



Australian Government
Department of Education



CIVICS AND
CITIZENSHIP
EDUCATION

Discovering Democracy unit:
Middle Secondary

Democratic struggles



Education
Services
Australia

Democratic struggles

Teacher Notes

The Chartist movement in nineteenth-century Britain, the Eureka rebellion and the struggles of women and First Nations Australians to gain democratic rights provide contexts for exploring some basic features of Australian democracy. These features include universal suffrage, secret ballot, electorates of equal size, all adult citizens being able to stand for parliament and payment of parliamentarians. The strategies used to achieve political change are also explored.

Note: You can refer to the glossary if necessary.

About the unit

Key elements of democracy

- Objectives and strategies of struggles to establish these elements in Britain and Australia
- The establishment of franchise for Australian women and Indigenous people

Contexts: *Chartism in mid-nineteenth century Britain, the Eureka Rebellion, the Australian Constitution, the 1938 Day of Mourning, the 1967 referendum*

By the end of this unit, students will be able to ...

- explain why most Chartist principles are important in Australian democracy today
- justify opinions about different methods of achieving democratic reform
- trace the historical development of democratic rights for particular groups in Australia.

Curriculum links

Year 9 History: Making and transforming the Australian nation (1750–1914)

AC9HH9K01	The causes and effects of European imperial expansion and the movement of peoples in the late 18th and early 19th centuries, and the different responses to colonisation and migration
AC9HH9K04	Significant events, ideas, people, groups and movements in the development of Australian society
AC9HH9K05	Continuities and changes and their effects on ways of life and living conditions, political and legal institutions, and cultural expression around the turn of the 20th century in Australian society

Year 9 Civics and Citizenship: Citizenship, diversity and identity

AC9HC9K05	How and why individuals and groups, including community, religious and cultural groups, participate in and contribute to civic life in Australia and to global citizenship
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Year 9 Civics and Citizenship: Skills

AC9HC9S02	Locate, select and compare information, data and ideas from a range of sources
AC9HC9S04	Evaluate the methods or strategies related to making decisions about civic participation

Background notes

Chartism was a working-class movement to initiate political change in Britain in the first half of the nineteenth century. The working class was excluded from the political process, having neither the right to vote nor parliamentary representation. The Chartists set about changing this situation as a means of improving their working and living conditions. Their efforts were unsuccessful and the movement died out after the failure of their last petition in 1848. Their six-point Charter demanded manhood suffrage, secret ballots, the abolition of property qualifications for parliament, payment for parliamentarians, equal electorates and annual elections.

Chartist ideas reached the goldfields in Victoria and rose to prominence in the weeks leading up to the Eureka rebellion in 1854. The miners wanted an end to the hated licence system as well as the right to vote.

The notions of responsible and representative government spread throughout the Australian colonies in the second half of the nineteenth century. The events at Eureka are seen by many as a catalyst for this, although there is some question about the extent to which they influenced the reform of the political process outside Victoria.

By Federation in 1901, the right of men to participate in the political process was generally accepted in Australia. Women were successful in achieving the right to vote for Commonwealth elections in 1902. The last state to grant this right to women was Victoria in 1908. For First Australians, however, Australian citizenship, including the right to vote, took more than half of the twentieth century to achieve.

The Chartists, the miners at Ballarat, the women’s movement in the late-nineteenth century and First Australians activists all used a variety of methods to achieve their goals, ranging from peaceful forms of protest, such as petitioning the parliament, to violent protest.

The core teaching ideas of ‘Democratic struggles’ include the nature of democracy – just what it was that people were struggling for – and methods which those involved used to press their cases. It will be helpful if students are clear that the idea of comprehensive suffrage is relatively recent and until the end of the twentieth century suffrage was based on property, gender and race.

Focus questions

Find some modified EAL/D activities for each focus question after this set of Teacher Notes.

Focus question 1: What is democracy and what was Australia like before we had it?

Content	Activities/Assessment tasks
Introduction to key elements of democracy	<ul style="list-style-type: none"> • Comprehension: eligibility to vote • Analysis: aspects of democracy • Exploration exercises: secret ballot and unequally sized electorates

You may wish to explore eligibility to vote via a discussion of those who are now excluded from the vote in Australia through this webpage: [The right to vote is not enjoyed equally by all Australians](#).

