait Islander peoples and their influence on Australian civic identity and society;
- an appreciation of the uniqueness and diversity of Australia as a multicultural society and a commitment to supporting intercultural understandings within the context of Australian democracy;
- an understanding of the ways in which citizens and governments contribute to environmental sustainability in local to global contexts and a commitment to adopting values, behaviour and lifestyles required for a sustainable future;
- an appreciation of the influence of media and information and communication technologies on the views and actions of citizens and governments;

- an understanding of historical perspectives on Australia's development as a democratic nation; and
- an understanding of the ways in which governance structures from other countries are similar to or differ from democracy in Australia.

These aims are achieved by Civics and Citizenship Education courses that are structured around three broadly defined aspects:

- **Government and Law** explores institutions, principles and values underpinning Australia's representative democracy including the key features of the Australian Constitution; the role of democracy in building a socially cohesive and civil society; ways in which individuals, groups and governments make decisions; how governments and parliaments are elected and formed; levels and roles of government; concepts of power, leadership and community service; the purpose of laws; and the ways in which Australia's legal system contributes to democratic principles, rights and freedoms.
- **Citizenship in a Democracy** explores the rights and responsibilities of citizens in a democratic society and the civic knowledge, skills and values required to participate as informed and active citizens in local, state, national, regional and global contexts. Australia's cultural diversity and place in the Asia-Pacific region and in the world are explored. Issues of environmental sustainability are examined as well as opportunities to learn to make decisions that build a capacity for futures-oriented thinking. The ways in which the media and information and communication technologies (ICT) are used by individuals and governments to exert influence and the influence that media and ICT have on civic debate and citizen engagement are examined. Opportunities to practise democratic values and processes in classrooms, schools and communities are included.



THE PACER PROGRAM

- **Historical Perspectives** explores the impact of the past on Australian civil society. The impact of British colonisation on Aboriginal and Torres Strait Islander peoples and their pursuit of citizenship rights are examined. The ways in which individuals, events and popular movements have influenced the development of democracy in Australia and the influence of past societies on Australian democracy are explored. The influence of local, state, national, regional and global events, issues and perspectives on Australia's changing national identities and the impact of government policy on the development of Australia as a culturally diverse nation are examined.

MCEETYA, *Statements of Learning for Civics and Citizenship*, Curriculum Corporation, 2006 at www.civicsandcitizenship.edu.au/cce/national_statements_of_learning,8990.html

The *Exploring Civics and Citizenship* resource is designed to help achieve those aspects of these outcomes that are most appropriate to an excursion to the National Capital.

The Parliament and Civics Education Rebate (PACER) provides a subsidy for schools travelling more than 150 kilometres to visit the National Capital as part of a Civics and Citizenship Education excursion. The PACER program requires students to visit three institutions:

- Parliament House, including taking a guided educational tour, and wherever possible, participating in a Parliamentary Education Office Program and meeting their local Member/Senator;
- Old Parliament House (including undertaking an education program at the Museum of Australian Democracy at Old Parliament House and/or the National Electoral Education Centre);
- the Australian War Memorial; and
- other national civic institutions where possible.

The rebate is available for students in Years 4 to 12 and is paid on a per student basis at rates varying according to the distance travelled. For details go to www.ncetp.org.au for full information on distances and subsidies and for a PACER application form.

In order to qualify for PACER, teachers must ensure the visit is part of a unit of Civics and Citizenship Education school work. This specially prepared resource will provide focus and support for the excursion, ensuring the richest possible Civics and Citizenship Education learning outcomes.

The resource includes both print and digital resources that can be implemented:

- before the trip,
- during the trip, and
- after the trip.

The resource is self-contained and can be used with students by even the least-experienced teacher.

The PACER program is funded by the Australian Government Department of Education, Employment and Workplace Relations (DEEWR).

For further information call **1300 368 248** or email admin@ncetp.org.au.

THE EXPLORING CIVICS AND CITIZENSHIP CLASSROOM RESOURCE



A resource for PACER

Exploring Civics and Citizenship is a resource that has been developed specifically to support teachers who are taking a school excursion to the National Capital.

A practical program

The resource has been created to provide an educational program that meets practical classroom realities — such as a lack of time, a crowded curriculum, and teachers who may not be experts in the area.

It is a self-contained, manageable, practical and stimulating resource for teachers to help students gain the most from their trip.

Assessing the value of the trip

The resource contains 'before' and 'after' questions for each level. These can establish how students' knowledge and understanding of elements of civics and citizenship appropriate to the excursion have changed.

Four levels

The resource can be used at four possible levels:

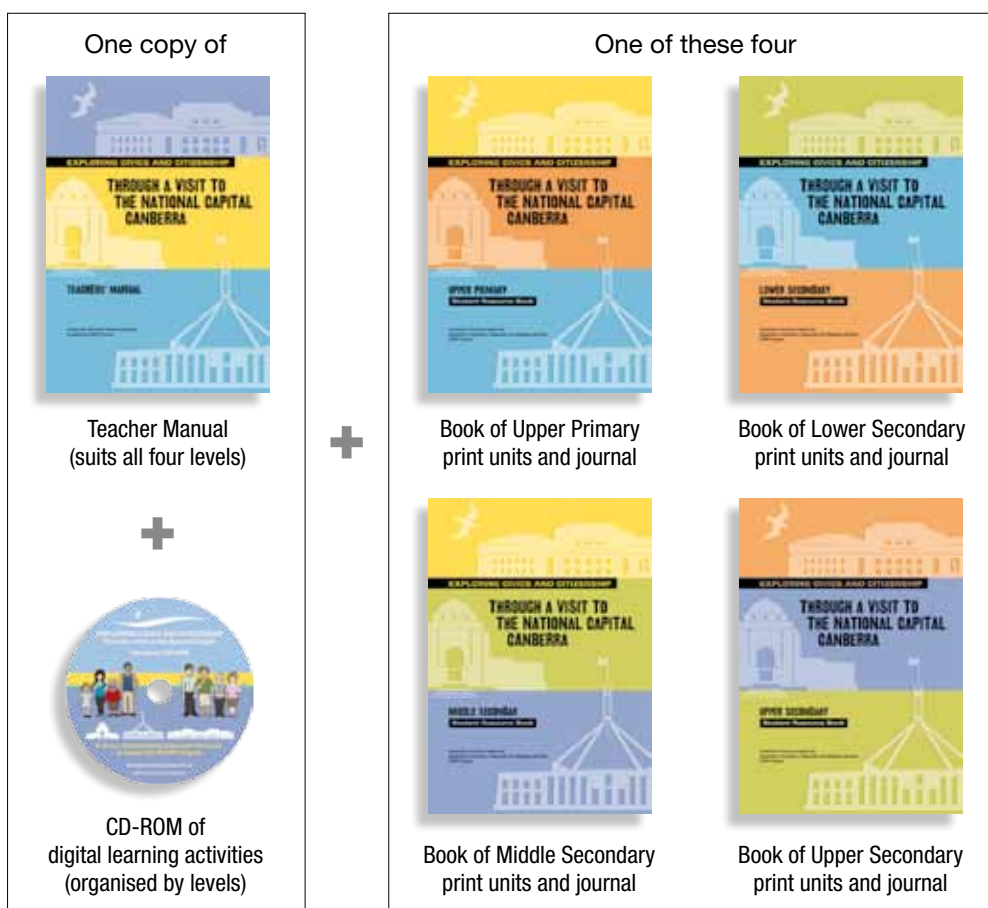
- **Upper Primary** (Years 5–6/7)
- **Lower Secondary** (Years 7–8)
- **Middle Secondary** (Years 9–10)
- **Upper Secondary** (Years 11–12).

Print and CD-ROM units and activities

It contains print and CD-ROM components that provide **pre-visit**, **visit** and **post-visit** activities. The overall focus is to help teachers gain the best possible educational outcomes for their students from their visit.

The components

The components that can be used at each level are:







Teachers' Manual	This provides suggested classroom approaches for teaching the units, as well as model answers to worksheets and other activities. It also provides a guide to some suggested resources.
Pre-visit classroom activities	<p>The resource requires teachers to undertake about three hours of preparatory classroom work with students before their excursion. The activities are designed to help students focus on the key places they will visit, and to start to engage with some key civics and citizenship concepts that are most relevant to those places.</p> <p>Each unit or activity includes practical step-by-step advice on using the different units most effectively in the classroom.</p> <p>It has been created so that all teachers, not just those who usually teach in the area, can present it as a program for students.</p> <p>The units can be implemented as part of an existing civics and citizenship program, or as totally self-contained and independent activities before the excursion.</p>
Activities during the visit	<p>The resource provides an excursion journal that students should have with them during their visit to the required places: the Australian War Memorial, Parliament House, the Museum of Australian Democracy and/or the National Electoral Education Centre (both located in Old Parliament House).</p> <p>The journal provides targeted but broad ideas for students to complete as they undertake their on-site activities at these places. They do not require students to take detailed notes — which can distract them and the presenters during the visit. Journal pages are tailored for each level and can be completed in school after the excursion. Note that the journals cannot be taken into the Museum of Australian Democracy at Old Parliament House.</p>
Post-visit activities	These are directed towards students' reflecting on what they have learned about specific aspects of civics and citizenship during their excursion, and also suggest a follow-up action dimension — with help provided to enable students to take the knowledge and understandings they have developed during the trip back into the local community.
Curriculum applicability	The resource has been constructed to complement national and each state's and territory's Civics and Citizenship Education requirements for the various levels.
Level	<p>The units have been created to reflect curriculum requirements at the indicated level — Upper Primary, Lower Secondary, Middle Secondary and Upper Secondary.</p> <p>Teachers often adapt materials from other levels for use at the level they are teaching. We recommend that teachers avoid this where possible because it may create a problem of repetition as students move to higher levels at school.</p>
Places to visit	This provides information on visiting the various national institutions. Teachers are advised to check the details for each institution they plan to visit to ensure that they are working from the latest information.
Glossary of civics and citizenship terms	This section provides a brief definition of terms that students may come across during their visit to each of the main institutions.
Using civics and citizenship resources	This is a selected list of some useful resources. Resources are being produced constantly, so teachers may find many other resources that they find useful. Websites are occasionally changed or become defunct, so teachers are advised to check URLs before recommending these to students.

A DESCRIPTION OF THE UNITS



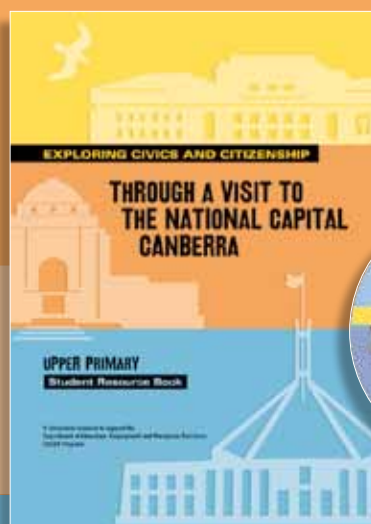
The units that are available at each level in print or digital form are:

LEVEL	PRINT	CD-ROM
UPPER PRIMARY 	<i>A visit to my member of parliament</i> Students are introduced to ways of finding out about their House of Representatives member. They understand the connection between this person and the National Capital, and the places that they are visiting there.	<i>When did it happen? Quiz</i> Students have a list of events in Australian democracy — but not the dates. They have to try to position these events in a logical and likely order. [Note that there is also a print version of this activity.]
	<i>We are standing on their shoulders</i> Students are given brief descriptions of people who have contributed to the development of Australian society through their civics and citizenship activities. They have to find the name in a word puzzle and match it to the person's description.	<i>A postcard from Australian democracy</i> Students explore symbols of Australia, and create their own postcard of symbols that express their ideas about Australian democracy as they have experienced it in the National Capital.
LOWER SECONDARY 	<i>Who has power in your life?</i> Students realise from observation that their lives are influenced by different levels of government.	<i>Parliament quiz</i> A quiz that tests students' knowledge of 15 basic features of the parliamentary system in Australia.
	<i>What does your local MP do?</i> Students 'discover' an MP's diary. What can they tell from it about who that MP is, and what he or she does in that role?	<i>Cast your vote!</i> Students learn how Australia's voting systems work by casting their votes, and then following them through the counting process.
MIDDLE SECONDARY 	<i>Creating a constitution for Australia</i> Students are representatives to a conference to create a constitution for Australia at the time of Federation. Can they overcome their individual differences and create a constitution that will bring them together?	<i>Taking a walk through history</i> A game in which two participants compete in a test of their knowledge of how Australia's democracy has developed over time. Students can complete this activity in a historical version, or a hypothetical one.
	<i>Can you influence your society?</i> Students analyse different behaviours available to an active citizen, and decide which ones are desirable and undesirable, and which ones are more likely to be effective and realistic for them.	
UPPER SECONDARY 	<i>Democracy in the National Capital</i> Students look at a series of brief stimulus materials about aspects of democracy in Australia — and prepare to 'test' these during their Canberra excursion.	<i>How does your community tell us about itself?</i> Students explore what the public memorials in an imaginary community tell us about the values of that community, and then apply the same process to a 'civics and citizenship audit' of their own community.

A STEP-BY-STEP GUIDE TO USING THE RESOURCES

Upper Primary

(Years 5–7)



To support your excursion to the National Capital with upper primary level school students there are four units of work and a student journal.

In this step-by-step guide you will find:

- an overview of the units and journal;
- links to key curriculum concepts;
- a suggested sequence of the units;
- pre and post excursion test
 - general information about the test
 - a master copy of the test for copying
 - an answer sheet for the test; and
- a guide to teaching the unit in the classroom for each activity including answer sheets where appropriate.

Upper Primary print and CD-ROM units



A visit to my member of parliament

Students are introduced to ways of finding about their House of Representatives member. They understand the connection between this person and the National Capital, and the places that they are visiting there.



When did it happen? Quiz

Students have a list of events in Australian democracy — but not the dates. They have to try to position these events in a logical and likely order. Note that there is an electronic and a print version of this activity.



We are standing on their shoulders

Students are given brief descriptions of people who have contributed to the development of Australian society through their civics and citizenship activities. They have to find the name in a word puzzle and match it to the person's description.



A postcard from Australian democracy

Students explore symbols of Australia, and create their own postcard of symbols that express their ideas about Australian democracy.



Student journal

Students have a journal that will help them record key observations during their excursion. The journal includes photographs of some places or objects associated with the key institutions they visit. There is also room to add other photos or sketches of other places or objects that they particularly like. They can be encouraged to draw or take photographs in the various institutions or to download images later from the institutions' websites.

The journal is not meant to be used to record detailed information and ideas, but rather to help students jot down a few key points or make a few key observations about the various places visited.

Most of the work on the journal can be completed in school after the excursion. Back in class students can paste the symbols in their student journals when the teacher considers it appropriate.

Curriculum applicability

The units in this resource have been developed to reflect the major emphases of the various national and state and territory Civics and Citizenship Education documents that are most likely to be seen during the Canberra excursion.

These emphases and the units in which they are reflected, are:

Civics and Citizenship curriculum emphases	UPPER PRIMARY			
	Print		CD-ROM	
	<i>A visit to my member of parliament</i>	<i>We are standing on their shoulders</i>	<i>When did it happen? Quiz</i>	<i>A postcard from Australian democracy</i>
Active citizenship	✓	✓		✓
Democratic principles and values	✓	✓	✓	✓
Development of Australian democracy			✓	✓
Elections	✓			
Features of Australian democracy	✓		✓	✓
Features of representative government	✓		✓	✓
Federal parliamentary system			✓	
Making and changing laws	✓	✓		
Roles and responsibilities of leaders	✓			

A suggested sequence for using the units

Here is a suggested approach to using the units in an integrated or sequenced way in the upper primary classroom.

BEFORE THE VISIT	<i>Pre-excursion test</i>	This will establish students' knowledge and understanding before the program.	30 mins
	<i>A visit to my member of parliament</i>	Students gain knowledge about who their MHR is and his/her connection with the National Capital.	20-80 mins
	<i>When did it happen? Quiz</i>	Students start now to understand that the system of democracy that is a part of their world did not just happen.	15 mins
	<i>We are standing on their shoulders</i>	Students learn about some of the people who have contributed to this world.	10-30 mins
	<i>A postcard from Australian democracy</i>	Students start to bring together the above elements to create a picture of democracy as they understand it. They express these ideas through symbols. These preliminary ideas will be developed further during and after the excursion.	20-30 mins
DURING THE VISIT	<i>Journal</i>	Students are directed to key places in Canberra where they will see the elements that they have been learning about in the above units.	
AFTER THE VISIT	<i>Postcard from Canberra/ My community</i>	Students 'report' back on what they discovered about their civic world as it is represented in Canberra, and again can express their ideas through symbols. They also start to look at expressions of civics and citizenship in their own communities.	30-60 mins
	<i>Post-excursion test</i>	Students and teachers see how much students' knowledge and understanding have changed as a result of the units and their Canberra excursion.	30 mins

Pre and post-excursion test: Upper Primary

An important aspect of a National Capital excursion is for teachers to know what impact it has had on students' knowledge and understanding of those aspects of civics and citizenship that they have come across in the key sites in the National Capital.

Teachers are encouraged to administer the test before introducing the units, and then again after students have returned from their excursion and have completed any final activities.

Here is a set of questions that will help teachers easily and quickly determine to some extent how the National Capital excursion has changed students' knowledge and understanding of aspects of civics and citizenship.

This activity is seen as an optional but valuable part of the excursion-related activities.

This is not seen as an activity that teachers would use in their assessment and reporting processes for students. Rather, it is a quick indicator of some changes that may occur as a result of the excursion, and that will help teachers make their own assessment of the value of such an excursion.

In introducing the questions before the excursion, teachers should stress that it is not a formal assessment item, and that its only purpose is to see if the excursion is effective.

In re-introducing the questions after the excursion, teachers should again stress the purely diagnostic nature of the activity.

PRE AND POST-EXCURSION TEST

Name _____ Class _____

- 1 Name five Australians who have been important in Australia's political history.

1 _____	4 _____
2 _____	5 _____
3 _____	
- 2 What is the capital city of Australia? _____
- 3 List five examples of national symbols or visual images that are used to represent Australia. One example has been done to help you.

1 <i>Australian flag</i> _____	4 _____
2 _____	5 _____
3 _____	
- 4 List two examples of symbols or visual images that are used to represent the state or territory you live in (such as the state flower).