Focus question 2: How did democracy develop in Britain?

Content	Activities/Assessment tasks
The Chartists and their struggle for democracy	<ul style="list-style-type: none"> • Notation: the Chartists’ six points • Comprehension: primary sources • Oral work and comprehension: Chartist speeches • Comprehension: primary sources • Research and summary • Four options: letter completion; preamble construction; speech preparation; poster design
Strategies of the Chartists	Analysis and discussion: the comparative effectiveness of various methods of political agitation
<ul style="list-style-type: none"> • A current reform movement • Achievement of Chartist goals 	<ul style="list-style-type: none"> • Research activity • Analysis: Chartist achievements

Focus question 3: What influence did the Chartists have on the goldfields and did the struggle at Eureka contribute to the establishment of democracy in Australia?

Content	Activities/Assessment tasks
Fictional Eureka stories	Reading and comprehension
Timeline of events at Ballarat	Analysis: impact of Chartism at Eureka
The impact of Eureka	<ul style="list-style-type: none"> • Discussion • Review and summary: create the front page of a newspaper for 4 December 1854

Focus question 4: To what extent and when were the Chartists' six points achieved in Australia?

Content	Activities/Assessment tasks
Analysis of spread of Chartist goals	Research: achievement of the Chartists' goals in Britain, the colonies and the nation

Focus question 5: Why didn't all adults get the vote at Federation and how did those excluded work to achieve it?

Content	Activities/Assessment tasks
Why women didn't have the vote	Summary and analysis of primary sources for female suffrage: arguments for and against
Methods used by women to gain the vote	Summary and analysis of primary sources: methods used by the suffragists Dialogue preparation: Suffragist League meeting
<ul style="list-style-type: none"> • Why some First Australians lost the vote following Federation • First Australians' struggles for full citizenship status 	Comprehension and analysis of primary sources: reasons some First Australians lost the vote following Federation
A timeline of First Australians' achievement of the right to vote	<ul style="list-style-type: none"> • Comprehension and discussion: citizens' rights; the development of First Australians franchise and its impact on other rights; commonalities and differences among the goals and methods of these democratic struggles • Creation of a charter which has contemporary and future relevance

Additional links

Industrial Revolution

- [Industrial Revolution](#)
- [Industrial Revolution Defining Moments, 1750–1914](#)

Eureka Stockade

- [Behind the News: Eureka Stockade](#)
- [Democratic struggles slideshow](#)
- [Eureka! – Defending Democracy](#)

The Women’s Suffrage Movement

- [Women's suffrage](#)
- [Muriel Matters: The daring Australian suffragist who spurred a ‘MeToo moment in British history’](#)
- [Suffragists](#)

First Australians’ struggles

- [Defining moments: 1967 referendum](#)
- [Yes: The ongoing story of the 1967 referendum](#)

Links to other units

- Discovering Democracy ‘Should the people rule?’ (lower secondary). This unit provides useful groundwork for a study of the arguments of the Chartists and the diggers at Eureka against aristocratic rule and for giving power to the people. It would be advantageous to do this unit prior to ‘Democratic struggles’ but not essential. The final focus question of ‘Should the people rule?’, on representative democracy in Australia, might provide useful additional material for classes that have not had the opportunity to study the full unit.
- ‘Discovering Democracy ‘Men and women in political life’ (lower secondary). This unit – with its focus on particular individuals, the issues they fought for (including women's suffrage and rights for First Australians) and the strategies they used – complements ‘Democratic struggles’, which focuses on groups of people or movements.
- Discovering Democracy ‘Human rights’ (middle secondary). This unit focuses on the nature of human rights and struggles to achieve them.
- Discovering Democracy ‘A democracy destroyed’ (middle secondary). This unit focuses on the loss of democratic rights in the context of Nazi Germany.

EAL/D activities

Focus question 1: What is democracy and what was Australia like before we had it?

Vocabulary: citizen, Commonwealth, councils, democracy, democratic, electorate, eligible, guarantee, local government, officially registered on the electoral roll, parliament, representative democracy



Activity 1: Who has the vote?

- Explain the information in the introduction.
- Place EAL/D students in small groups for this activity with students whose spoken English skills are more developed.
- Clarify the bullet points and difficult vocabulary.



Activity 2: Some key elements of democracy

Vocabulary: ballot, citizen, Member of Parliament, salary, stand for parliament

- Work through this activity as a whole-class exercise.