1 _____	2 _____
---------	---------
- 5 For each of these events write a B beside it if it happened before 1901 or an A if it happened after 1901

<input type="checkbox"/> Most adult males get the vote <input type="checkbox"/> All adult women get the vote <input type="checkbox"/> All Aboriginal people get the vote <input type="checkbox"/> Magna Carta signed in Britain	<input type="checkbox"/> Referendum to give the Commonwealth power to make laws for Indigenous people and to count them in the census <input type="checkbox"/> Greeks develop democracy
--	--
- 6 Which of the two Houses of the Commonwealth Parliament, the Senate or the House of Representatives, has more members of parliament in it? _____
- 7
 - a How many members of parliament are there in the Senate? _____
 - b How many are from your state/territory? _____
- 8
 - a How many members of parliament are there in the House of Representatives? _____
 - b How many are from your state/territory? _____
- 9 What is the main colour that is used in the Senate? _____
- 10 What is the main colour that is used in the House of Representatives? _____
- 11 When was Old Parliament House in Canberra first opened? _____
- 12 In which city did the Commonwealth Parliament meet before Canberra? _____

- 13** What is the title of the person who is in charge of the Senate?
-
- 14** What is the title of the person who is in charge of the House of Representatives?
-
- 15** Who is the member of the House of Representatives for your electorate?
-
- 16** What is the name of your Commonwealth electorate?
-
- 17** Who or what is it named after? _____
- 18** Name two main jobs or tasks that your member of the House of Representatives carries out.
- 1 _____
- 2 _____
- 19** Here are eight people who are famous in Australian history. Beside each name write the letter of the description of that person. For example, if you think description **A** matches Isaac Isaacs, you would write **A** beside Isaac Isaacs. If you think **A** matches Samuel Griffith, write **A** beside his name. If you are not sure do not guess. Remember, this is not a real test, it is just working out what you know at the moment.
- A** I am best known as the first prime minister. I helped make Federation happen in 1901, and I later became a judge of the High Court.
- B** I was a volunteer to fight for Australia during the First World War. I fought at Gallipoli, and was awarded a Victoria Cross there — the highest award for bravery. I later tried to help people as mayor of my local area.
- C** I was the wife of a prime minister, and gave him great support. But then I became a politician myself, and became the first woman to be elected to the House of Representatives.
- D** I became the first Australian born Governor-General of Australia. This was the first time that the Australian Prime Minister nominated who should be Governor-General.
- E** You know me and my donkey from Gallipoli. I believed that I could help my fellow soldiers not by fighting, but by saving the wounded. You probably know me by my middle name, but here I am using my full name.
- F** I was a doctor, who was able to help my men who were prisoners of the Japanese during the Second World War. Though we suffered terribly, we were able to behave in an honourable way.
- G** I helped write the Commonwealth Constitution, and then became the first Chief Justice of the High Court. This meant that I helped shape the laws of Australia.
- H** I was the first Aboriginal person to be elected to the Commonwealth Parliament.
- ☐ Isaac Isaacs ☐ Samuel Griffith ☐ Edmund Barton ☐ Edward 'Weary' Dunlop
- ☐ Enid Lyons ☐ Neville Bonner ☐ Albert Jacka ☐ John Simpson Kirkpatrick

SCORE:

Before the excursion to
the National Capital:

____ / 42

After the excursion to
the National Capital:

____ / 42

Answers to the pre and post-excursion test: Upper Primary

1	Students will provide a variety of answers. The key to seeing if the National Capital excursion has had an influence is where students provide names that they have discovered from their excursion.
2	Canberra
3	1 Australian flag Other national symbols might include: indigenous animals, coat of arms, Southern Cross, indigenous flora, Parliament House, the slouch hat and rising sun badge and others. Again the key is to see if students can include symbols that they have seen during their excursion.
4	This may include the state/territory flag, flora, fauna, shape on a map, coat of arms. Students will see the state/territory symbols on the national coat of arms during their excursion.
5	Most adult males get the vote — B (Indigenous males did not get the vote then) All adult women get the vote — A All Aboriginal people get the vote — A Magna Carta signed in Britain — B Referendum to give the Commonwealth power to make laws for Indigenous people and to count them in the census — A Greeks develop democracy — B
6	House of Representatives
7	a 76 b 12 from each state, 2 from ACT and Northern Territory
8	a 150 b NSW 49, VIC 37, QLD 29, WA 15, SA 11, TAS 5, ACT 2, NT 2
9	Red
10	Green
11	1927
12	Melbourne
13	President
14	Speaker
15	To find each member and his/her electorate go to < www.aph.gov.au/house/members/index.htm >
16	To match Commonwealth electorates to suburbs go to < http://apps.aec.gov.au/eseach/ >
17	To find out the origin of electorate names go to: < www.aec.gov.au/Electorates/index.htm >
18	Represents the individual electors of the area, represents the Party, provides individuals with a means for help with Commonwealth administrative matters, helps set party policies, if a minister helps to run that aspect of government, represents the Commonwealth Government in the local area at official functions.
19	Isaac Isaacs — D Edward 'Weary' Dunlop — F Albert Jacka — B Samuel Griffith — G Enid Lyons — C John Simpson Kirkpatrick — E Edmund Barton — A Neville Bonner — H

TEACHING THE UNIT IN THE UPPER PRIMARY CLASSROOM



A visit to my member of parliament

Explanation of the unit

Every student has members of parliament representing him or her in the Commonwealth Parliament in Canberra. Students may see one or more of their representatives during the excursion, and will visit parliament to see where the representatives sit.

In this unit students think about and find out about basic aspects of parliament, and about the role of a member of parliament.

The unit provides students with a greater knowledge and understanding of what the representatives do, and may help lessen any reluctance that might exist among students approaching their parliamentary representatives at some time in the future.

The unit may take 20–80 minutes of class time, depending on how much is done by students in class, and how much at home.

Connection with the Canberra excursion

Students understand the connection between this person and Parliament House. They realise that members of parliament in the past occupied the equivalent chambers in the Museum of Australian Democracy at Old Parliament House. They will discover through their National Electoral Education Centre activities how MPs are elected to the Commonwealth Parliament. They could also arrange to be part of a wreathlaying ceremony, attended by their local member of parliament, at the Australian War Memorial.

Suggested approach in the classroom

- 1 Read or reproduce the introduction on **Resource Page 1**, or start the unit with a brainstorm about what students already know about the Houses of Parliament in the National Capital.
- 2 Reproduce or project the photographs on **Resource Page 2**. They are the House of Representatives and the Senate in Parliament House, Canberra.
Have students answer the questions.
(The answers are: 1 = House of Representatives (left) and the Senate (right); 2 = 76; 3 = green; 4 = red; 5 = in a U shape; 6 = to allow discussion with people to see each other, and be controlled by the person at the top of the U.)
- 3 Show Resource Page 3. This introduces students to the Museum of Australian Democracy at Old Parliament House. They will explore stories of Democracy and find many points of similarity and difference between the old and the new Parliament Houses.
- 4 Distribute **Resource Page 4**. The middle column allows students to speculate and hypothesise. They will be able to revise their answers after their excursion.
- 5 Similarly, **Resource Page 5** allows students to record preliminary ideas and information about their local member of the House of Representatives.
Students can complete these pages in class, or they can be encouraged to take them home and ask their families to help them with the answers.
Some of the information will need research. Information about Commonwealth MPs is available at www.parliament.gov.au.
- 6 Students may be encouraged to ask about some of these questions during their visits to Old Parliament House and Parliament House. If they meet their local MHR they should also be encouraged to ask appropriate questions.
- 7 If students do not meet their local MHR they can be encouraged to email questions to that person. It is better to do this as a whole class than as 30 separate and individual emails!

TEACHING THE UNIT IN THE UPPER PRIMARY CLASSROOM



When did it happen? Quiz

Explanation of the unit

The aim of this activity is to help students develop their knowledge and understanding that the democratic system they enjoy today did not always exist in this current form. People and forces had to make it happen.

Students create a timeline of some key developments in Australian democracy over time. By doing so they identify some of these people and forces that have shaped the system.

This will also help them appreciate that further developments to the Australian system of democracy will almost certainly occur in their own lifetimes.

The activity of creating a 'living' timeline in class will take about 15 minutes.

Connection with the Canberra excursion

Students will discover reference to a number of these events and developments during their excursion to the National Capital. There are references to some of these developments in each of the key sites: The Museum of Australian Democracy at Old Parliament House, Parliament House, the Australian War Memorial and the National Electoral Education Centre.

Suggested approach in the classroom

This can be approached as an individual, a small group or a whole class activity either in print form or as an interactive. The suggestions that follow are for a whole class print-based activity.

- 1 Start the activity by asking students to stand and then having all of the girls sit down. Explain that what you have done is to show that once females did not have a vote, but males did. Students will know that this is not the case today. You have introduced the concept of change.

Explain to students that they are going to find out about some other changes to democracy that have taken place. (If this activity is in a single sex class divide the class and make half of them the opposite gender!)
- 2 Write 1901 on the board, with an arrow pointing to the past, and one to the future:
← 1901 →. Explain or have students identify that 1901 is significant as Federation and the start of the Australian Commonwealth.
- 3 Hand out or read **Resource Page 1**. It explains the task.
- 4 Enlarge one copy of the events shown on **Resource Pages 2A and 2B**, cut the individual events out, and distribute them randomly among the class.
- 5 Students now try to sequence them. Ask such questions as 'Who has the oldest? Who has the most recent?' 'Who has the one that's next in order?' In each case students should justify their answer.
- 6 As students respond they come out to the front of the classroom and stand in their appropriate place in the sequence, and thereby create a 'living timeline'. Students may choose to change their place as they see other students coming out with their events.
- 7 They can then place these events on a class timeline. They can also create their own personal example using **Resource Pages 3A and 3B**.

Teachers may choose to give the correct answers, or may let the students make mistakes (if they do) and let them discover the correct sequence over time.
- 8 Students complete their timelines.
- 9 An optional follow up activity is for students to interview an older person and ask them about changes that have occurred in that person's lifetime.

TEACHING THE UNIT IN THE UPPER PRIMARY CLASSROOM

Answer page for When did it happen? Quiz

5th century BC	<i>Greeks invent democracy</i> — and Australia inherits the idea of it, though without the slavery that made it possible in Greece.
1100	<i>Charter of Liberties</i> — This is even older than Magna Carta, and was the first document to give some rights to ordinary people. It is British but we inherited it when the British came to Australia.
1215	<i>Magna Carta</i> — This was passed over 750 years ago, but gave us a basic right to a parliament. There several different versions of the Magna Carta, passed at different times. Australia has a copy.
1856 (1)	<i>Most men get the vote</i> — called ‘adult male suffrage’; this first happened in South Australia, over 150 years ago, and nearly 50 years before the first women gained the vote, also in South Australia.
1856 (2)	<i>Victoria is the first place in the world to introduce the secret ballot</i> — this makes sure that people cannot influence your vote, which is secret. It happened in the same year of the first adult male franchise.
1895	<i>South Australian women get the vote</i> — this happened just six years before Federation.
1901	<i>Federation and the creation of the new Commonwealth of Australia</i> — on the first day of the first month of the first year of the twentieth century.
1902	<i>Most women get the vote</i> — ‘this new Commonwealth Parliament is great, giving most women the vote within two years!’
1918	<i>Preferential voting is used for the first time in a federal election</i> — in a by-election at the end of the First World War. This is now the voting system used for all federal elections.
1925	<i>Compulsory voting is used in federal elections</i> — fourteen years after it became compulsory to enrol for federal elections in 1911.
1927	<i>Parliament moves from Melbourne to Canberra.</i>
1931	<i>Sir Isaac Isaacs is appointed as the first Australian-born Governor-General</i> — after 30 years of Federation.
1941	<i>The Australian War Memorial is opened</i> — to honour and commemorate the sacrifice of Australian citizens for their country in the First World War. It is opened during the Second World War.
1962	<i>Aboriginal people get the vote</i> — later than for other Australian men and women; five years before a referendum that gave the Commonwealth Parliament power to make laws for Aboriginal people.
1967	<i>Referendum to change the Constitution</i> — to give the Commonwealth Parliament power to make laws about Aboriginal people. This was done 67 years after the Federation.
1986	<i>Australia becomes formally independent of British Parliament’s decisions.</i>
1988	<i>Parliament moves from the temporary building in Canberra to the current Parliament House.</i>
1999	<i>Australians choose not to become a republic</i> — supporters of the republic thought it would be good to become a republic for the centenary of Federation. However, the majority of the people did not want the version of a republic that was voted on.

TEACHING THE UNIT IN THE **UPPER PRIMARY CLASSROOM**



We are standing on their shoulders

Explanation of the unit

This unit provides a fun way for students to become familiar with the names of some Australians who have contributed to our democratic characteristics, and who have been active citizens in ways that have benefited the nation.

In this unit students have statements from the person, and some clues about their name. They have to find the names hidden in the word puzzle, and match them to the appropriate statement.

It will take 10-30 minutes in class, depending on the degree of help given to students with the names.

Connection with the Canberra excursion

Students will come across some of these names during their excursion to the National Capital. These names have been marked with an asterisk.

Suggested approach in the classroom

Students can complete this unit individually or in small groups.

- 1 Ask students to nominate some famous people in Australian history.
- 2 Distribute **Resource Pages 2-5** among individuals or small groups. Students are unlikely to know who many are or what their names might be. You can assist students by distributing or revealing the names or students can take the sheets home to involve their families in the exercise.
There is approximately the same number of people to research on each page.
- 3 Once students have identified the names of these important citizens, they can try and find them among the set of letters on **Resource Page 6**.
- 4 An optional additional task is for students to research one of these people or another figure they come across in Canberra.



Solution to Resource Page 6

			S	E	T	A	B	Y	S	I	A	19 D	K	E		11 C	P						T		
			N								K	23 E	C	C		A		O					T	30 M	
L			N			16 W					C	L	I	U		R		L					A	A	
E			Y	S		I					A	I	R	R		M		N					V	C	
V	H	R	L	N		L	9 E	H	1 E		J	Z	T	B		E		U					E	P	
U	N	E	F	I	S	L	D	T	D		T	A	A	T		N		D				S	E	H	
A	I	P	N	K	N	I	I	I	M		R	B	P	N		15 L	Y					C	R	E	
H	E	O	H	R	O	A	T	F	U		E	E	K	A		A		R	Y	27 J	N	A	E	R	
C	T	O	O	E	Y	M	H	F	N		B	T	R	R	Y	W		A	E	E	O	A	V	S	
S	S	C	J 22	P	L	B	C	I	D		L	H	I	G	E	R		E	R	S	S	S	T	O	
E	D	M		S	D	R	O	R	B		A 2	K	K	Y	N	E		W	O	S	W	I	R	N	
L	L	A		E	I	A	W	G	A			E	N	R	G	N	A	D	L	I	A	C	E	R	
R	O	I		L	N	G	A	L	R			N	O	A	N	C	R	R	F	E	L	A	B	O	
A	G	L		R	E 3	G	N	E	T			N	S	M 24	A	E	A	A	D	S	Y	A	R	B	
H	A	L		A				U	O			Y	P		T	B	M	W	R	T	R	S	E	E	
C 28	D	I		H				M	N			M		Y	R	A	D	A	R	N	I 8	H 13	R		
	I	W 26		C 7				A				I		H	A	N	E 12	W	E	E			T		
	V 25							S 5				S		T	G	C		O	E	H 21			S		
												N		O	G	A		H 14	T				O		
												H		R		M							N		
					17 C		H	A	R	L	E	S	Y	O	C	O	N	N	O	R					
												J 6		D 4		A	S								
R	E	N	N	O	B	E	L	L	I	V	E	N 10					E								
		20 J		A	C	K	M	U	N	D	E	Y					J 29								
18 H		E	N	R	Y	B	O	U	R	N	E	S	H	I	G	G	I	N	S						

- | | | |
|----------------------------|--------------------------|-------------------------|
| 1 Edmund Barton | 11 Carmen Lawrence | 21 Henry Lawson |
| 2 Albert Jacka | 12 Edward 'Weary' Dunlop | 22 John Flynn |
| 3 Enid Lyons | 13 Herbert Vere Evatt | 23 Elizabeth Kenny |
| 4 Dorothy Tangney | 14 Howard Florey | 24 Mary Grant Bruce |
| 5 Samuel Griffith | 15 Lawrence Bragg | 25 Vida Goldstein |
| 6 John Simpson Kirkpatrick | 16 William Bragg | 26 William Cooper |
| 7 Charles Perkins | 17 Charles Y O'Connor | 27 Jessie Street |
| 8 Isaac Isaacs | 18 Henry Bournes Higgins | 28 Charles Chauvel |
| 9 Edith Cowan | 19 Daisy Bates | 29 Jean Macnamara |
| 10 Neville Bonner | 20 Jack Mundey | 30 Macpherson Robertson |

TEACHING THE UNIT IN THE UPPER PRIMARY CLASSROOM



A postcard from Australian democracy

Explanation of the unit

In this electronic unit students create two postcards. The first represents Australian democracy utilising visual images and symbols such as animals, flowers, flags and other symbols that are used in Australia.

After they have chosen their symbols and placed them in their postcard they explain what those symbols mean and why they have chosen them.

The second postcard is specifically related to Canberra and can be created after the excursion.

The aim of the unit is to increase students' visual literacy so that they will be better able to identify and interpret the symbols they will see during their visit to the National Capital.

The activity will take 20-30 minutes in class.

Connection with the Canberra excursion

The National Capital is rich in symbols of the nation. Students will discover a range of symbols used in Canberra, particularly at the Museum of Australian Democracy at Old Parliament House and Parliament House.

Suggested approach in the classroom

The activity can be carried out by students working individually or in pairs, and could be done as a whole class activity in a computer lab or where students have individual computers, as an enrichment or reward activity in class, as a library assignment or at home.

- 1 Ask students to identify a number of common symbols. Now ask them to identify a number of symbols that can be used to represent Australia.
- 2 Explain that they will be able to explore these symbols, and to create their own postcard using symbols, in the interactive exercise on the CD-ROM.
- 3 Students now work through the first part of the electronic activity individually or in pairs, creating a postcard that represents how democracy can be seen in their own community.
- 4 The postcards can then be printed out.

Note that the activity cannot be saved. It must be done as a single and uninterrupted activity. If a student does need to interrupt the activity he/she can print out the completed postcard to date and quickly reconfigure it again at the start of the next session.

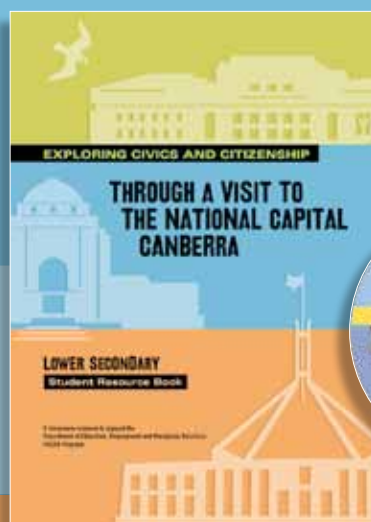
- 5 Students are then asked to explain what the symbols in the postcard mean. They can again print out the postcard, this time with their explanations of the symbols.
- 6 The final element, which can be completed after the excursion to Canberra, is for students to create a postcard from Canberra drawing on images provided.



A STEP-BY-STEP GUIDE TO USING THE RESOURCES

Lower Secondary

(Years 7–8)



To support your excursion to the National Capital with lower secondary level school students there are five units of work and a student journal.

In this step-by-step guide you will find:

- an overview of the units and journal;
- links to key curriculum concepts;
- a suggested sequence of the units;
- pre and post-excursion test
 - general information about the test
 - a master copy of the test for copying
 - an answer sheet for the test; and
- a guide to teaching the unit in the classroom for each activity including answer sheets where appropriate.

Lower Secondary Print and CD-ROM Units



Parliament quiz

A quiz that tests students' knowledge of 15 basic features of the parliamentary system in Australia.



Cast your vote!

Students learn how Australia's voting systems work by casting their votes, and then following them through the counting process.



Who has power in your life?

Students realise from observation that their lives are influenced by different levels of government.



What does your local MP do?

Students 'discover' an MP's diary. What can they tell from it about who that MP is, and what he or she does in that role?



How does your community tell us about itself?

Students explore what the public memorials in an imaginary community tell us about the values of that community, and then apply the same process to a 'civics and citizenship audit' of their own community.



Student journal

Students have a journal that will help them record key observations during their excursion. The journal includes photographs of some places or objects associated with the key institutions they visit. There is also room to add other photos or sketches of other places or objects that they particularly like. They can be encouraged to draw or take photographs in the various institutions or to download images later from the various institutions' websites.

The journal is not meant to be used to record detailed information and ideas, but rather to help students jot down a few key points or make a few key observations about the various places visited.

Most of the work on the journal can be completed in school after the excursion. Back in class students can paste the symbols in their student journals when the teacher considers it appropriate.

Curriculum applicability

The units in this resource have been developed to reflect the major emphases of the various national and state and territory Civics and Citizenship Education documents that are most likely to be seen during the Canberra excursion.

These emphases and the units in which they are reflected, are:

Civics and Citizenship curriculum emphases	LOWER SECONDARY				
	Print		CD-ROM		
	<i>Who has power in your life?</i>	<i>What does your local MP do?</i>	<i>Parliament quiz</i>	<i>Cast your vote!</i>	<i>How does your community tell us about itself?</i>
Active citizenship	✓			✓	✓
Australian Constitution		✓	✓		
Democratic principles and values	✓				✓
Development of Australian democracy			✓		
Elections				✓	
Features of Australian democracy	✓	✓	✓	✓	
Features of representative government	✓		✓		
Federal parliamentary system		✓	✓	✓	
Federation		✓			
Making and changing laws	✓	✓			
Purpose of laws	✓				
Roles and responsibilities of leaders	✓				✓
Three levels of government		✓	✓		

A suggested sequence for using the units

Here is a suggested approach to using the units in an integrated or sequenced way in the lower secondary classroom.

BEFORE THE VISIT	<i>Pre-excursion test</i>	This will establish students' knowledge and understanding before the program.	30 mins
	<i>Parliament quiz</i>	Students focus on the key features of the Australian parliamentary democracy system.	10-30 mins
	<i>Cast your vote!</i>	They focus specifically on the nature of voting.	15-30 mins
	<i>Who has power in your life?</i>	They then consider how power is divided between the three levels of government.	15-30 mins
	<i>What does your local MP do?</i>	They investigate the role of their local member of parliament.	20 mins
	<i>How does your community tell us about itself?</i>	Students now start to look around them, at evidence of civics and citizenship in what a hypothetical society tells them about itself.	20-30 mins
DURING THE VISIT	<i>Journal</i>	Students are directed to key places in Canberra where they will see the elements that they have been learning about in the above units.	30-60 mins
AFTER THE VISIT	<i>Your community</i>	Finally, they focus their knowledge and understanding back in their own community.	30-60 mins
	<i>Post-excursion test</i>	Students and teachers can see how much students' knowledge and understanding have changed as a result of the units and their Canberra excursion.	20 mins

Pre and post-excursion test: Lower Secondary

An important aspect of a Canberra excursion is for teachers to know what impact it has had on students' knowledge and understanding of those aspects of civics and citizenship that they have come across in the key sites in the National Capital.