Activity 3: Secret ballot

Vocabulary: secret ballot

- Discuss results of the secret ballot as a whole class.
- Brainstorm explanations for the differences. Record these on the board. Encourage students to take notes as needed.



Activity 4: Unequally sized electorates

- Explain the task. Discuss some possible concerns before starting. Note these on the board if you feel it would help EAL/D students.
- Continue with the class discussion as described in 4b to 4d.

Focus question 2: How did democracy develop in Britain?

Vocabulary: appalling, coal mines, cottage-based industries, earned their livelihood, industrial revolution, manufactured goods, transformed, upheaval, working class, working conditions

- Discuss the introductory information with the whole class, including 'Britain changing: the Industrial Revolution', explaining vocabulary and concepts.



Activity 1: Industrial Revolution

- Place EAL/D students with partners whose spoken English skills are more developed.
- Reduce the number of sources for pairs to read; Sources A, C and F are likely to be more accessible for EAL/D students.

Vocabulary in Source A: quoted, Royal Commission

Vocabulary in Source B: conspiracy, distress, plotting, suffrage

Vocabulary in Source C: acquainted, basic nourishment, charities, conversing, soup kitchen

Vocabulary in Source D: adjoining, damp cellar, fever heat, garret, industrial city, infested with all manner of vermin, ranged, ventilation

Vocabulary in Source E: beheld, cutting, immense, miserable, thrusting, volumes

Vocabulary in Source F: impact, industrialisation, textile

- Conduct the rest of the activity as described.



Activity 2: The Chartists' six points

Vocabulary: charter, Chartist, instituted, political revolution

- Introduce 'The Chartists and their struggle for democracy' as a class exercise.
- Conduct 2a as described.



Activity 3: Chartist speeches

- Conduct as described, placing EAL/D students in groups with students whose spoken English skills are more developed. The questions for each speech EAL/D students discussed and answers jointly constructed by the small group. Encourage EAL/D students to write out their answers.
- The speech by Percy Proudfoot, although not the shortest, may be the most accessible for EAL/D students.

Vocabulary in Arthur Taylor's speech: eke out a living, endure, foul conditions, go to an early grave, have a say, labours, option, our flesh and blood, pittance, submit, toil, tolerate, wage, working class

Vocabulary in Archibald Adams' speech: electorate, esteemed, fair deal, guarantee democracy, manipulation, privileged people, wholeheartedly, worth next to nothing

Vocabulary in Percy Proudfoot's speech: ceases, daily toil, excluded, fellow citizens, higher classes, holders of property, pathetic wage, salary, stand for election, stand for parliament

Vocabulary in Dougal McDonald's speech: annual parliaments, colleagues, ensure, face his electors, folly, humble origins, join the ranks of parliament, lad, loafing, seduced (by the life led in parliament), slavery and drudgery of the (mining) workplace, walked over, weaving and spinning, went south

Vocabulary in Jasper Jones' speech: aspect, be intimidated, bullied and threatened, candidate, discredit our name, dismiss, eloquent speakers, evict, harness maker, my privilege, nay, record a vote in privacy

Assessment task

- Place EAL/D students in pairs for the assessment task.
- Tasks 3 and 4 may be more achievable for EAL/D students.



Activity 4: The Chartists' methods

- Conduct this activity with six groups, placing EAL/D students in groups with students whose spoken English skills are more developed.
- Assign each group one of the sources.
- Explain difficult language in the sources:

Vocabulary in Source G: pursue the course of peaceful agitation, watchwords

Vocabulary in Source H: die by the sword, stormed food shops, the events illustrate the point, workhouses

Vocabulary in Source I: anonymous, discipline, outbreak of violence

Vocabulary in Source J: lecture, lecture tour

Vocabulary in Source K: cease work, slogan

Vocabulary in Source L: contemporary, petition

- Each group completes part 4a (the list) as a joint group construction.
- A group representative reads the group's list, and writes the list on the board.
- Each group completes part 4b (the paragraph) as a joint group construction.
- A group representative reads the group's paragraph.
- Follow with class discussion.
- Group members copy the paragraph or make notes about the discussion.



Activity 5: How the Chartists set about achieving change

Vocabulary: be effective, general strike, get demands, mass demonstration, more drastic action, procession of people, rejected met

- For 5a explain the information in 'How the Chartists set about achieving change' as a whole-class exercise.
- Conduct 5b and 5c as a small-group exercise using joint construction for compilation and ranking of the list.
- Compare and discuss groups' rankings.
- Conduct 5d as described.
- Conduct 5e (optional) as a small-group exercise.



Activity 6: What did the Chartists achieve?

- Discuss the introductory information and the table.
- Students copy the table.
- Conduct 6a and 6c as described. Students can put ticks or stars on their tables.
- Conduct 6b as a class discussion, listing arguments on the board.
- Students copy the list from the board.

Focus question 3: What influence did the Chartists have on the goldfields and did the struggle at Eureka contribute to the establishment of democracy in Australia?

Introduction

Vocabulary: ideas adopted, troopers, try their luck

- Explain the introductory information to the whole class.



Activity 1: Eureka stories

- Place EAL/D students among six groups with students whose spoken language skills are more developed.
- Assign one story to each group (each story will be done by two groups).
- Explain vocabulary of the stories as required.

Vocabulary in Harry Elliot's story: alluvial, became disillusioned, burden, delegation, disused mine shaft, end in bloodshed, have good prospects, industrious, lad, licence fee, looking for opportunities elsewhere, make something of my life, ordinary folk, plentiful, set up for life, shillings, strategy, strike gold, take on the authorities

Vocabulary in Eamon's story: a right fighter, class system, determined, famine, fancied, forced off the land, licence, lousy, make something of yourself, oppression, plentiful, references, Rightboys, shepherd, squatter boss, stand up for rights, taxation without representation, the future rests with the likes of us, took off to the diggings, unjust laws

Vocabulary in Annabella's story: convict, enticed, erected a fort, getting grievances heard, hanged for treason, manage to survive, meagre wage, miner's right, native-born, pound, resort to, rights and liberties, secure life, stand truly by each other, stockade, swore an oath, the complaints were ... addressed, things had eased a little, took up arms against, try his hand at, try our luck, Van Diemen's Land

- Groups with the same story compare their answers.
- Discuss, as a class exercise, the impact of such stories on the mood towards rebellion.

**Activity 2: Bakery Hill demands**

Vocabulary: abolition, adopted as the principles, commission of inquiry, contemplated, Crown land, full and fair representation, have a voice, hold a claim, immediate objects, league, manhood suffrage, property qualification, short duration (of Parliament), stockade, swear an oath of loyalty

- Discuss the timeline events and the summary of the Principles of the Ballarat Reform League with the whole class, clarifying vocabulary.
- Conduct 2b as a class construction.
- Discuss 2c with the whole class, explaining what happened in the end.

**Activity 3: Why the Eureka rebellion is remembered**

- Conduct as described. Students, working in pairs, write a summary paragraph.

Assessment task

- Have EAL/D students work in small groups or in pairs with a student whose spoken English skills are more developed.

Focus question 4: To what extent and when were the Chartists' six points achieved in Australia?**Introduction**

Vocabulary: constitution, democratic reforms, eligible, granted, self-government

- Explain the Introduction, clarifying or paraphrasing difficult vocabulary.

**Activity 1: Achieving democracy in Australia**

- Conduct 1a and 1b as a class discussion.
- Conduct 1c as described or as a small-group activity. Individual students copy and fill in the table while working with the group.

Focus question 5: Why didn't all adults get the vote at Federation and how did those excluded work to achieve it?

Introduction

Vocabulary: campaign, Commonwealth Parliament, federal elections, women's suffrage



Activity 1: The argument about women's voting rights

Vocabulary: absurd, advocates, chamber, foundation, franchise, inferior, labouring man/woman, political liberty, preserved, privileges, rights, suffrage Bill, woman's suffrage

- Conduct parts 1a and 1b as a small-group exercise, placing EAL/D students with students whose spoken English skills are more developed.



Activity 2: Methods used by women to gain the vote

Vocabulary: deputation, leaflet, lecture tour, lobbying, pamphlet, petition, public protest, suffragist

- Discuss with the whole class the various methods of the suffragists and their two goals.
- Conduct 2a as a small-group activity.