Teachers are encouraged to administer the test before introducing the units, and then again after students have returned from their excursion and have completed any final activities.

Here is a set of questions that will help teachers easily and quickly determine to some extent how the National Capital excursion has changed students' knowledge and understanding of aspects of civics and citizenship.

This activity is seen as an optional but valuable part of the excursion-related activities.

This is not seen as an activity that teachers would use in their assessment and reporting processes for students; rather, it is a quick indicator of some changes that may occur as a result of the excursion, and that will help teachers make their own assessment of the value of such an excursion.

In introducing the questions before the excursion, teachers should stress that it is not a formal assessment item, and that its only purpose is to see if the excursion is effective.

In re-introducing the questions after the excursion, teachers should again stress the purely diagnostic nature of the activity.

PRE AND POST-EXCURSION TEST

Name _____ Class _____

1 List 5 areas of your life where:

(A) The Commonwealth Parliament has power:

1 _____ 4 _____

2 _____ 5 _____

3 _____

(B) The state or territory parliament has power:

1 _____ 4 _____

2 _____ 5 _____

3 _____

(C) Local government has power:

1 _____ 4 _____

2 _____ 5 _____

3 _____

2 List 5 things a member of the House of Representatives does as a member of parliament.

1 _____ 4 _____

2 _____ 5 _____

3 _____

3 How many members of parliament represent you in the Commonwealth Parliament?

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20

4 Explain what preferential voting means. _____

5 List 3 ways you might see civics and citizenship in your community.

1 _____ 3 _____

2 _____

Answer the following questions about the parliamentary system:

6 How many Houses of Parliament are there in the Commonwealth Parliament?

☐ a 1 ☐ b 2 ☐ c 3 ☐ d 4

7 The Speaker keeps order in the House of Representatives. How is the Speaker chosen?

☐ a By the Prime Minister☐ b By a vote of all Members of the House of Representatives☐ c By the whole parliament☐ d Voters choose that person at an election

8 Who is the leader of the government?

☐ a Premier ☐ b Governor-General ☐ c Prime Minister ☐ d President9 At what age can you vote in parliamentary elections? ☐ a 16 ☐ b 18 ☐ c 21 ☐ d 25

- 10** Is voting in Federal elections compulsory or voluntary?
- ☐ **a** Compulsory ☐ **c** It depends on which state you are in
- ☐ **b** It is optional ☐ **d** Voluntary
- 11** How does a person become Prime Minister? He/she is:
- ☐ **a** Elected by all members of the Parliament
- ☐ **b** Selected by the Governor-General
- ☐ **c** The person with the most votes at an election
- ☐ **d** Chosen by the party that forms the Government
- 12** Who is Australia's Head of State
- ☐ **a** Governor-General ☐ **c** Prime Minister
- ☐ **b** Monarch (current King or Queen) ☐ **d** Speaker of the House of Representatives
- 13** How long is a member of the House of Representatives elected for?
- ☐ **a** 2 years ☐ **b** 3 years ☐ **c** 4 years ☐ **d** 5 years
- 14** What is the voting system used to elect people to the House of Representatives?
- ☐ **a** Preferential voting ☐ **c** Direct democracy
- ☐ **b** Democratic representation ☐ **d** Equal representation of electorates
- 15** When is an election held for the Commonwealth Parliament?
- ☐ **a** On a fixed day ☐ **c** When set by the Prime Minister
- ☐ **b** When set by the Governor-General ☐ **d** When set by the Prime Minister and approved by the Governor-General
- 16** How is the balance between Commonwealth and state responsibilities divided in the Constitution?
- ☐ **a** The Constitution does not specifically deal with dividing responsibilities between the states and the Commonwealth
- ☐ **b** Both the Commonwealth's and the states' responsibilities are set out in the Constitution
- ☐ **c** The Commonwealth's responsibilities are defined in the Constitution, and the states have responsibilities for all other matters
- ☐ **d** The states' responsibilities are defined in the Constitution, and the Commonwealth has responsibility for all other matters
- 17** How can the Australian Constitution be changed?
- ☐ **a** By referendum ☐ **c** By the Australian Parliament
- ☐ **b** By the Governor-General ☐ **d** By the Prime Minister
- 18** How are most human rights protected in Australia?
- ☐ **a** In the Australian Bill of Rights ☐ **c** In the Australian Constitution
- ☐ **b** In each state's and territory's Bill of Rights ☐ **d** In Acts of Parliament
- 19** How do we form a government in the Commonwealth Parliament?
- ☐ **a** The party with a majority in the House of Representatives
- ☐ **b** The party with a majority in the Senate
- ☐ **c** The party with a majority overall in the Parliament
- ☐ **d** The party which received the most votes in total
- 20** Where does the Commonwealth Parliament sit?
- ☐ **a** Canberra ☐ **b** Sydney ☐ **c** Melbourne
- ☐ **d** It sits in different capital cities periodically

SCORE:

Before the excursion to
the National Capital:

____ / 40

After the excursion to
the National Capital:

____ / 40

Pre- and Post-excursion Test: Lower Secondary — Answers

1	<p>a Answers could include exclusive powers (such as defence, taxation, currency) or concurrent powers, and powers where the Commonwealth has an influence through tied grants (such as in health and education). Teachers can refer to the powers set out in s.51 of the Australian Constitution on page 6 of the Student Resource Book.</p> <p>b Answers could include: health, transport, police, energy, schools, main roads, railways.</p> <p>c Answers could include local responsibilities such as parking, baby health centres, rubbish, local parks and gardens and sporting areas.</p>
2	Answers may include activities associated with legislation, party policy, representation in the Parliament, representation of people in the local electorate, participation in local functions and ceremonies (such as citizenship ceremonies and commemorative ceremonies at the Australian War Memorial).
3	Commonwealth electors in states have 1 representative in the House of Representatives, and 12 in the Senate, a total of 13. Commonwealth electors in territories have 1 representative in the House of Representatives, and 2 in the Senate, a total of 3.
4	Where voters are able to nominate the candidates in the order in which they are preferred by the voter. If the candidate preferred by the voter gains the lowest number of votes, then the voter's second preference is taken into account until one candidate has an absolute majority.
5	Answers could refer to individual activities, group activities, institutions that exist to promote the common good, institutions that provide services or the administration of services that are created by legislation, institutions that are party political.
6	B – 2
7	B – By a vote of all members of the House of Representatives.
8	C – Prime Minister
9	B – 18
10	A – Compulsory
11	D – Chosen by the party that forms the government
12	B – The Monarch, who is represented in Australia by the Governor-General, is the Head of State although the actual duties of the office are carried out for the Commonwealth by the Governor-General.
13	B – 3 years
14	A – Preferential voting
15	D – When set by the Prime Minister and approved by the Governor-General.
16	C – The Commonwealth's responsibilities are defined in the Constitution, and the states have responsibilities for all other matters.
17	A – By referendum
18	D – In Acts of Parliament
19	C – The party with the majority in the House of Representatives.
20	A – Canberra

TEACHING THE UNIT IN THE LOWER SECONDARY CLASSROOM



Parliament quiz

Explanation of the unit

Parliament quiz is a fun way for students to start thinking about civic knowledge relevant to the Parliament and the excursion to Canberra. It is an electronic unit which can be done individually, in small groups or as a whole class activity. There are 15 questions and for each question, there is a comment on that issue as well as some possible changes for further consideration.

The purpose of *Parliament quiz* is to:

- familiarise students with the basic concepts of the parliament and knowledge about parliaments;
- demonstrate that the system they will see during their excursion to the National Capital is not static, but is subject to change and improvement; and
- introduce students to further research topics on possible parliamentary changes.

The activity will take about 10-15 minutes of class time.

Connection with the Canberra excursion

Students will come across some aspect of each of the questions in this quiz at Parliament House and Old Parliament House in particular. If they are familiar with the concepts raised here, they will have a more valuable experience on the excursion.

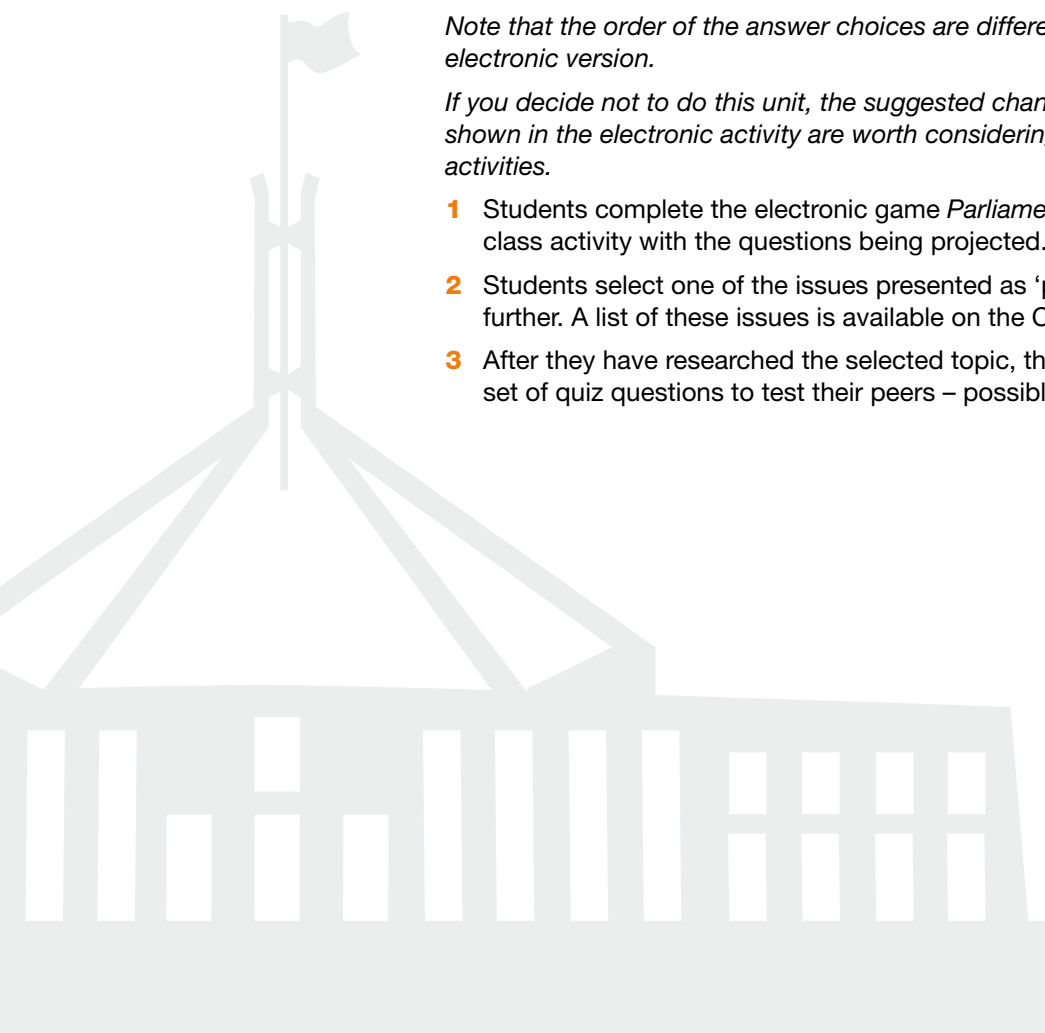
Suggested approach in the classroom

You can make this activity part of the pre-visit test as questions 6-20 of the pre-visit test are the same as the questions in this activity. Alternatively, you can use the print version and ignore the CD-ROM activity. Students should take this as an individual activity if it is part of the pre-test.

Note that the order of the answer choices are different in the print version to the electronic version.

If you decide not to do this unit, the suggested changes to parliamentary practice shown in the electronic activity are worth considering as individual or group research activities.

- 1** Students complete the electronic game *Parliament quiz* individually or as a whole class activity with the questions being projected.
- 2** Students select one of the issues presented as 'possible changes' to research further. A list of these issues is available on the CD-ROM.
- 3** After they have researched the selected topic, the students can create their own set of quiz questions to test their peers – possibly on the excursion.



TEACHING THE UNIT IN THE LOWER SECONDARY CLASSROOM



Cast your vote!

Explanation of the unit

In this CD-ROM activity students find out how Commonwealth members of parliament are selected through the election process (although in this case they are voting for different sports).

Students can participate in:

- the 'first past the post' system; and/or
- the preferential vote system used to elect members of the House of Representatives; and/or
- the quota system used to elect Senators.

This virtual voting experience will help students engage with some of the major issues associated with the system of voting that they will soon all be required to participate in as active citizens.

This activity will take 15-30 minutes of class time.

Connection with the Canberra excursion

Students actively participate in a vote at the National Electoral Education Centre (NEEC). This activity will prepare them for that experience.

The NEEC takes students through one of the three electoral systems above (House of Representatives, Senate, Referendum). This activity allows students to experience the other two that are not covered in their NEEC visit.

Suggested approach in the classroom

In this electronic activity the user votes and his/her vote is added to 49 others that have been computer generated.

- 1 Introduce the unit by asking students to think about how voting affects their lives — for example, do they have a vote for their Student Representative Council (SRC) representatives?
- 2 Students work through the unit either individually, or as a class activity covering voting in referenda (optional); first past the post voting and preferential voting using the quota system. If necessary, you can break the unit up and cover different aspects of voting at different times.
- 3 After the activity, students should discuss:
 - what they want from a voting system (e.g. fairness, certainty)
 - whether we have a good system
 - which of the different alternatives is best.
- 4 As a follow-up activity encourage students to collect resources and report on how their next state or federal election is conducted.



TEACHING THE UNIT IN THE LOWER SECONDARY CLASSROOM



Who has power in your life?

Explanation of the unit

We are all subject to a range of laws that apply at three levels of government. In this unit students identify which level of government (Commonwealth, state/territory or local) makes laws that influence different aspects of their lives. It also introduces section 51 of the Constitution which lists the main areas where the Commonwealth Parliament is authorised to make laws. The unit includes individual or small group work as well as research work. You might choose to complete this unit after students have visited Canberra.

Being aware of these levels will help students to be active and effective citizens in accessing services and in interacting with the different levels of political systems if necessary.

The classroom activities will take 15-30 minutes.

Connection with the Canberra excursion

During their Canberra excursion students are helped to identify those areas where the Commonwealth's power and responsibility can be seen, including ways in which the Commonwealth is involved in people's lives (see step 5 below).

Suggested approach in the classroom

- 1 Have students name or identify the three levels of law and rule-making (Commonwealth, state or territory and local) that exist in their lives. Ask them to consider why there are different levels of laws and rules.
[Note: Canberra is the one Australian state or territory that has only two levels of government, there being no local government level.]
- 2 Have students read and discuss **Resource Page 1**. This can be done as a whole class activity or small groups can be allocated a few of the list to research and report on. In class discussion at the end ask students to consider why it might be important to know which level of government is involved with different aspects of their lives. A key point will be so that students can identify the appropriate level to approach if there are problems, or if they are seeking change.
- 3 **Resource Page 2** is a reproduction of s.51 of the Australian Constitution. It lists the main areas where the Commonwealth Parliament is authorised to make laws. Allocate a few of the powers from (i) to (xxxv) to small groups so that all 35 powers are allocated. Each group can be responsible for listing one real life example of how each power can be seen in real life. For example, the power in s.51(ii) is taxation; the student's answer might be 'my mum pays income tax'. In some cases the student will identify a real life example easily; in others, such as s.51(xxxiv), it will be a challenge. Allow students time to research the power, both through an internet search and by discussing it with their family at home. Students report to the whole class on their findings about the powers they have researched.
- 4 Now have students look at **Resource Page 3**. They should create their own stories related to the Commonwealth's areas of responsibility. This can be done before or after the Canberra excursion.
- 5 Students will see a variety of examples of Commonwealth areas of responsibility during their excursion. Students have a page in their journals that lists the s.51 powers. They can play 'spotto' and try to identify one person, place or object that they see during the excursion for each of the powers. Note that this activity assumes that students have completed step 3 and understand what each of the powers listed involves.



Answers to Resource Page 1

Note that in some cases Commonwealth power exists in areas that are nominally state ones — this is because of the increase in Commonwealth powers through tied financial grants and High Court interpretations of the External Affairs power in the Australian Constitution. These are marked*.

Area where laws are made that might affect you	Commonwealth	State/Territory	Local
Taxation	✓		
Immigration	✓		
Police		✓	
Rubbish collection			✓
Defence	✓		
Swimming pools			✓
Trade	✓		
Baby health centres			✓
Hospitals	✓*	✓	
National parks	✓		
Street lighting			✓
Trains		✓	
Fishing	✓	✓	
Daylight saving		✓	
Sporting ovals			✓
Electricity supply		✓	
Schools	✓*	✓	
Food packaging	✓		
Courts		✓	
Environment	✓*	✓	
Street parking			✓
Social security	✓		

TEACHING THE UNIT IN THE **LOWER SECONDARY CLASSROOM**



What does your local member of parliament do?

Explanation of the unit

The purpose of this unit is for students to gain a better understanding of what a member of the House of Representatives actually does.

The unit involves research, discussion, class work and possibly some homework.

It will take approximately 40 minutes of class time.

Connection with the Canberra excursion

The Museum of Australian Democracy at Old Parliament House, Parliament House and the National Electoral Education Centre are all associated with members of parliament — how they are elected, and what their roles are. There will be opportunities, especially in the Museum of Australian Democracy at Old Parliament House, for students to find answers to the questions about the past (**Resource Page 3**). They could also arrange a wreathlaying ceremony, attended by the school's local member of parliament, at the Australian War Memorial.

Suggested approach in the classroom

- 1 This unit can be simply introduced by asking students if they know who their local member of the House of Representatives is.
- 2 Have students look at **Resource Page 1**.
- 3 Students can now tackle **Resource Page 2** on a hypothetical member of a parliament. Students should be able to justify their answer to question 2 by reference to the evidence. If a definition is needed of what is meant by each of the three areas, the simplest answer is parliamentary activities are those that are done within the parliament; political party activities are those done as part of a membership of that group; and electoral activities are those things done in the member's local area.
- 4 **Resource Page 3** can be partially completed in school or at home before the excursion, but there will be opportunities, especially in the Museum of Australian Democracy at Old Parliament House, for students to find answers to the questions about the past.

Students can be encouraged to invite a local member of parliament to visit their class.



Answers to Resource Page 2

1

Diary entries:

Note that many of the answers could be Electoral or Parliamentary. A person could be invited to local electorate events because he or she is a member of parliament. In these answers we have suggested that:

P is the answer when the member is carrying out a function in Parliament

E is the answer when the member is carrying out a task within the electorate.

1	<i>Address the annual general meeting of the local hospital board.</i>	E
2	<i>Ask a question of the Minister for Immigration during Question Time.</i>	P
3	<i>Attend the local community festival.</i>	E
4	<i>Be at the electorate office to help constituents.</i>	E
5	<i>Go to a fundraiser for the local branch of my political party.</i>	pp
6	<i>Make a short speech at a local citizenship ceremony.</i>	E
7	<i>Make a speech supporting a Bill that has been introduced into the lower House by the Minister for Defence.</i>	P
8	<i>Open a new library at the local secondary school.</i>	E
9	<i>Present a petition from local constituents asking for improvement in country bus services.</i>	P
10	<i>Attend a session of the parliamentary committee investigating possible changes to Australian citizenship laws.</i>	P
11	<i>Talk to a local school group during their tour of Parliament House.</i>	E & P
12	<i>Take part in a meeting of all party members to plan what Bills will be introduced into parliament this session.</i>	P
13	<i>Talk to a local lobby group seeking support to build a new bridge in the locality.</i>	E
14	<i>Visit the local primary school and talk to students.</i>	E

2

Commonwealth Parliament (6, 7, 10)
Lower House (7)
Government (7, 12)
Backbencher (2, 7)
Major party (12)

3

Students' own ideas.

4

Students' own ideas.

Answers to Resource Page 3

How does a member of the Commonwealth Parliament today compare with one in 1901 and one in 1927?

During your excursion to Canberra you will learn about life in the Commonwealth Parliament in 1927 (at the Museum of Australian Democracy at Old Parliament House) and today at Parliament House.

Here are some questions about the life of a member of the House of Representatives then and now.

Complete this table for them. You will know some answers already and you will find out some during your excursion, but you will have to research some of them as well.