Vocabulary in Source H: advocate, enfranchisement, womanhood suffrage

Vocabulary in Source I: capacity, the greed of the sweater

Vocabulary in Source J: deputation, introduce a Bill

Vocabulary in Source K: chair to be taken by, womanhood suffrage

Vocabulary in Source L: the hard-pressed, the solitary

Vocabulary in Source M: centenary



Activity 3: Suffragist meeting (optional)

- Place EAL/D students in groups with students whose spoken English skills are more developed.
- If including an EAL/D student in 3b, provide opportunity for practice.



Activity 4: The Constitution, *The Franchise Act 1902* and First Australians' citizenship

Vocabulary: discriminated, eligible, exercising rights, franchise, second-class citizens

- Introduce discussion about First Australians' struggles for full citizenship status, clarifying difficult vocabulary.
- Conduct parts 4a to 4f of the activity as a class exercise, working through each source and the questions with the whole class.

Vocabulary in Source N: census, Commonwealth House of Representatives, constitution, founding fathers, repealed, Section

Vocabulary in Source O: parliament

Vocabulary in Source P: callous, full citizen status, hereby, seizure

Vocabulary in Source Q: citizen rights

Vocabulary in Source R: advocate, civil equality, full citizen status, long-range policy

Vocabulary in Source S: absolutely federalised

Vocabulary in Source T: custody

- Conduct part 4g as a small-group or whole-class joint construction, recording responses on the board for future reference.



Activity 5: The 1967 referendum

- Explain the introductory information.
- Conduct 5a as a small-group exercise. Divide the class into seven groups, placing EAL/D students with students whose spoken English skills are stronger.
- Assign one source to each group. The group considers its source and reports back on the questions to the whole class.

Vocabulary in Source U: Aboriginal advancement, deemed, deprive, referendum, sheweth, subject to, the Speaker, tribal lands

Vocabulary in Source V: clause, play a major role, referendum

Vocabulary in Source W: census, deplore, federal, grave discrimination, referendum, suffer this insult, the injustice of this provision

Vocabulary in Source X: racial discrimination, referendum

Vocabulary in Source Y: addicted to racist policies, creeds, millstone's weight, our standing

Vocabulary in Source Z: campaign committee, emancipation, referendum

Vocabulary in Source AA: miscellaneous, press committee, tertiary

- For 5b and 5c, review Source V and discuss the questions with the class.
- Conduct 5d as described.
- Conduct 5e as a small-group exercise, using the same groups as for 5a. Each group shares its list with the whole class and the original class list (see Activity 4g) is modified accordingly.



Activity 6: A timeline of First Australians' achievement of the right to vote

Vocabulary: clan, on the same terms, serve in the defence forces, understood the process

- Work through the timetable as a whole-class exercise.
- Conduct 6a to 6d as a pairs exercise, placing EAL/D students with students whose spoken English skills are more developed.
- Conduct 6e as a class exercise.

Unit assessment task

EAL/D students work in pairs to add two points to the modern language version of the Charter, justify their addition and design the poster.

Democratic struggles

Focus question 1: What is democracy and what was Australia like before we had it?

Introduction

Australia is a democracy. At least every three years we elect an Australian (Federal) parliament to look after the interests of all Australians regardless of their wealth, sex, colour or religion. Every citizen over 18 years of age is entitled to choose the government and if, as a nation, we do not like the performance of our government, we can vote them out of office at the next election. Democracy in Australia did not just happen. People had to fight to gain acceptance for basic democratic ideas.

What do we mean when we use the word 'democracy'? In ancient Athens democracy was practised when all the citizens of the city-state met together and made decisions in a public meeting. When a decision needed to be reached, each person present put up his hand to show which way he wished to vote. This was possible because the number of people voting was small and the number of hands could be counted. Direct voting on every issue cannot work today because there are millions of voters and it would be impossible to count the votes by a show of hands.

We have what is called representative democracy. We elect people to represent us in decision-making assemblies: local government councils and Australian, state and territory parliaments. Representative democracy emerged in Britain in the nineteenth century. The people eligible to vote elected representatives to look after their interests in parliament.

The ideas of representative democracy were brought to the Australian colonies during the 1800s. Many of the ideas about how a country should be governed came from Britain. Later the thousands of immigrants who came to the Australian colonies during the gold rushes of the 1850s helped to reshape and improve the ideas of representative democracy.



Activity 1: Who has the vote?