Aspect of life of an MHR	1927	Today
1 How would an MP from Western Australia travel to Canberra?	Train	Aeroplane
2 How many female members are there in the House of Representatives?	Nil	See www.aph.gov.au/library/parl/39/womennow.htm for numbers in the current Parliament
3 How many male members are there in the House of Representatives?	76	See www.aph.gov.au/whoswho/index.htm for numbers in the current Parliament
4 What is the name of the Speaker?	Sir Littleton Groom	See www.aph.gov.au/whoswho/index.htm for the current Speaker
5 For how long a period (in years) is the MHR elected at each election?	3	3
6 What is the main colour of the chamber in which the MHR sits?	Green	Green
7 What Coats of Arms are in the House of Representatives?	British Royal Coat of Arms	Australian Coat of Arms
8 What is the name of the Prime Minister?	Stanley Bruce	See www.aph.gov.au/whoswho/index.htm for the current Prime Minister
9 What party does he or she belong to?	Nationalist Party	See www.aph.gov.au/whoswho/index.htm for the current Prime Minister's party affiliation
10 What is the name of the Governor-General?	Rt Hon J L B Stonehaven	See www.aph.gov.au/whoswho/index.htm for the current Governor-General
11 What does the Speaker wear?	Traditional robes, lace jabot and wig	A robe with no jabot or wig
12 What is shown on the coat of arms at the entrance to the building?	Australian and British Coats of Arms	Australian Coat of Arms

You can see a paper on the 1927 Parliament at www.aph.gov.au/Library/pubs/rp/2000-01/01RP25.htm.

TEACHING THE UNIT IN THE LOWER SECONDARY CLASSROOM



How does your community tell us about itself?

Explanation of the unit

Civics and citizenship values are all around us. The communities we live in contain physical clues or markers that tell us what that community values and how it works. These markers may be the institutional buildings of citizenship (such as government offices, police stations, churches and voluntary welfare organizations), as well as deliberately constructed objects that proclaim certain ideas and values. Memorials are the best example of this — with their explicit statement about what the community wishes to acknowledge as worthy of commemorating.

In this electronic activity students ‘interrogate’ a set of memorials to find out what they mean and how they represent civics and citizenship values and attitudes in a hypothetical community.

At the end of the activity students can print a guide to investigating or mapping civics and citizenship in their own community.

This activity will take 30-40 minutes in class.

Connection with the Canberra excursion

Students see many public expressions of civic values and attitudes in the National Capital. This activity will help them to interrogate and interpret these expressions of public values.

Suggested approach in the classroom

*Print and distribute **Resource Page 1**. The memorials in the electronic activity are presented as generic memorials. However they are all based on real memorials as per the list at the bottom of the next page.*

- 1** Introduce the activity by asking students about war memorials in the local area and what these tell us about that place. Students will know that the memorials tell us about what happened (war, deaths, dates) and can then easily be helped to understand that these are also telling us something of the values and attitudes of that community to these events (pride, loss, patriotism).
- 2** The electronic activity will work best as an individual or two-person one. Students may work on it in class or at home.
 - As they come across a series of memorials in a park students ask questions of each memorial. The memorials’ answers indicate some of the values that a community might want to publicly proclaim about itself.
 - After the students have questioned all memorials they have to agree or disagree with a set of civic statements about that community and nominate at least one memorial that is evidence to support that statement.
 - Students can see what the memorials ‘say’ are the values that are expressed in them.
 - Students create their own memorial that expresses an aspect of citizenship that they value.

**Suggested
approach in
the classroom**

- 3 After they have completed the electronic activity students should apply their understanding to their own local community. Distribute **Resource Page 1** and ask students to look around their own community and prepare a civics and citizenship map or report of that community. They identify memorials and heritage places as well as places and institutions that involve aspects of civic life (such as local government offices, churches, memorials, clubs) and identify the citizenship values that they represent (such as service to the community, respect for law, helping others, being considerate of others, contributing to community life.) Likely places where citizenship can be seen in a community include buildings (such as courts, schools, churches), parks and public areas, public transport, and even private areas, such as inside cars and inside shops.
- 4 The same approach can be taken with the excursion to Canberra so that students observe memorials, buildings and civic institutions and interpret what their National Capital is telling them about itself.

The memorials in this activity were based on:

- Yagan Memorial in Perth
- Judge Redmond Barry Memorial in Melbourne
- Governor La Trobe Memorial in Melbourne
- Modern civic sculptures in various capital cities
- Local memorials to the Ievers family members in Melbourne
- Burke and Wills Statue in Melbourne
- Queen Victoria Statue in Adelaide
- War memorials in many suburbs and country towns
- Eight Hour Day Memorial in Melbourne
- Pioneer Woman Commemorative Park in Adelaide
- Robert Garran Statue in Canberra
- Anti-Conscription Memorial at Nuriootpa in South Australia
- Indigenous gardens in many local communities.





WHERE CAN YOU FIND CITIZENSHIP IN YOUR COMMUNITY?

‘Citizenship’ is the way people behave in their community. Conversely, the way people behave influences the nature of that community. For example, people who help others create a community that is more equal and just. People whose behaviour harms others can create a community in which life is less harmonious. Even small actions — such as picking up your dog’s waste on a walk, or letting a car move into your lane — can influence your community.

Now that you have an idea of what is meant by ‘citizenship’ and why it is important, your task is to find where citizenship can be found in your community.

To do this you need to draw up a map of your community. Then prepare a key that shows where different places involving some aspect of citizenship are located and what aspect of citizenship they show.

This will be easy for some places – for example, a local court is directly related to laws. But where will you find other aspects of citizenship, like ‘helping neighbours’ or ‘behaving responsibly’ or ‘respecting others’ opinions’?

In addition, notice what memorials and heritage places there are in your community. What do these tell you about your community?

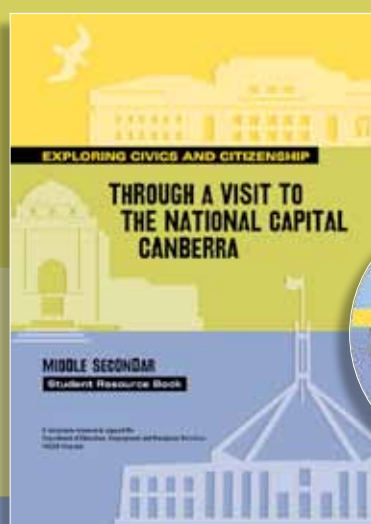
Summarise your information in a table like this. One example has been done to help you.

Place where aspects of citizenship may be located in a community	What does this place have to do with citizenship?
Local court	The court enforces laws – and good citizenship involves people obeying laws that are there for the benefit of the community.

A STEP-BY-STEP GUIDE TO USING THE RESOURCES

Middle Secondary

(Years 9–10)



To support your excursion to the National Capital with middle secondary level school students there are three units of work and a student journal.

In this step-by-step guide you will find:

- an overview of the units and journal;
- links to key curriculum concepts;
- a suggested sequence of the units;
- pre and post-excursion test
 - general information about the test
 - a master copy of the test for copying
 - an answer sheet for the test; and
- a guide to teaching the unit in the classroom for each activity including answer sheets where appropriate.

Middle Secondary Print and CD-ROM Units



Taking a walk through history

A game in which two participants compete in a test of their knowledge of how Australia's democracy has developed over time.



Creating a constitution for Australia

Students are representatives to a conference to create a constitution for the new nation, Australia, for 1901. Can they overcome their individual differences and create a constitution that will bring them together?



Can you influence your society?

Students analyse different behaviours available to an active citizen, and decide which ones are desirable and undesirable, and which ones are more likely to be effective and realistic for them.



Student journal

Students have a journal that will help them record key observations during their excursion. The journal includes photographs of some key places or objects associated with the key institutions they visit. There is also room to add other photos or sketches of other places or objects that they particularly like. They can be encouraged to draw or take photographs in the various institutions, or to download images later from the institutions' websites.

The journal is not meant to be used to record detailed information and ideas, but rather to help students jot down a few key points or make a few key observations about the various places visited.

Most of the work on the journal can be completed in school after the excursion.

Back in class students can paste the symbols in their student journals when the teacher considers it appropriate.

Curriculum applicability

The units in this resource have been developed to reflect the major emphases of the various national and state and territory Civics and Citizenship Education documents that are most likely to be seen during the Canberra excursion.

These emphases and the units in which they are reflected, are:

Civics and Citizenship curriculum emphases	MIDDLE SECONDARY		
	Print		CD-ROM
	<i>Creating a constitution</i>	<i>Can you influence your society?</i>	<i>Taking a walk through history</i>
Active citizenship	✓		✓
Australian Constitution	✓		✓
Democratic principles and values	✓	✓	✓
Development of Australian democracy	✓		✓
Features of Australian democracy	✓	✓	✓
Features of representative government	✓		
Federation	✓		
Roles and responsibilities of leaders	✓		
Three levels of government	✓		

A suggested sequence for using the units

Here is a suggested approach to using the units in an integrated or sequenced way in the middle secondary classroom.

BEFORE THE VISIT	<i>Pre-excursion test</i>	This will establish students' knowledge and understanding before the program. ▼	30 mins
	<i>Taking a walk through history</i>	Students find out how much they know about the development of Australia's democratic system. ▼	30-40 mins
	<i>Creating a constitution for Australia</i>	They simulate the creation of the Australian Constitution in 1901, and compare the decisions then with what they think is appropriate today. ▼	45-70 mins
	<i>Can you influence your society?</i>	Students now consider how people can be active citizens, and the ways that are more likely to be effective. ▼	20 mins
DURING THE VISIT	<i>Journal</i>	Students explore all the above elements during their Canberra tour. ▼	30-60 mins
AFTER THE VISIT	<i>Post-excursion test</i>	Students and teachers can see how much students' knowledge and understanding have changed as a result of the units and their Canberra PACER visit.	30 mins

Pre and post-excursion test: Middle Secondary

An important aspect of a Canberra excursion is for teachers to know what impact it has had on students' knowledge and understanding of those aspects of civics and citizenship that they have come across in the key sites in the National Capital.

Teachers are encouraged to administer the test before introducing the units, and then again after students have returned from their excursion and have completed any final activities.

Here is a set of questions that will help teachers easily and quickly determine to some extent how the National Capital excursion has changed students' knowledge and understanding of aspects of civics and citizenship.

This activity is seen as an optional but valuable part of the excursion-related activities.

This is not seen as an activity that teachers would use in their assessment and reporting processes for students. Rather, it is a quick indicator of some changes that may occur as a result of the excursion, and that will help teachers make their own assessment of the value of such an excursion.

In introducing the questions before the excursion, teachers should stress that it is not a formal assessment item, and that its only purpose is to see if the excursion is effective.

In re-introducing the questions after the excursion, teachers should again stress the purely diagnostic nature of the activity.



PRE AND POST-EXCURSION TEST

Name _____

Class _____

1 In what year did the Australian Constitution come into effect? _____

2 What does a constitution do?

3 What does the Australian Constitution say about these matters:

a The balance of powers between the two Houses

b The balance of powers between the states and the Commonwealth

c The place of God in the Constitution

d The Commonwealth's power to make laws affecting the environment

4 List 5 ways a person might try to bring about political change in a society.

1 _____

2 _____

3 _____

4 _____

5 _____

5 In 1972 an Aboriginal protest site was set up in Canberra. What was it, and why was it set up?

- 6** What is the meaning of 'terra nullius' in Australian civic history?
- _____
- _____
- 7** Who first claimed Australia as a British possession?
- _____
- 8** Name 4 democratic developments or changes that occurred in all or parts of Australia before Federation.
- 1** _____
- 2** _____
- 3** _____
- 4** _____
- 9** What were 'Legislative Assemblies' in Australia before 1901?
- _____
- _____
- 10** In what decade did the first group of Australian women gain the vote? _____
- 11** In what year did Federation occur in Australia? _____
- 12** In what year did the Commonwealth Parliament move to Canberra? _____
- 13** In what decade were women first elected to the Commonwealth Parliament? _____
- 14** Who was Eddie Mabo?
- _____
- _____
- 15** What was the 'Aboriginal referendum' of 1967?
- _____
- _____
- 16** In which city did the Commonwealth Parliament first meet? _____
- 17** What happened to the Australian colonies after Federation?
- _____
- _____
- 18** In what decade did all adult Aboriginal people gain the vote for Commonwealth elections?
- _____

SCORE:

Before the excursion to
the National Capital:

____ / 28

After the excursion to
the National Capital:

____ / 28

Pre and Post-excursion Test: Middle Secondary — Answers

1	1901
2	It defines the areas in which a body such as a parliament can make laws. (Students may also add that it provides rules about the working of the law-making body.)
3	<p>a Both Houses have equal powers, except that only the House of Representatives can initiate money bills. Government is formed in the House of Representatives.</p> <p>b The powers of the Commonwealth Parliament are defined. Some are exclusive to the Commonwealth; some are shared by the Commonwealth and the states' and territories' parliaments. Those that are not specifically mentioned remain with the states and territories.</p> <p>c God is mentioned in the preamble; the Commonwealth is not allowed to make any laws that advantage one religion over any other.</p> <p>d The Commonwealth was not given this power. However, High Court interpretations of sections of the Constitution, such as the 'External Affairs' power, mean that the Commonwealth has power over environmental matters in an international context (such as World Heritage areas).</p>
4	Possible ways include: vote in an election, join a political party, write letters to newspapers, petition parliament, do something to get media attention to the issue, protest publicly, see your local MP, write to your local MP, write to the minister, write to the Prime Minister, stand for parliament, boycott, strike, speak to others, lobby, join a pressure group.
5	The Aboriginal Embassy or Tent Embassy; it was set up as a protest against the Commonwealth's rejection of Aboriginal land rights claims at Yirrkala.
6	It refers to the legal principle by which the British claimed sovereignty over Australia (starting in 1770) without having to conquer or negotiate with the Indigenous people. The belief was that there were no recognisable 'chiefs' with whom the British could negotiate, therefore the land was 'belonging to nobody'.
7	James Cook in 1770 claimed the east coast, then Governor Phillip in 1788 extended the claim further west. Finally the British Government in 1829 claimed the whole of Australia (unifying the two areas previously known as New Holland and New South Wales).
8	Answers might include: partial male suffrage, partial female suffrage, implementation of secret ballot, payment of MPs, establishment of Legislative Assemblies.
9	They were the elected legislatures in the colonies.
10	South Australia introduced female suffrage (for all adult women) in 1895.
11	1901 (1 January)
12	1927 (9 May)
13	The 1940s — Dorothy Tangney in the Senate, Enid Lyons in the House of Representatives, both at the 1943 election.
14	The Torres Strait Islander who took a Native Title claim to his land on the island of Mer to the High Court in 1992. He actually lost his personal claim to the land (and had died before the judgement was made), but the principle of Native Title was established by his case.
15	A referendum to change two discriminatory sections of the Australian Constitution. The changes allowed Aboriginal people to be counted in the census and Commonwealth Parliament to make laws about Aboriginal people.
16	Melbourne (from 1901 – 1927).
17	They became 'states'. The two territories were added later.
18	The 1960s. Some Aboriginal people had the right to vote in state or territory elections before then, but were often discouraged or even excluded. In 1962 amendments to the <i>Commonwealth Franchise Act</i> meant that all Aboriginal adults now had the same voting rights in Commonwealth elections and referenda as all other adult Australians.

TEACHING THE UNIT IN THE MIDDLE SECONDARY CLASSROOM



Taking a walk through history

Explanation of the unit

This electronic unit contains two alternative ways for students to investigate change over time in the development of some key features of Australia's democratic system from 1770 to the present.

In one version students can test their knowledge of the historical developments that have occurred since 1770. They select what they believe happened at each stage; receive a score and an explanation of the event.

In the alternative approach the emphasis is less historical and more based on the key concepts. Students are the decision makers and have to decide what they would do if faced with various situations. In this version they do not receive a score (as there are no right or wrong answers, only choices), but they do see what happened in Australia's past when decision-makers faced those same issues in their historical context.

The purpose of this unit is to help students appreciate that the various elements of the democratic system they will see in the National Capital did not just happen all at once — they developed and changed over time as a result of people's actions and choices.

It should take about 30-40 minutes in class.

Connection with the Canberra excursion

Students will see and hear references to many of the major events and democratic developments that are included in this activity, particularly at Parliament House, Old Parliament House and the Australian War Memorial. There is a page in the student journal specifically on this topic.

Suggested approach in the classroom

- 1 Ask students to nominate a few characteristics of their democracy and their civic and citizenship rights. For each identified characteristic, ask the students: 'How long do you think Australians have had this?' Then invite students to find out by taking their 'walk' through history.
- 2 If the school has the facility for projecting the CD-ROM images the activity can be done by the whole class together. Alternatively students can work through the activity individually.

As noted above, the activity can be used to test historical knowledge or it can be done to consider issues and concepts, with the student making a decision of what they would do in such a situation. Participants then:

 - consider each scenario and select one of the offered choices
 - print a summary of answers made (this shows the question, the choices, the answer given and the additional comment about the issue).
- 3 At the end ask students to decide which of the events they now consider to have been the most important or significant ones in shaping Australian democracy. Use this to lead into a class discussion and a creation of a 'Top 5' Hall of Fame events, with justification being given for their inclusion.
- 4 On the excursion, students should identify how the National Capital tells the story of our developing democracy and nationhood and enter this information in the specific page of their student workbook.

TEACHING THE UNIT IN THE MIDDLE SECONDARY CLASSROOM



Creating a constitution for Australia

Explanation of the unit

In this unit students have to decide on ten issues that faced the people of the 1890s as they moved to become a federated nation. These issues shaped the Constitution that came into effect on 1 January 1901.

By working through this process students will:

- better understand the division of powers that exists in the Constitution;
- better appreciate that nature of the compromises that were required to effect a political union; and
- better realise that the Constitution embodies important principles, but in a particular historical context.

The activity could take 45-70 minutes in class.

Connection with the Canberra excursion

Students will see and hear references to many of the major events and democratic developments that are included in this activity, particularly at Parliament House, the Museum of Australian Democracy at Old Parliament House and the Australian War Memorial. There is a page in the student journal specifically on this topic.

Suggested approach in the classroom

- 1 Explain to students that they have been given the task of creating a new nation. Whether or not it comes into existence depends on their negotiation, communication and influencing skills. Hand out **Resource Page 1** and read through the instructions.
- 2 Summarise the key story of Federation — that by the late nineteenth century the six Australian colonies were separate, each with their own parliaments. They wanted to join together to create a new nation and had to meet to work out a constitution — which would include a way of dividing or allocating powers between the existing colonies (to become ‘states’) and the new Commonwealth Government, which would deal with national matters. This was achieved through a series of meetings, and popular votes on the proposed constitution that resulted from these meetings.
- 3 Divide the class into small groups (groups of six allow each group member to represent the interests of one colony). Hand out **Resource Pages 3A and 3B** and **4-9**. These give students information on ten issues and some alternative possibilities of how those issues could be addressed in the Constitution. They also provide information on the attitudes of the six colonies towards each of those issues. Some colonies feel strongly about certain issues and less strongly about others. Often the colonies have competing views on issues.
- 4 Explain the rules as set out on **Resource Page 2**. You might also give students a copy of this page.
- 5 Students must now work in groups to decide on the best solution for each of the ten issues. If they fail to meet the needs of the six colonies, they will not achieve Federation.

- 6 When the decisions have been made hand out **Resource Page 10**. Have students record their own decisions in column 1. They now add up the figures opposite their decision. They do this both for the vertical column, and for the horizontal row.

If they have achieved 16+ in every vertical column and 10+ in every horizontal column, they have succeeded! They can create a Constitution. If they have achieved less than this in any one column, they need to select different option/s that will bring them success.

Students will also be interested to hear the actual decisions made in the 1890s which were:

1 A — but other parts of the Constitution have meant that the Commonwealth Parliament has been able to expand its influence into areas that were never considered to be areas where they would pass legislation, such as education and health.

2 B — the Houses were given equal power, except that the House of Representatives is the only one that can introduce money bills, and it is the one where government is formed.

3 C — to make sure that the smaller states could combine to block or delay legislation that was seen to be too much in favour of the two largest states, New South Wales and Victoria.

4 B — but only after parliamentary delegates investigated several possibilities, before choosing Canberra.

5 C — the parliament decided in 1902 that all adult women (other than Indigenous women) should have the vote in Commonwealth elections.

6 B — most Aboriginal people did not get the vote, or were not encouraged or allowed to vote in Federal elections and referenda until 1962.

7 C — but in 2008 the Commonwealth gained control of the allocation of the waters of the Murray and its tributaries when the states voluntarily handed over their powers to it.

8 A — the east-west rail link was completed in 1909.

9 A — the preamble to the Constitution calls on ‘the Blessing of Almighty God’, but within the Constitution itself the Commonwealth Parliament is forbidden to make laws that make any religion the official Australian one, or force any particular religion on people, or require a government employee to have a particular religion, or to stop people freely exercising their religious beliefs.

10 B — but the Commonwealth is increasingly able to make laws in these areas through other heads of power, such as the Corporations and External Affairs ones.

- 7 The final class discussion should bring out ideas about:

- the need to compromise,
- the Constitution reflects its own times and people’s values then (some issues that we consider important today were not at all contentious then),
- attitudes and values are different now (most noticeably in regard to the need for national environmental powers).

- 8 An optional extension is for students to explore whether they would make any changes to the Constitution and if so, to explain the referendum process that would be necessary for such changes to be made.



TEACHING THE UNIT IN THE MIDDLE SECONDARY CLASSROOM



Can you influence your society?

Explanation of the unit

In this activity students explore a range of ways of being an active citizen. They consider the strengths and weaknesses of each and consider which types of activity they are most likely to use themselves.

The unit should take about 20 minutes of class time.

Connection with the Canberra excursion

Parliament is a place where students may see a variety of examples of active citizens trying to bring about change:

- members of parliament work in the chambers for change;
- Parliament has petitions presented to it, seeking changes;
- members of parliament are lobbied by interest groups;
- media often call for and promote changes in their reporting of parliament;
- there are occasionally protests outside the Parliament building; and
- students will see a famous protest outside Old Parliament House — the Aboriginal Tent Embassy protest that commenced in 1972 and has been there continuously since 1992.

Students will also be exposed to the work of citizens at the Australian War Memorial, including those who have fought for our country and those who work as peacekeepers in other parts of the world.

Suggested approach in the classroom

1 Introduce the concept of active citizenship through a discussion about the Aboriginal Tent Embassy near Old Parliament House, covering who is involved, why it is there and how the Tent Embassy operates. Encourage questions, but try not to provide answers as students will work out their own answers from the activity that follows.

2 Have students look at **Resource Pages 1 and 2**. There are many different ways of trying to achieve change. Some are more effective than others. Much depends on the circumstances.

Discuss the strengths and weaknesses of each of the suggested methods as a whole class or small groups can be allocated a few of the actions to consider before reporting back to the whole class. Students might also identify some other actions which could be taken. These can be added to the list on **Resource Page 2**.

Note: At this stage students are not being asked what are the best ways, only what are possible ways.

3 Students can now select what they think are likely to be the most effective actions. As a class you might see if there is agreement on which are considered to be the most effective.

4 Students now look at **Resource Page 3**. They identify the scale of the situation, nominate what is likely to be the best and most effective approach and consider whether in reality they would do this or not.

5 It is important to point out to students that active citizenship is not necessarily about protesting, or trying to bring about change. Active citizenship can also involve everyday behaviour that is designed to fit within an existing system and make it work effectively, not necessarily to change it. Discuss the nature of active citizenship before identifying some active citizens and their contributions to the community.

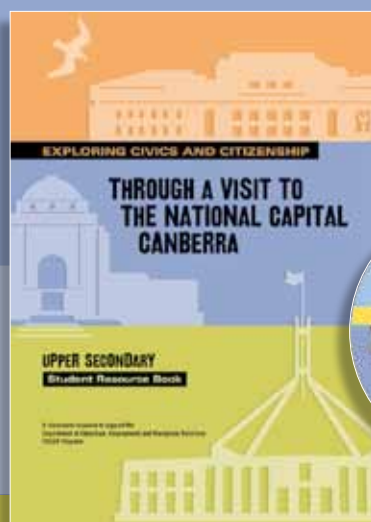
6 An optional extension activity is for students to observe the Aboriginal Tent Embassy protest on their excursion to Canberra, then research it further after the excursion or they could undertake a specific research case study of an issue that affects or interests them.

7 Students may also talk to their local member of parliament during the excursion, if that has been organised, or back at school. They might ask questions about what most influences him or her in bringing about change.

A STEP-BY-STEP GUIDE TO USING THE RESOURCES

Upper Secondary

(Years 11–12)



To support your excursion to the National Capital with upper secondary level school students there are two units of work and a student journal.

In this step-by-step guide you will find:

- an overview of the units and journal;
- links to key curriculum concepts;
- a suggested sequence of the units;
- a guide to teaching the unit in the classroom for each activity.

Upper Secondary Print and CD-ROM Units



Democracy in the National Capital

Students look at a series of brief stimulus materials about aspects of democracy in Australia — and prepare to ‘test’ these during their Canberra excursion.



How does your community tell us about itself?

Students explore what the public memorials in an imaginary community tell us about the values of that community, and then apply the same process to a ‘civics and citizenship audit’ of their own community.



Student journal

Students have a journal that will help them record key observations during their excursion. The journal includes photographs of some key places or objects associated with the key institutions they visit. There is also room to add other photos or sketches of other places or objects that they particularly like. They can be encouraged to draw or take photographs in the various institutions, or to download images later from the institutions’ websites.

The journal is not meant to be used to record detailed information and ideas, but rather to help students jot down a few key points or make a few key observations about the various places visited.

Most of the work on the journal can be completed in school after the excursion.

Curriculum applicability

The units in this resource have been developed to reflect the major emphases of the various national and state and territory Civics and Citizenship Education documents that are most likely to be seen during the Canberra excursion.

These emphases and the units in which they are reflected, are:

Civics and Citizenship curriculum emphases	UPPER SECONDARY	
	<i>Democracy in the National Capital?</i>	<i>How does your community tell us about itself?</i>
Active citizenship	✓	✓
Australian Constitution	✓	✓
Democratic principles and values	✓	✓
Development of Australian democracy	✓	✓
Elections	✓	✓
Features of Australian democracy	✓	✓
Features of representative government	✓	✓
Federal parliamentary system	✓	✓
Federation	✓	✓
Global citizenship	✓	✓
Making and changing laws	✓	✓
Purpose of laws	✓	✓
Roles and responsibilities of leaders	✓	✓
Three levels of government	✓	✓

A suggested sequence for using the units

Here is a suggested approach to using the units in an integrated or sequenced way in the upper secondary classroom.

BEFORE THE VISIT	<i>Pre-excursion test</i>	If given at this level, it will establish students' knowledge and understanding before the program. ▼	20 mins
	<i>How does your community tell us about itself?</i>	Students look at how a virtual community can represent its civic values, leading to a 'civics and citizenship audit' of the students' own community. ▼	15 mins
	<i>Democracy in the National Capital</i>	Students speculate and hypothesise about a number of aspects of the Australian democratic system. ▼	60-120 mins
DURING THE VISIT	<i>Journal</i>	Students explore all the above elements during their Canberra tour. ▼	
AFTER THE VISIT	<i>Post-excursion test</i>	If the pre-excursion test has been given, students and teachers can see how much students' knowledge and understanding have changed as a result of the units and their Canberra excursion.	20 mins

Pre and post-excursion test: Upper Secondary

An important aspect of a Canberra excursion is for teachers to know what impact it has had on students' knowledge and understanding of those aspects of civics and citizenship that they have come across in the key sites in the National Capital.

Units for the upper primary, lower secondary and middle secondary levels all have tests included in this Teacher's Manual.

There is no similar test in here for the upper secondary level, as groups at this level usually have specific curriculum objectives for their visit.

Teachers may:

- develop their own tests as a way of assessing the impact of the excursion on students' knowledge, or
- administer the middle secondary test, or
- observe the outcomes of the excursion through the research presentations that are the suggested major product of the excursion.

TEACHING THE UNIT IN THE UPPER SECONDARY CLASSROOM



How does your community tell us about itself?

Explanation of the unit

Civics and citizenship values are all around us. The communities we live in contain physical clues or markers that tell us what that community values and how it works. These markers may be the institutional buildings of citizenship (such as government offices, police stations, churches and voluntary welfare organisations), as well as deliberately constructed objects that proclaim certain ideas and values. Memorials are the best example of this — with their explicit statement about what the community wishes to acknowledge as worthy of commemorating.

In this electronic activity students 'interrogate' a set of memorials to find out what they mean and how they represent civics and citizenship values and attitudes in a hypothetical community.

This activity will take 20-30 minutes in class.

At the end of the activity they can print a guide to investigating or mapping civics and citizenship in their own community.

This activity is also part of the lower secondary materials, but at this level responses will be more detailed and sophisticated.

Students may also undertake a special analytical activity of a memorial in Canberra that has an explicit political meaning — the Magna Carta Memorial.

Connection with the Canberra excursion

Students see many public expressions of civic values and attitudes in the National Capital. This activity will help them to identify and interpret these expressions of public or civic values.

A particular memorial that could be investigated is the Magna Carta Memorial, near Old Parliament House. Resources are provided below for teachers to use during the National Capital excursion.

Students may also focus on the Australian War Memorial as an expression of civics and citizenship values.

Suggested approach in the classroom

Stage 1 of this activity involves students 'interrogating' a set of typical civic memorials. The memorials in the CD-ROM activity are presented as generic memorials. However, they are all based on real memorials as per the list on the next page. This is best done as a pre-excursion activity.

*For Stage 2 of this activity, print and distribute **Resource Page 1**, and have students analyse their own local area. This can be done before or after the National Capital excursion.*

Stage 3 involves an analysis of the Magna Carta Memorial in Canberra, where students apply the ideas and approaches of this unit to this specific political monument.

- 1** Introduce the activity by asking students about war memorials in the local area and what these tell us about that place. Students will know that the memorials tell us about what happened (war, deaths, dates) and can then easily be helped to understand that these are also telling us something of the values and attitudes of that community to these events (pride, loss, patriotism).
- 2** The CD-ROM activity will work best as an individual or two-person one. Students may work on it in class or at home.
 - As they come across a series of memorials in a park students ask questions of each memorial. The memorials' answers indicate some of the values that a community might want to publicly proclaim about itself.

- After the students have questioned all memorials they have to agree or disagree with a set of civic statements about that community and nominate at least one memorial that is evidence to support that statement.
- Students now see what each memorial says about the values it expresses.
- Students create their own memorial that expresses an aspect of citizenship that they value. (This can best be done if students have also analysed the Magna Carta Memorial in Canberra during and after their excursion.)

The memorials in this activity were inspired by:

- Yagan Memorial in Perth
- Judge Redmond Barry Memorial in Melbourne
- Governor La Trobe Memorial in Melbourne
- Modern civic sculptures in various capital cities
- Local memorials to the levers family members in Melbourne
- Burke and Wills Statue in Melbourne
- Queen Victoria Statue in Adelaide
- War memorials in many suburbs and country towns
- Eight Hour Day Memorial in Melbourne
- Pioneer woman Commemorative Park in Adelaide
- Robert Garran Statue in Canberra
- Anti-Conscription Memorial at Nuriootpa in South Australia
- Indigenous gardens in many local communities.

- 3 After they have completed the electronic activity students should apply their understanding to their own local community. Distribute **Resource Page 1** and ask students to look around their own community and prepare a civics and citizenship map or report of that community. They identify memorials and heritage places as well as places and institutions that involve aspects of civic life (such as local government offices, churches, memorials, clubs) and identify the citizenship values that they represent (such as service to the community, respect for law, helping others, being considerate of others, contributing to community life). Likely places where citizenship can be seen in a community include buildings (such as courts, schools, churches), parks and public areas, public transport, and even private areas, such as inside cars and inside shops.
- 4 The same approach can be taken with the excursion to Canberra so that students observe memorials, buildings and civic institutions and interpret what their national capital is telling them about itself. They can also focus specifically on the Magna Carta Memorial in this way:
 - Have students observe the memorial in Magna Carta Place (near Old Parliament House). There is a page of questions for them to answer in their Student Journal.
 - During or after the excursion students can read the additional materials, **Resource Pages 2 and 3**, and answer the remaining questions on the memorial in their Student Journal.
 - Students may decide on a specific memorial that they would like to see in their own community. They are to prepare a presentation that explains why such a memorial should be created, what civic or political ideas the memorial represents, and how these ideas and meanings are to be expressed. They should also present a set of answers to likely questions that might be raised by critics of the memorial.



WHERE CAN YOU FIND CITIZENSHIP IN YOUR COMMUNITY?

Resource page **1**



‘Citizenship’ is the way people behave in their community. Conversely, the way people behave influences the nature of that community. For example, people who help others create a community that is more equal and just. People whose behaviour harms others can create a community in which life is less harmonious. Even small actions — such as picking up your dog’s waste on a walk, or letting a car move into your lane — can influence your community.

Now that you have an idea of what is meant by ‘citizenship’ and why it is important, your task is to find where citizenship can be found in your community.

To do this you need to draw up a map of your community. Then prepare a key that shows where different places involving some aspect of citizenship are located and what aspect of citizenship they show.

This will be easy for some places – for example, a local court is directly related to laws. But where will you find other aspects of citizenship, like ‘helping neighbours’ or ‘behaving responsibly’ or ‘respecting others’ opinions’?

In addition, notice what memorials and heritage places there are in your community. What do these tell you about your community?

Summarise your information in a table like this. One example has been done to help you.

Place where aspects of citizenship may be located in a community	What does this place have to do with citizenship?
Local court	The court enforces laws – and good citizenship involves people obeying laws that are there for the benefit of the community.



Magna Carta Place

In September 1995, a group of Canberra residents met to consider the need for a commemorative project in the national capital which celebrated the Centenary of Federation in 2001, and the close historical and cultural links that exist between Australia and Britain.

In November 1996, the ACT Branch of the Australia-Britain Society was invited to assume leadership of the group, and Magna Carta was suggested as a theme for the proposed monument. This was endorsed and the name 'Magna Carta Committee' adopted.

Field inspections of possible sites followed and eventually a semi-circular grassed area, adjacent to the Old Parliament House Senate Garden, was selected. Langton Crescent, which borders the site, is named in honour of Stephen Langton who, as Archbishop of Canterbury, played a crucial role in persuading King John to seal the first issue of the Magna Carta at Runnymede in 1215. Magna Carta Place was formally authorised as the site for the monument on 1 October 1997.

The Hon. Sir Gerard Brennan AC KBE, Chief Justice of Australia, dedicated Magna Carta Place on 12 October 1997. This date was the 700th anniversary of the sealing by King Edward I of the 1297 issue of Magna Carta. An original of this issue of the Magna Carta is on permanent display in Parliament House.

A high point in the Magna Carta Committee's fund-raising campaign was reached after an approach to the British Deputy High Commissioner in Canberra. The British Government made a donation of \$528 000 towards the cost of the monument as its Centenary of Federation gift — from the people of Britain to the people of Australia. On 8 August 2001 a time capsule — to be opened in 2101 — was placed in the ground beneath the pavilion, in the presence of the wife of the Prime Minister, Mrs Janette Howard. The Prime Minister, the Hon. John Howard, officially dedicated the Magna Carta Monument on 26 September 2001.

The design

In August 1999 a two-stage design competition for the Magna Carta Monument was advertised in Australia and Britain, and design professionals from both countries were invited to enter. The design brief emphasised the commemorative purposes of the monument and the special landscape character of the site.

Fifty-three entries were received. History, myth and geology inspired the winning design, by Australian architect Alastair Falconer in collaboration with exhibition designer Marcus Bree, with artists Silvia Velez and Chris Meadham collaborating on murals. The design of the monument draws its main ideas from the original Magna Carta, as an ancient document that still retains important values and rules for our society today. The concept of the passage of time is explored at various levels within the monument — from the layered

design of the wall cladding, evoking the sedimentation layers in a rock, to the careful selection of timeless materials (bluestone, granite, cast bronze and ironbark) and their hand-crafted finishes.

The visual reference to time takes on a second dimension, as the geometry of the walls invites visitors to stroll along and gradually discover the story of Magna Carta. Like traces left in a rock, two long, etched murals display a description of historic political events which led to the emergence of Magna Carta in England and later to the development of legislation and civil rights in Australia. The murals are given relevance by a display of texts, set in the curved section of the wall and in the pavilion. The pavilion has the look of an ancient shrine, with its bronze dome and crown-like ring with ancient lettering. The words are Chapter 29 of Magna Carta (1297 issue), in Latin. The English words are on a rubbing plaque in the pavilion.

Magna Carta

Magna Carta comes from the Latin for 'Great Charter'. The document was drafted at Runnymede, a meadow by the River Thames in England, and signed by King John in 1215 under pressure from his rebellious barons, who were encouraged by the Archbishop of Canterbury, Stephen Langton. Resentful of the king's high taxes, they demanded certain rights and liberties. Among the charter's provisions were clauses providing for a free church, reforming law and justice, and controlling the behaviour of royal officials. It was reissued with alterations in 1216, 1217 and 1225. The Magna Carta is traditionally regarded as the foundation document of British constitutional law. Magna Carta remains the foundation stone on which many legal systems around the world are built, particularly in the Commonwealth nations and in the United States of America. Its main features are also reflected in the Universal Declaration of Human Rights, proclaimed by the United Nations in 1948.

Magna Carta and Australia

While Magna Carta is now seen as a traditional mandate for: trial by jury, justice for all, accountable government and no arbitrary imprisonment — these qualities apply in a particular way to Australia.

When Europeans arrived, their new colonial society was often in conflict with Aboriginal and Torres Strait Islander peoples. The early colonial settlements, founded mostly on convict labour, also imposed a system of justice at odds with the rights and liberties expressed in Magna Carta. However, as penal settlements evolved over time into free colonies, Magna Carta's principles could no longer be ignored. Ultimately, with the federation of Australia's colonies in 1901 through various Acts or as part of the common law, the rights expressed in the Magna Carta were confirmed to suit the unique conditions of our Australian society.



AN ADDRESS ON THE OCCASION OF THE NAMING OF MAGNA CARTA PLACE

Resource page **3**



**By The Hon Sir Gerard Brennan AC KBE Chief Justice of Australia
12 October 1997**

Magna Carta was not an Act of Parliament. There was no Parliament. Magna Carta was not a constitution born of a revolution. Henry II's structures of government stayed in place. It was a bargain struck between King John and the Barons who thought themselves oppressed by his demands. Its terms were hammered out between them on the banks of the Thames at Runnymede between June 15th and June 19th 1215. Then the Great Seal was affixed to Magna Carta. It was not granted because of a desire for reform but merely as concessions wrung from a King whose position had been weakened by his disastrous campaigns in Flanders and France the year before. Historically, Magna Carta can be understood only by reference to the turbulent history of the times in the context of a feudal system. John repudiated Magna Carta and the repudiation was confirmed by Pope Innocent III. Both men died in the following year. But that is not the history that matters.

There are three factors which make today's occasion significant. The first is that the Barons' particular grievances against the King were extended to include provisions of potential benefit to a wider segment of the people. These ameliorating and beneficial provisions were largely the work of the Archbishop of Canterbury, Stephen Langton, whose election John had refused to confirm and whom he kept out of the Kingdom for years until 1213. It was Langton who brought the precedent of a Royal Charter to the notice of the Barons¹; it was Langton who looked beyond the interests of the Barons to the protection of the people². How appropriate it is that Magna Carta Place should be dedicated in a site bounded by Langton Crescent?

After John's death in 1216, Magna Carta was reissued by the Regents of the infant Henry III in 1216 and again in 1217. In 1225, Henry having come of age, he made the final and definitive reissue of the text under his seal. The original 63 Chapters were reduced to 37. But the enduring influence of Magna Carta depended on events that were to occur more than 70 years later.

On this day 12 October in 1297, the Royal Seal of Edward I was affixed to inscribed and attested copies of Magna Carta. They were distributed throughout the land to implement Edward's confirmation of the Charter. By letters patent, he directed his justices to administer the Charter as common law. No judgments were to be given henceforth that were contrary to the Charter – else they would be “undone and holden for naught”³. Magna Carta, whether as common law or statute, entered the law of the land and, as part of the law of England from that time forward, became part of the law

of all those Imperial colonies and possessions to which English law was carried. It is Edward's confirmation of the Charter – of the 1225 re-issue, not of the 1215 original – which is of greatest significance in the history of our institutions. It is this event that we commemorate today, the 700th Anniversary of its occurrence. In the Parliament building, close by, there is one of Edward's sealed copies of the Charter intended for the County of Surrey. That copy and this Place will be tangible reminders of the origin and centuries of growth of the constitutional principles which inform our national life.