To be eligible to vote in the colony of New South Wales (Australia) in the 1840s you had to:

- be male
- be over the age of 21
- rent or own property such as a farm, house, shop or land worth £200.

To be eligible to vote in Australia today you must:

- be over the age of 18
- be an Australian citizen
- not be serving a jail sentence of three years or more
- be officially registered on the electoral roll.

Figure 1 Australia in the 1840s

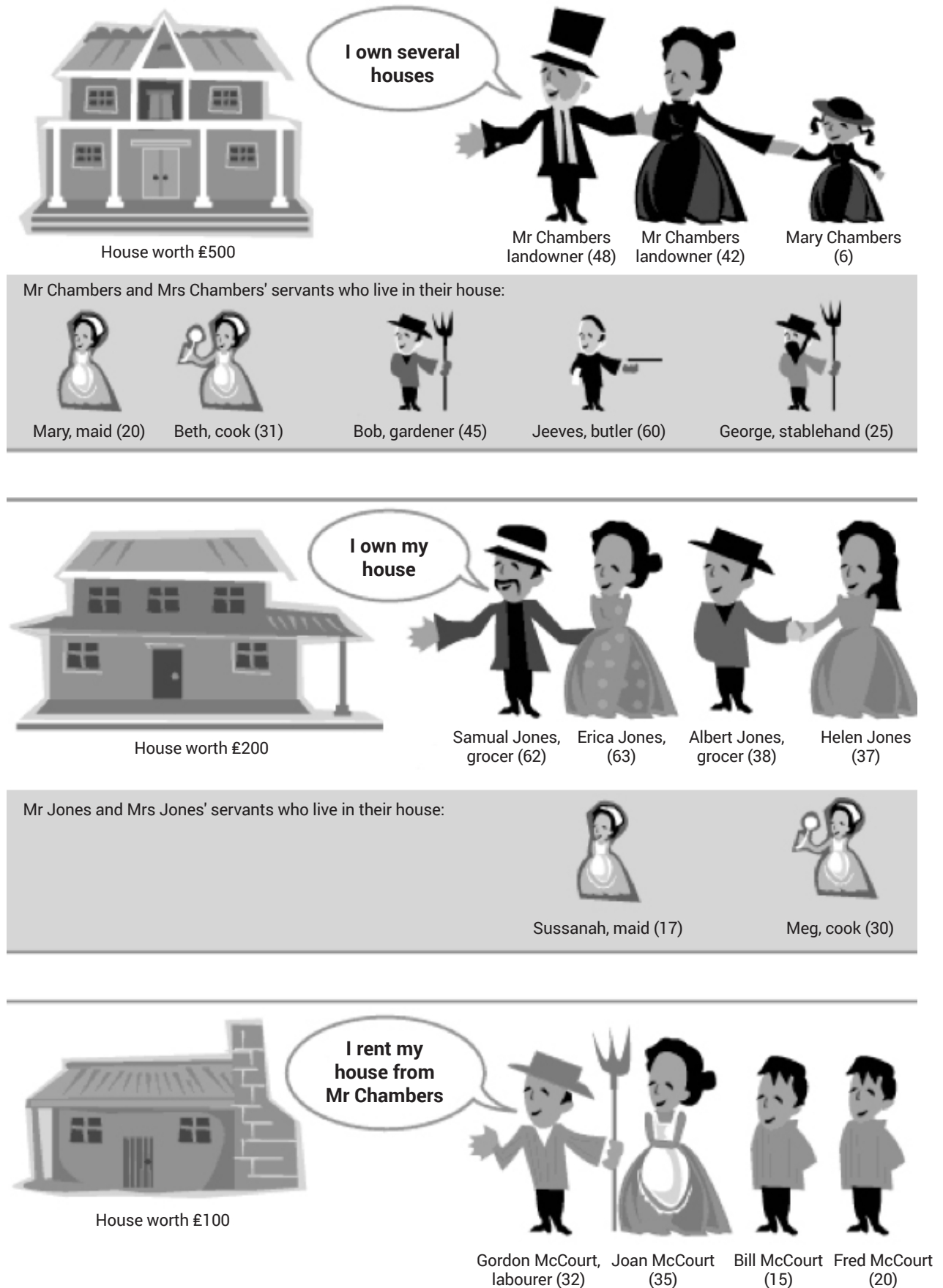
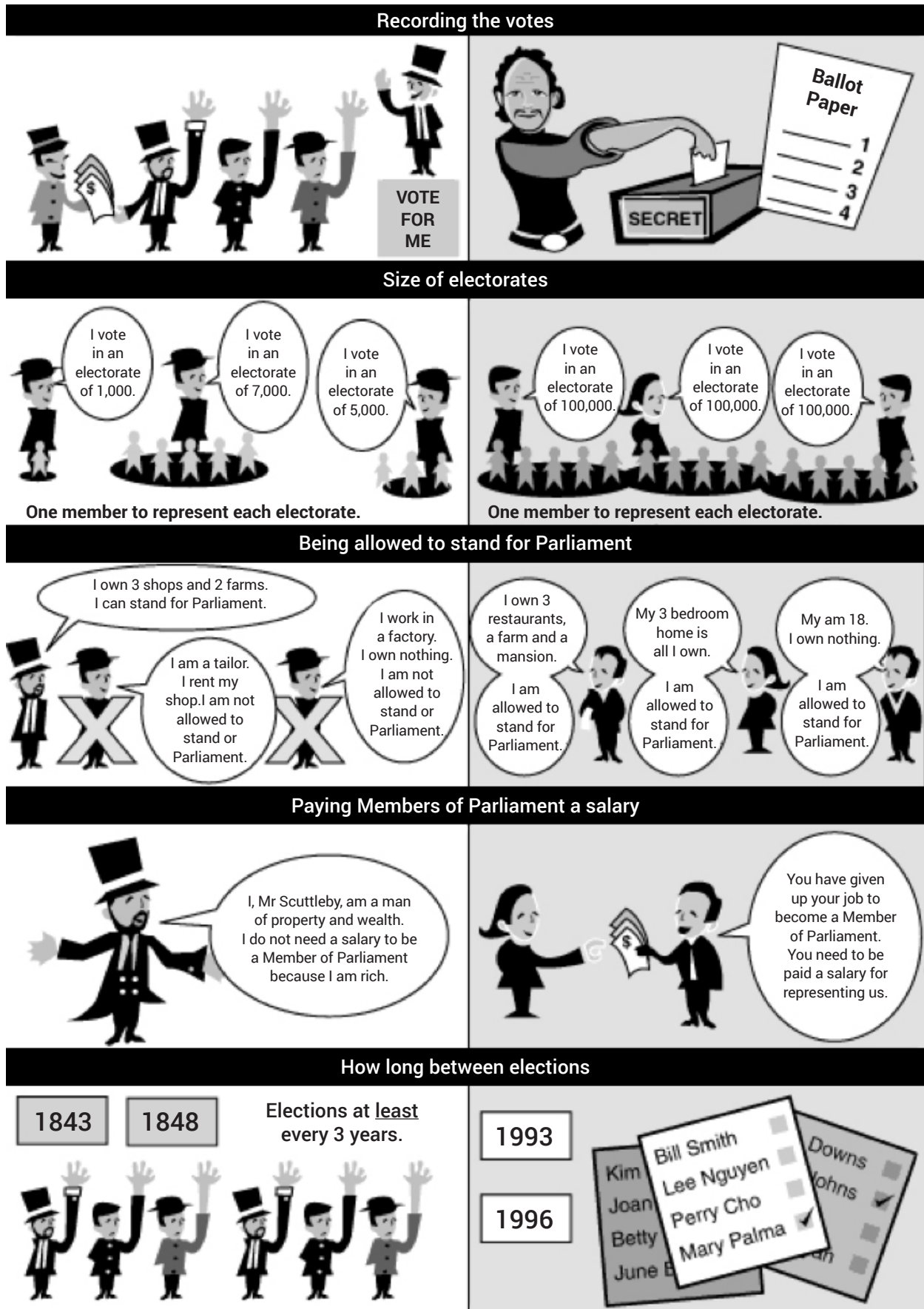