The third significant factor is not the text itself but the beneficial misinterpretations – indeed, the myth – with which, from age to age, the text has been invested. Four centuries after the Charter was granted, Sir Edward Coke called it “the Charter of Liberty, because it maketh freemen”⁴. This is not the occasion to rehearse the textual or historical support for all that has been said about the Charter. Today it is regarded as providing a traditional mandate for trial by jury, equal and incorrupt justice for all, no arbitrary imprisonment and no taxes without Parliament's approval. It does not matter that the text is seldom invoked in today's courts. At base, the importance of Magna Carta is that it contains the principle that the King, like all his subjects, is subject to the rule of law. On the doctrine that government, as well as the governed, is subject to the rule of law, depends every step in our constitutional progress.

Above all, Magna Carta has lived in the hearts and minds of our people. It is an incantation of the spirit of liberty. Whatever its text or meaning, it has become the talisman of a society in which tolerance and democracy reside, a society in which each man and woman has and is accorded his or her unique dignity, a society in which power and privilege do not produce tyranny and oppression. It matters not that this is the myth of Magna Carta, for the myth is the reality that continues to infuse the deepest aspirations of the Australian people. Those aspirations are our surest guarantee of a free and confident society.

Today, in commemorating the launching of this enduring myth into our lives and our law, we gather to name this Place. We do so with a sense of gratitude for those who brought the law with them to these shores, a law that endures for the benefit of those who were here before and those who have come after to make Australia their home. We name this Place in our National Capital with gratitude for our forebears who have kept alive the spirit of Magna Carta. I am therefore honoured to unveil this plaque which names Magna Carta Place.

¹ Holdsworth, *History of English Law*, vol 2 at 210

² *ibid* at 304

³ Allan, “*Magna Carta – An English Masterpiece*” (1987) 21 *Law Society Gazette* 120 at 123

⁴ G Hindley, *The Book of Magna Carta* (London: Constable, 1990) at 189.

TEACHING THE UNIT IN THE UPPER SECONDARY CLASSROOM



Democracy in the National Capital

Explanation of the unit

Students have a set of seven themes to research, which are all aspects of the nature of Australian democracy. These are allocated to groups, who can start their research before their excursion to the National Capital. During their excursion they gather additional information from various sites that they visit.

On return each group reports to the whole class on their findings and discusses the strengths, weaknesses and possible improvements to each of the seven elements. The key issues to focus on are set out on the individual research pages (**Resource Pages 4-10**).

Introducing the activity will take about 15 minutes of class time; reporting and discussion after the excursion will take 45-70 minutes.

Connection with the Canberra excursion

Students will find that many of the sites they visit are relevant to the particular theme they are researching. A work sheet in the student book nominates a number of relevant sites that might be part of the excursion itinerary.

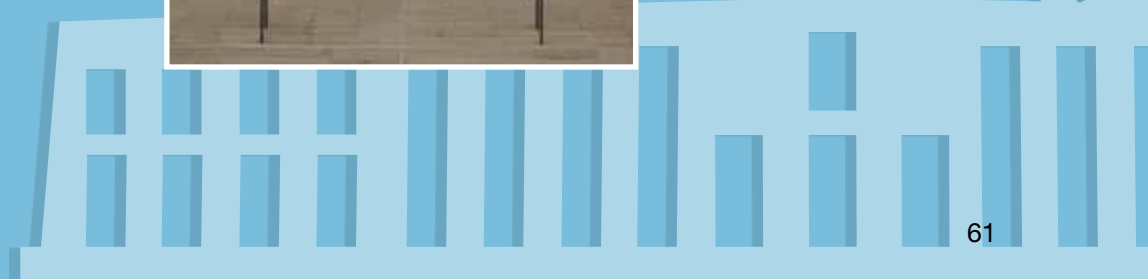
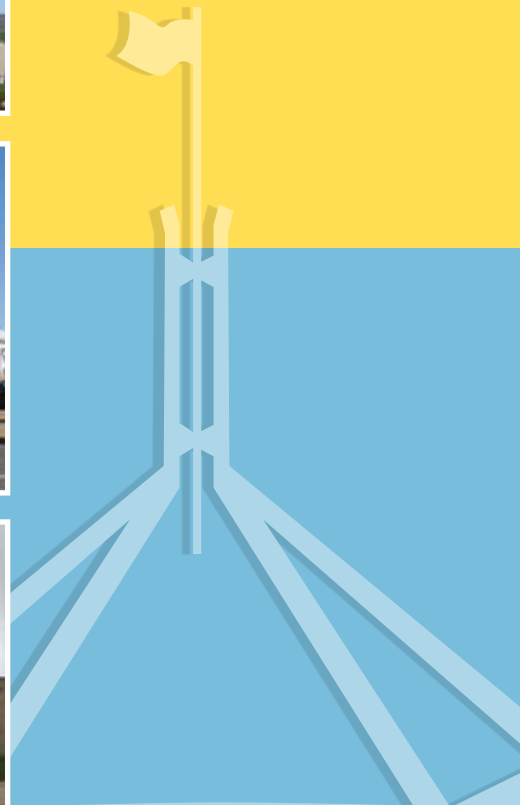
Suggested approach in the classroom

- 1 The research activity can be introduced in a fun way by having students work on the *How does your community tell us about itself?* electronic activity. This can start discussion about how physical places in a community can represent ideas.
- 2 Have the students complete the introductory activity involving their understanding of the definitions of the seven key themes (**Resource Page 1**).
- 3 Each group is allocated one of the seven themes to research (**Resource Page 3**, and one of **Resource Pages 4-10**).
- 4 Each group gathers additional ideas and information on their theme during their excursion from the list of possible sites (**Resource Page 2A and 2B**).
- 5 Students complete their research and report back to the class after their excursion. Their responsibility is to report on their theme in a way that will enable other class members to understand the key information and issues associated with that theme. In this way all students will have been introduced to all seven themes, even though they have only specifically worked in detail on one of them.





PLACES TO VISIT IN THE NATIONAL CAPITAL

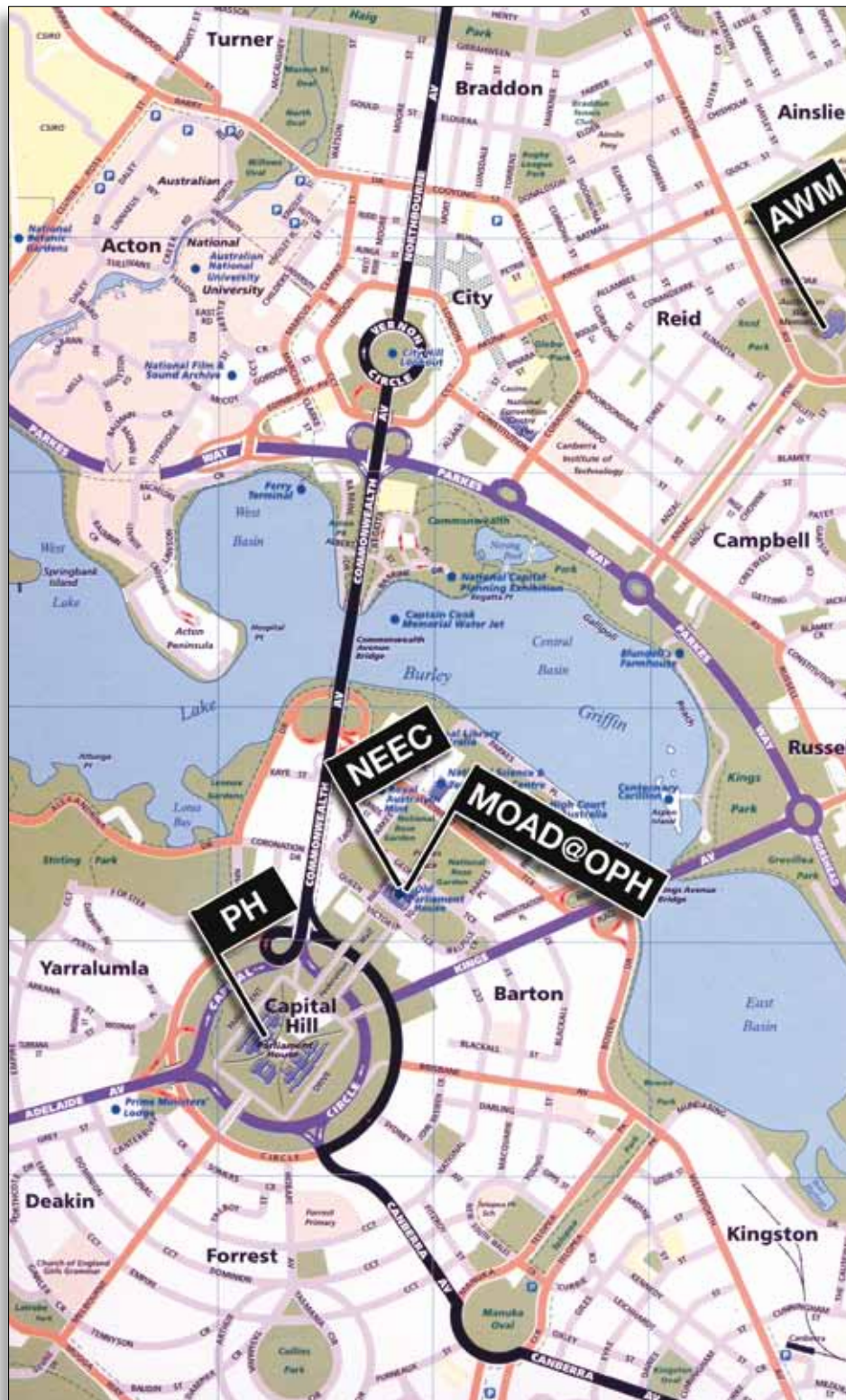


The PACER program requires students to visit:

- the Australian War Memorial
- Parliament House
- the Museum of Australian Democracy at Old Parliament House and/or the National Electoral Education Centre.

As the National Capital, Canberra is also home to other important institutions which you can visit with your students. Many of these offer specific Civics and Citizenship Education programs.

Information about the institutions which schools must visit in order to obtain the PACER subsidy is included in this section. There is also a smaller amount of information about some other institutions in Canberra. Note this is not comprehensive.



AUSTRALIAN WAR MEMORIAL



Description

The Australian War Memorial has three key roles: as a memorial, as a museum and as a research centre.

Its focus on Australia's military history means that its displays help students identify the personal citizenship element in civics and citizenship.

Educational programs

The Australian War Memorial has a range of organised educational programs suitable for different levels.

It offers a 90-minute program that focuses on a 'hands-on' experience in the Discovery Zone. The focus of this is to develop an understanding of some aspects of the military and home front experiences of Australians in two world wars and Vietnam.

The Memorial also offers a 60-minute guided tour that focuses on particular sites and displays within the Memorial. Several of these involve aspects of citizenship — especially the Roll of Honour and the Hall of Memory.

It is also possible to organise students to take part in a formal wreath-laying ceremony at the Memorial.

Location and contact details

Bookings are essential for all school groups visiting the Memorial. Education programs require a payment.

All school bookings are made online. Go to **www.awm.gov.au/education/bookings/index.asp**.

The Memorial has educational resources for classroom use which are available on its website at: **www.awm.gov.au/education/index.htm**.



PARLIAMENT HOUSE



Description	<p>Parliament House is the nation's legislature. Access is limited to a number of public areas, including the visitors' section of the two chambers.</p>
Educational programs	<p>The Parliamentary Education Office provides a range of organised educational programs suitable for different levels. The focus of these is on understanding parliamentary procedures through a simulated parliamentary debate.</p> <p>These require pre-visit booking.</p> <p>There are also guide-led tours which focus on the key features of the building and the legislative processes in the chambers. Aspects that are covered include heritage, symbolism and traditions.</p> <p>There are many paintings of significant people associated with Australia's democratic history, and many displays of artefacts — including a copy of <i>Magna Carta</i>, the <i>Yirrkala Petition</i>, and the <i>Australia Act</i>.</p> <p>There are also occasional exhibitions and displays, such as the process of Federation, and women in parliament.</p> <p>The Serjeant-at-Arms' Office which books visits can also notify the school's member of the House of Representatives about the visit. If it is a sitting period for the Commonwealth Parliament, the member may be able to meet with and talk to the student group.</p>
Location and contact details	<p>The School Visits Program is managed by the Serjeant-at-Arms' Office and bookings can be made by telephoning 1800 646 337 (free call) or (02) 6277 4570 or by faxing (02) 6277 8416.</p> <p>The PEO has a very rich educational website at www.peo.gov.au.</p>



MUSEUM OF AUSTRALIAN DEMOCRACY AT OLD PARLIAMENT HOUSE



Description

The Museum of Australian Democracy at Old Parliament House traces democracy from its earliest origins and captivates visitors' imagination through the stories of ordinary people using their voice to achieve extraordinary things. Old Parliament House, a nationally significant heritage site, is a key part of the story of Australian Democracy.

Educational programs

The Museum of Australian Democracy offers programs that empower students to take an active role in democracy. Students experience authentic heritage spaces and explore characters and events that have shaped the nation.

Teachers can choose from the following facilitated programs.

- | | |
|----------------------------------|----------|
| • Who's the Boss | Yrs 5-8 |
| • Franklin River Debate: 1983 | Yrs 5-8 |
| • Our Voices, Our Choices | Yrs 9-12 |
| • Decision 3sixty° | Yrs 8-12 |
| • Prime Minister Dismissed: 1975 | Yrs 9-12 |

Visit **www.moad.gov.au** for further program details.

To protect this National Heritage site the excursion journals, pens, bags, food and drinks are not permitted in the building. Cloaking facilities are available onsite.

Location and contact details

Museum of Australian Democracy
Old Parliament House
18 King George Terrace
PARKES ACT 2600

School bookings and enquiries: (02) 6270 8282 Fax: (02) 6270 8111
or **bookings@moadoph.gov.au**

Bookings are essential

The Museum of Australian Democracy has educational resources and classroom activities on its website at: **www.moadoph.gov.au**. **New in 2010** *Getting it together: the Road to Federation* an exciting classroom package exploring Federation from the perspective of each state.



NATIONAL ELECTORAL EDUCATION CENTRE



Description

The National Electoral Education Centre is located in the Old Parliament House building. It specialises in a 'hands-on' simulation of the Commonwealth electoral processes.

Educational programs

The National Electoral Education Centre provides a choice of three programs:

- House of Representatives election;
- Senate election (recommended for older students only); and
- A combined House of Representatives and Senate election (recommended for older students only).

Students participate in all stages of the chosen electoral process, and determine their election result.

All programs are preceded by students' watching a short multimedia presentation about the history of Australian democracy and engaging in the National Electoral Education Centre interactive zone to develop a greater understanding of government and elections.

Location and contact details

Bookings are essential for all National Electoral Education Centre programs.

Enquiries: 1800 020 067 Fax: (02) 6271 4535

The Australian Electoral Commission has excellent educational resources available on its website at: www.aec.gov.au/Education/services/EEC_Details.htm



OTHER SITES



Various other sites in the National Capital have elements that are relevant to civics and citizenship. The most relevant of these are:

Institution/Site	Description
Anzac Parade	<p>Anzac Parade is the National Capital's major commemorative way. It is set along Canberra's magnificent Land Axis, (Mt Ainslie to Mt Bimberi through Capital Hill where Parliament House is located) which forms a key feature of Walter Burley Griffin's original 1912 plan of the city. At the top end of Anzac Parade stands the Australian War Memorial. There are eleven national memorials located along Anzac Parade. These are best viewed by walking.</p> <p>Education program: You can download a walking tour podcast or a self guided walking tour brochure from www.nationalcapital.gov.au.</p> <p>Booking visits: It is not necessary to book a visit to Anzac Parade.</p>
Government House	<p>Education program: Tours of Government House illustrate the history and role of this third element of the Australian legislative system.</p> <p>Bookings visits: Bookings are essential.</p> <p>Contact: schoolbookings@gg.gov.au</p> <p>Tel: (02) 6283 3573</p>
High Court	<p>Education program: School groups are introduced to the role of the High Court within Australia's legal system. They are given a guided tour including the courtrooms. If the Court is sitting they are able to observe proceedings.</p> <p>Booking visits: Bookings are preferred via fax on (02) 6270 6346.</p> <p>Opening hours: 9.45 am – 4.30 pm Monday to Friday and 12 midday – 4 pm Sundays, excluding public holidays</p> <p>Contact: enquiries@hcourt.gov.au</p> <p>Tel: (02) 6270 6811</p>
Magna Carta Memorial	<p>The Magna Carta Memorial was created as a symbol of the special relationship between the peoples of Australia and Britain, and commemorates the Magna Carta, a medieval document that, across time and cultures, has carried values and rules to our society today.</p> <p>The site was dedicated in 1997, on the 700th anniversary of the sealing of the Magna Carta by King Edward I. One of four remaining copies of the 1297 issue of the Magna Carta is on display in Parliament House, in the gallery area between the entrances to the two Houses. The Magna Carta Memorial is located in Magna Carta Place, near Old Parliament House. It is a public area and no booking is required.</p>
National Archives of Australia	<p>Education program: Educator-led programs focus on civics and citizenship and 20th century Australian history. Our permanent exhibition <i>Memory of a Nation</i>, with over 300 unique and original objects, tells the stories of ordinary and not-so-ordinary Australians. Students also see the nation's founding documents and Queen Victoria's royal seal of approval in the Federation Gallery. Programs use inquiry and experiential learning strategies and include hands-on objects, role play scenarios and document interrogation.</p> <p>Education programs are one hour and a small cost per student applies.</p> <p>Booking visits: Bookings are essential. Phone: (02) 6212 3691 Fax: (02) 6212 6230</p> <p>Contact: education@naa.gov.au</p>

Institution/Site	Description
National Capital Exhibition	<p>The National Capital Exhibition, located on Regatta Point, Commonwealth Park, tells the story of Canberra, Australia's National Capital, through the use of innovative and interactive exhibits. It features the people, events, history and design which contributed to the development of this unique, modern and fully planned capital city.</p> <p>Education program: self guided tour resources are available for schools.</p> <p>Booking visits: (02) 6272 2902 (bookings are essential) or email nce@natcap.gov.au</p> <p>There are also a range of educational resources which will support your visit at http://education.nationalcapital.gov.au/.</p>
National Museum of Australia	<p>Education program: The National Museum of Australia provides a range of educational programs related to aspects of Civics and Citizenship Education.</p> <p>Booking visits: Booking is essential, and there is a charge for facilitated programs.</p> <p>Information: Students engage in an Education staff facilitated program which relates to civics and citizenship over time in history.</p> <p>Contact: bookings@nma.gov.au</p> <p>Tel: (02) 6208 5345</p> <p>The National Museum of Australia has a rich variety of educational resources available at: www.nma.gov.au/education/.</p>
National Portrait Gallery	<p>The National Portrait Gallery seeks to increase the understanding of the Australian people – their identity, history, creativity and culture – through portraiture.</p> <p>Interpretation of portraiture connects history and art and the stories of people.</p> <p>Acknowledging national curricula, National Portrait Gallery student programs are designed for all levels of formal education. Driven by the richness of the collection and students' responses to it, the programs emphasise visual art, history, literacy, numeracy, civics and citizenship.</p> <p>Education programs: are 90 minutes duration and free. All programs are available Monday to Friday, 10.00 am to 5.00 pm.</p> <p>Booking visits: (02) 6102 7070 email: bookings@npg.gov.au</p> <p>Get the whole picture at www.portrait.gov.au.</p>
Reconciliation Place	<p>Reconciliation Place recognises the importance of understanding the shared history of Indigenous and non-Indigenous Australians, and reaffirms our commitment to reconciliation as an important national priority. A series of artworks exploring reconciliation themes, such as separation, land rights and identity, offer Australians an opportunity to understand more about reconciliation and their own place in that journey.</p> <p>Learn more about Reconciliation Place and its artworks at www.nationalcapital.gov.au/visiting</p> <p>Reconciliation Place is located between Questacon and the National Gallery building near Lake Burley Griffin.</p> <p>It is a public place and no booking is required.</p>

A GLOSSARY OF CIVICS AND CITIZENSHIP TERMS



During your excursion to the National Capital you may come across terms or situations with which you or your students are not familiar.

Here is an explanation of some major terms and ideas that are relevant to

- the Australian War Memorial
- Parliament House and the Museum of Australian Democracy at Old Parliament House
- the National Electoral Education Centre



AUSTRALIAN WAR MEMORIAL

The Australian War Memorial contains several distinct elements:

- a set of galleries organised chronologically for the main wars and peacekeeping operations that Australia has been involved in;
- an Orientation Gallery, which includes a Gallipoli landing boat;
- a commemorative area including the Pool of Reflection, and the cloisters where panels record the names on the Roll of Honour — those members of the Australian services who have died during their war/peacekeeping service;
- the Hall of Memory which contains symbolic representations of servicemen and women, and is the site of the Tomb of the Unknown Australian Soldier;
- other special galleries, such as the Hall of Valour, Aircraft Hall, and Anzac Hall with its display of large objects from the First and Second World Wars;
- a research centre;
- education programs and the Discovery Zone; and
- a series of statues, art works, objects and plaques in the immediate surrounds.

The galleries devoted to particular conflicts are:

Colonial conflicts	Divided into: <ul style="list-style-type: none"> • Soldiers of the Queen, colonial conflicts up to 1899 • Boer War 1899-1902.
First World War 1914-1918	Divided into: <ul style="list-style-type: none"> • Gallipoli gallery (1915) • Western Front gallery (1916-1918), with displays on the war in Palestine, and on the home front.
Second World War 1939-1945	Divided into: <ul style="list-style-type: none"> • The European war 1939-1941 • Year of crisis 1942 • War against Germany 1943-1944 • War against Japan 1943-1944 • Year of victory 1945.
Modern conflicts and peacekeeping 1947-present	Including: <ul style="list-style-type: none"> • The Occupation of Japan 1946-1951 • Korean War 1950-1953 • The Malayan Emergency 1950-1960 • Confrontation with Indonesia 1963-1966 • Vietnam War 1962-1975 • First Gulf War 1990-191 • Afghanistan • Peacekeeping 1947-present.

Statistics

Some key statistics of Australian involvement in major conflicts and peacekeeping operations are shown below. Note that operations are continuing and the statistics for current operations are constantly changing.

Conflict	Dates	Enlisted	Served overseas	Deaths
Sudan	1885	770	770	9
Boer War	1899-1902	16,463	16,463	589
Boxer Rebellion	1900-1901	560	560	6
First World War	1914-1918	425,809	331,781	61,720
Second World War	1939-1945	993,000	575,799	39,767
Korean War	1950-1953	17,164	17,164	340
Malayan Emergency	1950-1960	7,000	7,000	39
Indonesian Confrontation	1963-1966	3,500	3,500	15
Vietnam	1962-1975	49,968	50,001	520
First Gulf War and Iraq	1990-1991 2003-continuing	750	More than 1,800 More than 3,000	0 2
Afghanistan	2001-continuing	N/A	More than 2,000	4
Peace operations	1947-continuing	N/A	More than 30,000 in over 100 operations	12

Some relevant sites and/or displays

Some of the main terms or concepts that apply to civics and citizenship and that are represented in these galleries and commemorative areas are:

Gallery	Display	Relevance to civics and citizenship concepts
First World War	Conscription plebiscites	<ul style="list-style-type: none"> What rights do people have not to support a war that the nation is involved in? What rights do people have to object to serving in a war? Do all people in a society have the responsibility to work together even if they dislike a particular aspect of what is happening in that society?
	Volunteer marches	<ul style="list-style-type: none"> How important is patriotism as a citizenship virtue? How important is the principle of volunteerism in a society?
	Gallipoli landing	<ul style="list-style-type: none"> How important are national events in creating a sense of citizenship? Should these events be taught?
	White feathers	<ul style="list-style-type: none"> What is patriotism? How should a society deal with conflicting values?
	After the war	<ul style="list-style-type: none"> What responsibility does a state owe to those citizens who have been prepared to die for it, and to their dependants?
Second World War	Rationing	<ul style="list-style-type: none"> How important is sharing a burden equally and fairly in a society?
	Volunteer work	<ul style="list-style-type: none"> How important is volunteerism as part of good citizenship?
	Women's changing roles	<ul style="list-style-type: none"> How can extreme events bring about a change in society's values?
	Government regulations	<ul style="list-style-type: none"> What powers can a government take in an emergency situation? What responsibility does it have to exercise these powers fairly?
	Enemy aliens Cowra breakout	<ul style="list-style-type: none"> What rights and responsibilities do citizens of an enemy power have? What rights and responsibilities does a government have to protect the nation against potential enemies within?
	Darwin bombing	<ul style="list-style-type: none"> What responsibility does a government have to tell the truth, even if that truth might cause harm?
	Australia and its allies	<ul style="list-style-type: none"> How does a Government balance its need to represent Australia's national interests with its international citizenship obligations?
Vietnam	Conscription Protest	<ul style="list-style-type: none"> What right do people have to protest violently? What right do people have to disobey laws that they disagree with? What right does a government have to create laws that affect only a minority group of the nation?
	Civilian medical teams	<ul style="list-style-type: none"> How important is volunteerism in society? What obligations as good citizens do we have to other people overseas?
Modern conflicts and Peacekeeping	Gallery	<ul style="list-style-type: none"> What rights and responsibilities does Australia have as a global citizen? What rights and responsibilities does a government have in committing Australia to conflicts or peacekeeping operations? How important is it for a nation to become involved in the affairs of other nations?
Hall of Valour (Victoria Cross display)	Gallery	<ul style="list-style-type: none"> How important is leadership in our society? Why does a society need heroes? What are the qualities that make a citizen a hero?
ANZAC Hall	Bomber offensive	<ul style="list-style-type: none"> What moral issues arise for a society during total war in which civilians are involved? How do we as a society deal with these issues?

Outside	Statues and memorials – Simpson and his donkey, Weary Dunlop the Sandakan Memorial, the Australian Servicewomen's Memorial, the Lone Pine tree	<ul style="list-style-type: none"> What values and attitudes do these statues proclaim as good citizenship?
Roll of Honour	Bronze panels inscribed with the names of Australians who have died in war since 1885 — more than 102,000 people	<ul style="list-style-type: none"> How important is it for people to be prepared to make sacrifices for the society?
Hall of Memory	Tomb of the Unknown Soldier	<ul style="list-style-type: none"> How important is an awareness and understanding of the nature and impacts of war in our citizenship?

Some relevant events and terms

Air raids on the Australian mainland	The only attacks on Australia have been during the Second World War. The northern area of Australia was subject to 97 attacks by Japanese bomber and/or fighter-planes, with the main focus being on Darwin (64 attacks). Japanese submarines shelled Sydney and Newcastle on one occasion. Japanese midget submarines attacked in Sydney Harbour in 1942, killing 21 sailors aboard a converted ferry being used as a floating barracks; many cargo ships were sunk by mines laid in Australian coastal waters; several ships were sunk by Japanese submarines in Australian waters, including the Australian hospital ship Centaur, when 268 people died on 12 May 1943.
Americans in Australia	During the Second World War nearly one million American troops spent some time in Australia, either on leave, in training, or in transit to battle areas. They were popular with many Australian women, and this created some resentment and jealousy among some Australian soldiers. There were some fights between Australian and US servicemen.
Anzac Day	This refers to the date of the landing of Allied troops at Gallipoli — 25 April 1915. Australian troops landed at what they named Anzac Cove. They were part of a strategy designed to open the Straits of the Dardanelles to warships that would attack Constantinople (now Istanbul), the capital of the Ottoman Empire (Turkey). Success would take Turkey out of the war, and provide access to help Russia against Germany. The plan failed, no Allied force achieved its objective, and nine months later the force withdrew. The event is important to Australia as the first time Australian troops faced battle, and were seen to perform well in the eyes of the world. It was a major step in the development of an independent national identity.
Attacks within Australia	There have been two incidents of attacks within Australia. In 1915 two Turkish men fired on a picnic train at Broken Hill, killing four people and wounding seven. Both men were shot dead. In 1944 over 500 Japanese prisoners of war broke out of Cowra prison camp. Four Australian soldiers were killed, and 239 Japanese — many of whom committed suicide.
Black marketeering	The practice during wartime of selling scarce or rationed items outside the official system. This is done for the profit of the seller. At a time when people are usually being called on to make patriotic sacrifices this is seen as an unpatriotic act.

Boy soldiers	The term used to describe the 1911 military training scheme, when all Australian boys aged 12-18 had to undergo a set period of compulsory military training.
Brisbane Line	This refers to a supposed plan to abandon most of Australia and defend only a line stretching from Brisbane to Perth in the event of a Japanese invasion from the north.
Commemoration	Commemoration is a major purpose of the Australian War Memorial. Looking at what is commemorated reveals the institution's values, what it considers worth emphasising. Absences also reveal values. What aspects of Australia's war experiences are not commemorated? For example, in recent years some historians have criticised the Australian War Memorial for not including the experience of Indigenous armed resistance to European settlement or invasion.
Compulsory military service/ National service	The state compels certain citizens to serve in the military forces for a set period. Australia had a system of compulsory military training for boys (1911-1922), from 1951-1957 where all 18-year-old males had to complete a period of military training, and from 1965-1975 when all 20-year-old males had to register, and those selected from a ballot of birth dates had to serve two years in the Army.
Conscription (civilian)	The state compels citizens to work in nominated industries or areas. During the Second World War the Australian Government exercised its power to direct some women and men into particular wartime industries where there were shortages of labour.
Conscription (military)	The state compels certain citizens to be part of the nation's military forces. The Australian Government tried to introduce conscription unsuccessfully in the First World War; and did so successfully in the Second World War and the Vietnam War.
Enemy alien	A person who is a citizen of a country with whom Australia is now at war. In the First and Second World Wars many enemy aliens had their property seized, and were interned for periods in special prison camps. The fear was that they might be helping their own nation against Australia.
Government regulations	In wartime a government can assume greater powers than it normally has. This can mean that normal citizens' rights can be suspended. In the First World War, for example, the Australian Government gave itself the right to fix prices of goods, a power that was normally unconstitutional. In the Second World War it took on the power to tax incomes, a power that was constitutionally one for the states rather than the Commonwealth.
Home front	Refers to activities within 'civilian' Australia during the war period, and the way the military activities affect people's lives.
Munitions	The equipment and weapons used in war.
Rationing	During the Second World War the military effort required priority in food and equipment. Where supplies were limited, such as petrol, some food (tea, meat) and clothing, people were allocated a periodical ration of those items.
Remembrance Day	At 11 am on 11 November 1918, an Armistice came into effect that ended the fighting on the Western Front. This is seen as the end of the First World War (though the actual peace treaty was not signed until 1919). This date is now observed as Remembrance Day, when people are asked to pause for a minute's silence at 11 am to remember all who have died and suffered in war.
Role of women	War, and especially the Second World War, has been a major cause of change in women's place in Australian society. As men have been sent to combat areas their civilian roles have been filled by women, including in areas that had been traditionally male only or male dominated occupations. This in turn led to an increase in wages, and sometimes to equal pay. Women have also taken on increased roles in the military.
Sacrifice	The willingness of soldiers to sacrifice their lives for their nation in war is seen as one of the highest civic virtues. Many displays in the Australian War Memorial commemorate individuals' sacrifice of themselves for others during wartime.
Volunteerism	Considerable pressure existed in the First World War for eligible men to volunteer. Many chose not to volunteer and could be subject to accusations of cowardice and failing to do their duty to the nation. There were several recruiting marches from country areas, where men were encouraged to join in along the march, with the final body of men enlisting as a group. The Australian War Memorial displays a flag carried during one of these, the Men from Snowy River recruiting march.

PARLIAMENT HOUSE AND THE MUSEUM OF AUSTRALIAN DEMOCRACY AT OLD PARLIAMENT HOUSE

During your time in the Museum of Australian Democracy at Old Parliament House and Parliament House you may see a number of elements of the parliamentary process. Here are explanations of some key ones.

A day in parliament	<p>A typical day is opened by prayers. Then Bills are introduced and/or debated.</p> <p>In the afternoon there will be a session for questions, followed by more debate on Bills. Debate may continue into the night. The last 30 minutes (40 minutes in the Senate) are the Adjournment Debate when members may speak on any matter for five minutes in the House of Representatives or 10 minutes in the Senate. On some days there is a time for members to introduce Private Members' Bills.</p> <p>There is also time for petitions to be presented to the parliament by individual members.</p>
Activities in parliament	<p>Debates: Members/senators speak on proposed Bills. Parties organise who will speak.</p> <p>Amendments: Proposed changes to the Bill as it has been presented. These are voted on.</p> <p>Question Time: Government and opposition members ask questions of ministers.</p> <p>Statements: Members/senators make a statement about some matter to the Chamber.</p> <p>Tabling of reports: Formal presentation of the results of inquiries.</p> <p>Presentation of Petitions: Members/senators present these from their own electorates or states/territories.</p> <p>Adjournment debate: The period in the last 30 minutes (40 minutes in the Senate) of the day's sitting when members can speak on any matter for 5 minutes in the House of Representatives or 10 minutes in the Senate.</p>
Bill and Private Members' Bill	<p>Bill: A Bill is a proposed law. It will, if passed by the House of Representatives and the Senate and then assented to by the Governor-General, become an Act, and therefore law.</p> <p>Private Members' Bill: Most Bills are introduced by the government, but occasionally a Private Members' Bill is introduced for debate. This is a Bill that is promoted by an individual rather than the government or a party.</p>
Bills and Acts	<p>Any law made by parliament starts as a Bill, which sets out the details of the proposed law. It is debated in three readings in each of the two Houses, amendments can be made, but both Houses must finally agree to exactly the same details. The Bill must then be signed by the Governor-General to become an Act, and then brought into law on a specified date.</p>
Cabinet	<p>Cabinet is the committee of senior ministers that is the decision-making body for the most serious matters of government.</p>
Clerk	<p>The Clerk is the chief parliamentary official who sits in front of the Speaker/President. They are professional employees of the parliament, and their responsibility is to the parliament.</p> <p>The Clerk is also in charge of the employees who exist to make the parliament function efficiently.</p>
Frontbenchers Backbenchers	<p>Frontbenchers are ministers (government) or shadow ministers (opposition) who sit on the front row of seats in the House of Representatives and Senate.</p> <p>Other members, called backbenchers, sit behind the frontbench seats.</p>
Functions of parliament	<p>Parliament's main functions are:</p> <ul style="list-style-type: none"> • Representing the people of Australia • The formation of government • Introducing or amending legislation • Scrutiny of the government to ensure effectiveness and accountability.

Governor-General	<p>The Governor-General is the Monarch's representative in Australia. He or she is appointed by the Crown on recommendation of the Australian Prime Minister. No Bill can become law without the Governor-General's assent. A Governor-General is normally appointed for a term of five years. The Governor-General has important constitutional and ceremonial role, especially the of opening of parliament, and authorising election dates.</p>
Hansard	<p>Hansard is the official record of the words spoken in parliament. It refers to the name of the printing firm that published the earliest record of debates in the parliament in the early nineteenth century England.</p> <p>Hansard was initially a non-parliament record, provided by a private printer. Parliament eventually took control of the process and formalised it. From 1901, Hansard reporters took notes of debates in shorthand. Professional Hansard writers now transcribe the words spoken in Parliament from digital recordings. They also incorporate any documents that have been tabled as part of the proceedings. A proof copy of the day's proceedings is circulated to allow members to ensure that they have been recorded accurately. Today you can read Hansard on the internet.</p>
Lay-out of the parliament	<p>The physical organisation of the parliament is:</p> <ul style="list-style-type: none"> • The Speaker/President sits facing the parliament • The Clerks sit at the head of the table • Government members sit on the Speaker's right, opposition members on the left • Frontbenchers (ministers/shadow ministers) sit in the front row • Backbenchers sit behind the front bench • Ministers and shadow ministers speak from the despatch boxes on the table • Backbenchers speak from their seats.
Main Committee	<p>The Main Committee is a second chamber of the House of Representatives at Parliament House. At Old Parliament House, the main committee met in the House of Representatives Chamber. It is a large room in which members can continue to debate Bills at the second reading stage. Legislation debated in this way must be returned and passed in parliament at the third reading stage.</p>
Media	<p>The media have a dedicated section of the House and Senate. Their role is to observe and report on those aspects of parliamentary activities that they consider newsworthy. This helps promote the accountability of parliament and government to the electorate.</p>
Members of the House of Representatives	<p>The 150 members of the House of Representatives (MHRs) are elected by qualified voters. Australia is divided into electorates that have approximately equal numbers of voters. MHRs are elected for a term of parliament (three years) and represent their own electorate in the parliament. The party that has the majority of members (or that combines with other parties to form a majority) becomes the government.</p>
Ministers and Shadow Ministers	<p>Ministers are members of parliament who have responsibility for a portfolio — a government department that is responsible for the implementation of laws and policies in a particular area. Ministers are responsible to parliament and must attend and answer questions at question time.</p> <p>Shadow ministers are those members of the opposition who have responsibility to scrutinise the work of particular ministers.</p>
Parliament	<p>Parliament has three formal elements: the Monarch (represented by the Governor-General), the House of Representatives (where Government is formed and money bills initiated) and the Senate.</p>
Parties and Independents	<p>A political party is an organisation that presents policies at election, with a view of implementing these as laws if they are elected.</p> <p>Party members are those who have been elected as a member of a party; independents are those who have been elected with no party affiliation, and have no commitment to vote with any party. There may also be a coalition — a formal agreement of two different parties to act together, but maintain their separate identity.</p> <p>The party leader in government is the Prime Minister and by convention is in the House of Representatives; the party leader of the main opposition party is the leader of the opposition (and again is usually but not necessarily in the House of Representatives). Each party also has a leader in the Senate.</p>

Party Whips	Whips are the party members whose task it is to organise their party's attendance in parliament and to enforce party discipline.
Passing a Bill	<p>A Bill is a proposed new law. The usual process for making a law is:</p> <ul style="list-style-type: none"> • A political party has a policy. • The party is elected to government and makes a decision to introduce this policy as a law. • The law is drafted by professional people. • It is introduced to one House at the First Reading. This involves reading the title to alert members that the Bill is in the parliament. • Members debate the main principles of the Bill in the Second Reading. • Details of the Bill are debated in Committee, and members can propose amendments. • At the Third Reading the Bill is passed by the parliament. • It then goes through the same process of three readings in the other House. • If it is passed by this House it is returned to the originating House. If amendments have been made the initiating House must accept these. If they reject these the Bill cannot proceed further until both Houses agree to the same Bill. • Once the Bill passes both Houses it is signed by the Governor-General. • The Bill is now an Act and becomes effective law on a specified date.
Petitions	<p>A petition is a request by a group of citizens for parliament to take note of and perhaps pass legislation about an issue.</p> <p>Petitions can only be presented to parliament by a member or senator.</p> <p>About 500 petitions are presented to Federal Parliament each year.</p>
President	<p>The President of the Senate is the senator who is elected by other senators to ensure that parliament proceeds according to its rules ('Standing Orders'). The President is assisted by the Deputy President (who is an elected Senator voted into this position by the Senate), and the Clerk and Deputy Clerk, who are officers of the parliament. Since the Government does not always have a majority in the Senate, the President may or may not be from the Government. To maintain the principle that the Senate is the states' House, the President always votes on questions. If there is a tied vote the question is always declared to have failed.</p>
Prime Minister	<p>The Prime Minister is an elected member of parliament chosen by his or her political party to lead the government. A person becomes prime minister by being elected to that position from within the government members. By convention the Prime Minister is a member of the House of Representatives. John Gorton was an exception. He was chosen by his party to be prime minister while still being a senator. To keep this position he resigned from his Senate seat and stood for election to the House of Representatives.</p> <p>The position of prime minister is not specifically mentioned in the Australian Constitution.</p>
Question Time	<p>In Question Time members of both the government and the opposition can ask a question of a minister. Ministers know what questions their own side will ask (called 'Dorothy Dixers', after an advice columnist in an Australian newspaper), but they do not know what questions the opposition will ask. The idea of this is to expose the government to scrutiny and to ensure accountability of decision-making.</p>
Separation of Powers	<p>The separation of powers theory exists to stop any one of the three main arms of government (legislature, executive and judiciary) dominating the other.</p> <p>The idea of separation of powers means that the law-making body (Legislature — the members of parliament) is separate from the body that implements the laws (Executive — Ministers and government departments), and the body that interprets the laws (Judiciary — High Court).</p> <p>Each is theoretically separate and independent and therefore no single one can dominate. In practice this is not always clear-cut. Ministers have a great influence over the government departments; the government can also influence the judiciary by the nature of the people it appoints as judges. Where the government of the day controls a majority in both the House of Representatives and the Senate the idea of checks and balances within parliament may be weakened.</p>

Senators	There are 76 Senators, 12 for each state, and 2 for each territory. Senators are elected for a period of 6 years, with half of the Senate elected every three years. Senate elections are usually held at the same time as elections to the House of Representatives.
Speaker	The Speaker of the House of Representatives is the member of the House of Representatives who is elected by the members of that House to ensure that parliament proceeds according to its rules ('Standing Orders'). The Speaker is usually a member of the government. The Speaker is assisted by the Clerk and Deputy Clerk, who are officers of the parliament.
Standing Orders	<p>Standing Orders are the sets of rules for the conduct of parliamentary proceedings.</p> <p>The House of Representatives and the Senate each have their own separate set of Standing Orders.</p> <p>The Speaker/President is responsible for ensuring that Standing Orders are followed.</p> <p>The parliament can vote to suspend parts of Standing Orders to allow particular debates or procedures to be temporarily allowed.</p>
Symbols and symbolic objects	<p>Symbols that you will see include:</p> <p><i>Symbols of Australia</i></p> <ul style="list-style-type: none"> • Coat of Arms • National flag. <p><i>Symbols of office</i></p> <ul style="list-style-type: none"> • Speakers chair — the Speaker faces and controls parliament • Mace (House of Representatives)/Black Rod (Senate) — symbols that parliament is sitting, and also of the authority of the Serjeant-at-Arms/Usher of the Black Rod for security in the Houses • Dispatch box — a minister or shadow minister stands at the dispatch boxes to address the House of Representatives. In British parliamentary tradition these were boxes in which ministers used to carry their parliamentary papers. <p><i>Symbols of links with Britain</i></p> <ul style="list-style-type: none"> • The use of colours — green in the House of Representatives, red in the Senate, linking these to the British Parliament • Royal seat — in the Senate for the monarch when she or he presides over parliament • Court dress — formal dress, replicating British dress dating back several centuries • Dispatch boxes — they are replicas of two that were in the British House of Commons, and were presented to the Australian Parliament by King George V on the opening of Parliament House in Canberra in 1927.
Two Houses: House of Representatives and Senate	<p>The Commonwealth Parliament is bicameral — it has two Houses of Parliament.</p> <p>The House of Representatives is where the government is formed. It is the only House that can initiate money bills — that is, authorisation for the spending of funds.</p> <p>The Senate has equal powers to the House of Representatives, except for the initiation of money bills.</p>
Voting	In parliament members and senators vote by saying aye (to vote for the Bill) or no (to vote against it). If the result of the vote on the voices is not accepted by two or more of those present a formal vote, or division, is held. The officials ring the bells for four minutes, calling all members or senators to the chamber. At the end of the four minutes the doors are locked and only those in the Chamber can vote. This is done by sitting to the Speaker's/President's right (aye) or left (no). Tellers (from both the Government and Opposition) count the votes. A majority vote wins. Previously, at Old Parliament House, members and senators had three minutes to get to the Chambers — an indication that Parliament House is a much larger building.

NATIONAL ELECTORAL EDUCATION CENTRE

During a visit to the National Electoral Education Centre you may see or hear reference to these elements of the Australian federal electoral system.

Above the line voting	In a system of preferential voting for the Senate electors may choose to number every candidate (Below the Line voting), or may indicate that they want their preferences to be distributed in the order pre-determined by a political party (Above the Line voting).
Below the line voting	
Absent or absentee votes	Electors who are out of the division in which they are enrolled but still in their state or territory may cast an absent vote at any polling place in that state or territory.
Absolute majority	Where a candidate has more than 50% of formal votes cast.
Ballot	A method of secret voting, normally in a written form.
Ballot paper	A paper which shows the names of the candidates who are standing for election. The voter numbers the boxes beside each candidate's name to show his or her preferences.
Ballot box	The sealed container into which ballot papers are placed.
By-election	By-elections are held to fill vacancies in the House of Representatives resulting from the death, resignation, expulsion, disqualification or ineligibility of a member.
Candidate	A person who stands for election to parliament. A candidate may be nominated by a political party, or may be independent.
Compulsory voting	Every Australian citizen (18 years or older) is required by law to enrol and cast a valid vote at federal elections, by-elections and referenda. If a person does not vote and is unable to provide a "valid and sufficient" reason, a penalty is imposed. Compulsory voting at federal elections was introduced in 1924.
Casual vacancy	Where a senator is replaced (through death or retirement) before the next election. The replacement must be a member of the same party, and is chosen by a joint sitting (in a bicameral system) of the appropriate state or territory parliament. The selected candidate then completes the replaced Senator's term.
Constituencies	Electorates or Divisions.
Declaration of a poll	The formal process of declaring the results of an election.
Distribution of preferences	The process whereby if no candidate has an absolute majority of the formal votes cast after the first count, the candidate with the lowest number of first preference votes will be excluded and those votes distributed according to each voter's marked preferences towards the remaining candidates. This process continues until one candidate has an absolute majority.
Division	Australia is divided into voting districts or electorates which are known as divisions. One member is elected from each division to the House of Representatives.
Donkey vote	A ballot paper where the numbers are marked 1, 2, 3, 4, etc, in running order, or in reverse, against the list of candidates.
Double majority	At a referendum a proposed change to the Constitution must be approved by a double majority. That is a national majority of electors from all states and territories and a majority of electors in a majority of states (at least 4 out of 6).
Electorate	A Division.
Electronic voting	A system of casting votes electronically rather than on paper.

Enrolment	Registration on the electoral roll. All Australian citizens must enrol if they are 18 years of age and over. Compulsory enrolment for federal elections was introduced in 1911. Citizens may apply for electoral enrolment at age 17.
First-past-the-post voting	The voting system where the candidate with the most first votes is elected, regardless of whether that person has an absolute majority or not.
Formal / informal votes	A formal vote is one that has been filled in correctly and will be counted. An informal vote is one that has been incorrectly filled in and will not be counted.
Franchise	The right to vote.
General election	An election for all the seats in the House of Representatives. A general election usually coincides with a vote for half the seats in the Senate.
Gerrymander	Where the electoral boundaries are drawn to give one party an unfair advantage in an election.
Half-Senate election	Senators are elected for six year terms, but general elections are held every three years. Therefore, half of a state's senators will be elected at each general election.
How-to-vote cards	A guide to voting preferences prepared and distributed by parties at elections.
Plebiscite	An opinion poll put to electors that does not change the Australian Constitution. Examples are the conscription plebiscites of 1916 and 1917, and the plebiscite for the selection of the Australian National Anthem in 1977.
Polling place	The official area where electors cast their votes.
Postal vote	An elector who has difficulty getting to a polling place on election day may vote before the election by applying in writing for a postal vote. They will then be sent their ballot papers which must be posted back before the close of polling.
Preferential voting	A system of voting in which the voter completes the ballot paper by putting the number 1 in the box beside their first choice candidate, the number 2 beside their second choice and so on until all candidates are numbered.
Proportional representation	The system whereby a number of candidates are elected in proportion to the votes received.
Quota	The proportion of votes required by a candidate to be elected in a multi-member electorate.
Referendum	The Australian Constitution can be amended only with the approval of Australian electors. Any proposed alteration must be put to the vote of all electors at a referendum. The proposed change must secure a double majority to succeed.
Scrutineers	People appointed by the candidates to observe the voting and counting of votes.
Secret ballot	A vote made in secret, first introduced in Victoria in 1856.
Suffrage	The right to vote.
Voting	The formal act of casting a vote.
Electoral roll	The official list of names of enrolled voters, arranged by Divisions.
Writ	The formal document authorising the holding of an election.

USEFUL CIVICS AND CITIZENSHIP EDUCATION RESOURCES



There is a huge range of resources available to support the teaching of Civics and Citizenship Education (CCE) in Australian primary and secondary classrooms.

Some of these have been sent to schools; many are commercially available; others are readily downloadable or printable from websites. New resources are appearing almost daily. Some are designed specifically for CCE, others are created for a different purpose (for example, for history teachers and students) but are relevant to CCE.

The list below provides a number of readily available resources for teaching CCE that will support a CCE investigation of aspects of the four institutions focused on in this Teachers' Manual.

The list includes:

- *Discovering Democracy* resources and website
- Recent class texts and library references
- Institutional websites
- Teacher references for teaching CCE.

Discovering Democracy resources and CCE website

Discovering Democracy was a Commonwealth Government funded initiative to provide resources and professional support for teachers to assist them in implementing a study of aspects of Australian democracy in their classrooms.

Physical copies of these materials were supplied to Australian schools between 1998 and 2002.

Since then, new civics and citizenship resources have been published online at **www.civicsandcitizenship.edu.au**. In addition, many of the Discovering Democracy resources are also available at the Discovering Democracy website **www1.curriculum.edu.au/ddunits/index.htm**.

A selection of resources from these sources which would be beneficial to schools visiting the National Capital are identified below.

Upper Primary

Parliament House and the Museum of Australian Democracy at Old Parliament House	DD unit: <i>Parliament vs Monarch</i> Focus Question 2: What is a parliament? Focus Question 5: How does Australian parliamentary democracy reflect its British inheritance? www.curriculum.edu.au/ddunits/units/up1parl-glance.htm DD unit: <i>The People Make a Nation</i> Focus Question 4: How does the Australian system of government work? www.curriculum.edu.au/ddunits/units/up3fq4acts.htm
Australian War Memorial	<i>Australian Readers Discovering Democracy Upper Primary Collection</i> Australia Is My Country – p27 The middle primary unit <i>We Remember</i> could be adapted to suit upper primary students. DD unit: <i>We Remember</i> Focus Question 3: How do we commemorate significant events and lives in Australia? Activity 1 – Meaning of 'commemoration' Activity 2 – Research on special days www.curriculum.edu.au/ddunits/units/mp3fq3acts.htm
National Electoral Education Centre	CCE website: <i>Voting: Should you have to?</i> www.civicsandcitizenship.edu.au/cce/default.asp?id=9954

Lower Secondary

Parliament House	<p>DD unit: <i>Should the people rule?</i> Focus Question 4: How do the people rule in Australia? Activity 1 – Population and democracy Activity 2 – The House of Representatives and the Senate. www.curriculum.edu.au/ddunits/units/ls1fq4acts.htm</p> <p>DD unit: <i>Law</i> Focus Question 3: How do we make laws today? www.curriculum.edu.au/ddunits/units/ls2fq3acts.htm</p> <p>CCE website: <i>Whose democracy?</i> www.civicsandcitizenship.edu.au/cce/default.asp?id=9297</p>
Museum of Australian Democracy at Old Parliament House	<p>DD unit: <i>Men and Women in Political Life</i> Focus Question 2: What can we learn from people who have worked in parliament? www.curriculum.edu.au/ddunits/units/ls4fq2acts.htm</p> <p>CCE website: <i>Celebrating politically active Australians</i> www.civicsandcitizenship.edu.au/cce/default.asp?id=9482</p>
Australian War Memorial	<p>CCE website: <i>This Australian Nation</i> Activity 1: Events that shaped our nation's identity: Australians at war <i>Using Australian Readers Discovering Democracy Lower Secondary Collection</i> pp 27 and 42-47. www.civicsandcitizenship.edu.au/cce/default.asp?id=9611</p>
National Electoral Education Centre	<p>CCE website: <i>The Secret Ballot: Voting in Australia</i> www.civicsandcitizenship.edu.au/cce/the_secret_ballot_-_voting_in_australia_updated,24130.html</p>

Middle Secondary

Parliament House	<p>DD unit: <i>Parties Control Parliament</i> Focus Question 1: What role do political parties have in parliament and government? Focus Question 2: Who do Australia's political parties represent? www.curriculum.edu.au/ddunits/units/ms1parties-glance.htm</p> <p>CCE website: <i>The people rule @ your.gov.au</i> www.civicsandcitizenship.edu.au/cce/default.asp?id=9359</p>
Museum of Australian Democracy at Old Parliament House	<p>DD unit: <i>Parties Control Parliament</i> Focus Question 3: How do parties select policies and campaign for government? www.curriculum.edu.au/ddunits/units/ms1fq3acts.htm</p>
Australian War Memorial	<p>Adapt the lower secondary activity CCE website: <i>This Australian Nation</i> Activity 1: Events that shaped our nation's identity: Australians at war <i>Using Australian Readers Discovering Democracy Lower Secondary Collection</i> pp 27 and 42-47. www.civicsandcitizenship.edu.au/cce/default.asp?id=9611</p>
National Electoral Education Centre	<p>CCE website: <i>The people rule @ your.gov.au</i> www.civicsandcitizenship.edu.au/cce/default.asp?id=9359</p> <p>CCE website: <i>Fast facts: the 1999 Referendum</i> www.civicsandcitizenship.edu.au/cce/default.asp?id=9546</p> <p>CCE website: <i>The Secret Ballot: Voting in Australia</i> www.civicsandcitizenship.edu.au/cce/the_secret_ballot_-_voting_in_australia_updated,24130.html</p>

Upper Secondary

Museum of Australian Democracy at Old Parliament House	<p>CCE website: <i>Australia's Democracy: Dismissal of the Whitlam Government</i> – assessment tasks www.civicsandcitizenship.edu.au/cce/default.asp?id=9555</p>
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Class texts and library references

Pamela R Dudgeon and Patricia M Hincks, *Democracy rules: An electoral education resource*, Australian Electoral Commission, 2007

Includes a range of activities associated with voting and is appropriate for all year levels. Will support a visit to the National Electoral Education Centre and the activities such as *Cast your vote!* in this resource.

John Hirst, *Australia's Democracy A Short History*, Allen & Unwin, Sydney, 2002

An excellent resource for upper secondary students in relation to civics matters. Useful for the activity *Democracy in the National Capital*.

Linda Bruce and John Hilbert, *Federal Government*, Macmillan Library, 2005

A 32 page reference book useful for upper primary and lower secondary. Will support the activities *A visit to my member of parliament*, *Who has power in your life?*, *What does your local MP do?* and *Parliament quiz*.

Jo Eshuys, Vic Guest et al, *Heinemann Humanities 2 A narrative approach*, Heinemann, 2006

Includes a 16 page chapter on civics including the basic features of law-making and law-enforcement. Suitable for lower secondary activities *Who has power in your life?*, *Parliament quiz*, and *What does your local MP do?*

Helen Calvert, Jenny Herbst, Ross Smith, *Australia and the World: Thinking Historically*, Macmillan Education Australia, 2006

Suitable for lower and middle secondary students, and will support the activities *Who has power in your life?*, *Parliament quiz*, *Creating a constitution for Australia* and *Taking a walk through history*.

Jules Aldous, Monica Bini, Gary Grach, Michael Hill, Alan Wharton, *Money, Markets and Citizenship*, VCTA (Macmillan Education Australia), 2006

Suitable for middle secondary students, and will support the activities *Who has power in your life?*, *Parliament quiz*, *Creating a constitution for Australia* and *Taking a walk through history*.

Julie Findlay, David Mallia, Richard Malone, Michelle Schwarz, *Monumental Humanities 1*, Cambridge Learning, 2007

Suitable for lower secondary students, and will support the activities *Parliament quiz*, *Cast your vote!*

Robert Darlington, *Unity & Diversity: Australia Since 1850*, Heinemann, 2001

Suitable for middle and upper secondary students, and will support the activities *Creating a constitution for Australia*, *Taking a walk through history* and *Democracy in the National Capital*.

Robert Darlington, Vicki Greer, John Hospodaryk, *Historyzone 2: Australia Since 1901*, Heinemann, 2004

Suitable for middle and upper secondary students, and will support the activities *Creating a constitution for Australia*, *Taking a walk through history* and *Democracy in the National Capital*.

Stephen Chapman, Paul Farrar, *Jacaranda Essentials Economics & Civics*, Jacaranda, 2007

Suitable for lower and middle secondary students, and will support the activities *Who has power in your life?*, *Parliament quiz*, *Cast your vote!*, *Creating a constitution for Australia*, *Can you influence your society?* and *Taking a walk through history*.

Peter Farrar, Stephen Chapman, Jo Lamont, *SOSE Alive Economy and Society*, Jacaranda, 2005

Suitable for lower and middle secondary students, and will support the activities *Who has power in your life?*, *Parliament quiz*, *Cast your vote!*, *Creating a constitution for Australia*, *Can you influence your society?* and *Taking a walk through history*.

Jo Lamont, Peter Farrar, Stephen Chapman, Rima Khallouf, *Humanities Alive Economics and Citizenship*, Jacaranda, 2007

Suitable for lower and middle secondary students, and will support the activities *Who has power in your life?* and *Can you influence your society?*

Charlotte Forwood, *Topics to Go! Government in Australia*, Rigby Harcourt Education, 2006

Suitable for upper primary students, and will support the activities *We are standing on their shoulders*, *When did it happen?* Quiz and *A postcard from Australian democracy*.

KJ Mason, *Experience of Nationhood*, McGraw-Hill, Fifth edition 2007

Suitable for middle and upper secondary students, and will support the activities *Creating a constitution for Australia*, *Taking a walk through history* and *Democracy in the National Capital*.

Robert Lewis, Tim Gurry, *1901 and All That*, National Archives of Australia, 2001

Supports the visits to Parliament House and the Museum of Australian Democracy at Old Parliament House Old Parliament House as well as the activity *Creating a constitution for Australia*. Suitable for middle and upper secondary students.

***Australians at War Primary Schools Education Kit*, Dept of Veterans' Affairs, 2002**

***Australians at War Secondary Schools Education Kit*, Dept of Veterans' Affairs, 2002**

The unit on 'Remembering and Commemorating' (primary and secondary) considers how we remember those who served in war, and 'War and Identity' (secondary) looks at aspects of citizenship and how we value those who served in war.

***Their Spirit, Our History*, Australian War Memorial and Department of Veterans' Affairs, 2007**

A resource book for all levels, looking at the significance of Anzac Day. It includes commemorative classroom activities.

Institutional websites

Australian Electoral Commission www.aec.gov.au

The Australian Electoral Commission (AEC) is responsible for conducting federal elections and referendums and maintaining the Commonwealth electoral roll. The site contains information on all aspects of elections.

The Education Section of the Australian Electoral Commission aims to educate the Australian community about the electoral processes by which we elect our representatives to the Commonwealth Parliament and how we as Australian citizens are able to have a say in changing the Australian Constitution.

Some state and territory electoral commission sites also contain classroom resources.

Governor-General www.gg.gov.au

Information on the role and typical daily life of the Governor-General.

Documenting a Democracy www.foundingdocs.gov.au/

The *Documenting a Democracy* website includes 110 key documents including Australia's Constitution that are the foundation of our democracy. The site can be accessed through:

- Place – showing key documents of the states, territories and Commonwealth
- Timeline – showing dates and events
- Pathways – using themes to access key documents of our democracy
- Picture album – including some images relevant to Australian democracy.

Australia's Prime Ministers <http://primeministers.naa.gov.au/>

The *Australia's Prime Ministers* website helps to understand Australia's national leadership and political history. The website is a 'shop window' of information about all Australian prime ministers. Use the 'Research Map' to visit specially designed Prime Ministers' pages on the websites of the National Archives of Australia, National Library of Australia, Australian War Memorial, the National Film and Sound Archive and the John Curtin Prime Ministerial Library.

Vrroom <http://vrroom.naa.gov.au/>

Vrroom is a virtual reading room designed specifically for students and teachers learning to use archival records. Access archival documents and images, primarily from the twentieth century that relate to constitutional and parliamentary matters. Learning content has been attached to a range of records to make them readily usable in the classroom. The theme 'Our Democracy' is a great place to start.

Parliaments www.aph.gov.au

Parliaments have a range of valuable resources on their websites. Some have a separate education section. In addition to the Commonwealth Parliament website, you might also like to check state and territory parliament websites.

The Commonwealth Parliament has the greatest range and quantity of resources for teachers and students. This site contains information about:

- The parliamentary system
- Separation of powers
- Commonwealth Parliament (House of Representatives, Senate, Governor-General)
- Executive Government
- Federal Judicature

The **Parliamentary Library** link from www.aph.gov.au/information/index.htm

The Parliamentary Library contains a range of downloadable publications that are excellent resources for teacher and upper secondary investigations of Democracy in the National Capital.

The **Parliamentary Education Office (PEO)** www.peo.gov.au/

The PEO website has a huge range of downloadable and printed resources, as well as information about educational programs for school visits.

Australian Politics.com www.australianpolitics.com

This comprehensive site offers a wealth of information for teachers and excellent resources for teachers and upper secondary investigations of Democracy in the National Capital. There are sections on democracy, constitution, parliament, executive, elections, parties, pressure groups and foreign policy.

Teacher references for teaching Civics and Citizenship Education

Civics and Citizenship Education

(Australian Government Department of Education, Employment and Workplace Relations)

www.civicsandcitizenship.edu.au

Go to the For Teachers section for a wealth of material on using Discovering Democracy resources that are relevant to all units in this resource.

Victoria

www.education.vic.gov.au/studentlearning/teachingresources/civicscitizenship/default.htm

New South Wales

www.curriculumsupport.education.nsw.gov.au/secondary/hsie/crosscurriculum/civics/index.htm

Tasmania

www.education.tas.gov.au/school/educators/resources/curriculumprojects/discoveringdemocracy

Queensland

<http://education.qld.gov.au/tal/ddemo/html/resources.html>