Figure 2 Australia today



- a. Look at Figure 1, which shows people in the colony of New South Wales in the 1840s. Use the information about voting rights to work out which of these people would have been allowed to vote. Then work out which of these people would be allowed to vote today. Structure your answer so that you clearly indicate the people in two columns headed 'Australia in the 1840s' and 'Australia today'. Count the number of people in each column.
- b. Now work out the percentage of these people entitled to vote in Australia in the 1840s and today.

As you can see, voting for the members of parliament, who then make laws for the country, is central to modern democracy. At some stage in your school life you will have been asked to vote on issues. As you know, the side with the most votes wins. This is democracy in its simplest form. However, being able to vote does not always guarantee democracy. Consider the following and you will see why.



Activity 2: Some key elements of democracy

Look at Figure 2. Working with a partner, write down why the situation depicted in the 1840s is undemocratic (that is, the government does not represent all the people or there is no system to ensure that elections are free and fair). You could start like this:

'Today every citizen who is allowed to vote can also stand for election to parliament. In the past only property owners could stand. This was undemocratic because ...'

To get a better understanding of some of these points, try the following activities.



Activity 3: Secret ballot

What should be the legal age for buying cigarettes: 16, 18 or 21 years of age?

- Vote on the age that you think is the most responsible age.
- First, the class will vote by show of hands.
- Second, record your vote by using a secret ballot. That is, record your vote in private and place the ballot paper in the ballot box. This way your vote remains a secret. Your teacher will provide the ballot papers and a box.

Now compare the results. Are there significant differences in the results? How would you explain the differences?



Activity 4: Unequally sized electorates

- a.** Your teacher will divide the class into three uneven groups (green, blue and red). The groups should have the following numbers and should sit well away from each other: green = 5 people; blue = 3 people; red = the rest of the class. In your groups, try the following exercise:
- Each group nominates one person to be the representative or spokesperson for the group.
 - Each student, except the representatives, should write down something that concerns them about the classroom or the class, for example, the chairs are too uncomfortable or the room needs painting.
 - Each student voices their concern with the group's representative. The representative has to listen to the concerns and think about how they could be addressed. The three representatives meet at the front of the classroom and give a summary of the concerns of their group.
 - Each of the three representatives has an equal say about the most urgent thing to be done to the classroom.
- b.** It should be obvious to you that there were some problems with this system. As a class, discuss the difficulties this system had. Your teacher will write the ideas on the board.
- c.** Which individuals in the class, apart from the representatives, had the most say: those in red group, those in blue group or those in green group?
- d.** How could this system be made fairer and more workable?

Democratic struggles

Focus question 2: How did democracy develop in Britain?

Introduction

The struggles for democracy in Britain and Australia are linked. Most of the new settlers in Australia in the nineteenth century came from Britain and brought with them their ideas about democracy. The struggles of working people in Britain will help to explain what people in Australia later fought for.

Britain changing: the Industrial Revolution

The population of Britain in the 1800s was approximately 21 million. Most people belonged to the working classes and were not allowed to vote or to be a Member of Parliament. To earn their living they worked as labourers for the upper- and middle-class people who paid their wages.

The working class was usually divided into three groups:

- the highly skilled, such as watchmakers, tailors, stonemasons and cabinet makers
- the semi-skilled, such as cooks or shop assistants who had undergone some training but not as much as a skilled craftsman
- those who had no training or skills, such as servants and labourers.

The late 1700s and early 1800s were times of enormous change and upheaval in Britain. Society was transformed from one in which people lived in the country and earned their living through farming and small cottage-based industries to one in which people earned their livelihood from producing manufactured goods in large factories or providing services such as shopkeeping. There were no laws about hours of work or working conditions, which were often appalling. Instead of living in small villages, people moved to large cities with populations of over 100,000. Many people began to work in factories or in the coal mines that produced the large quantities of coal to power the steam engines that ran the factories.



Activity 1: Industrial Revolution

- Look at Sources A to F.

Source A

A factory worker, quoted in the report of a Royal Commission to Parliament in 1833, said:

My hours of work at Mr Connell's mill [factory] were from a few minutes before half past five in the morning till seven at night. Half an hour for breakfast. An hour for dinner. No baggin [tea].

**Cited in Shuter, Child and Taylor 1989, *Skills in History, Book 2: Revolutions*, Heinemann Educational, Heinemann Educational Books, Oxford, p 106.
Reproduced with permission of Reed Education Professional Publishing (Heinemann Education), Melbourne.**

Source B

Charles Davies was jailed for 'conspiracy' – that is, plotting for unlawful purposes – because he wrote about the need for changes to wages and conditions. He said the following to a prison inspector in 1840:

The great distress is the cause of our discontent – if the wages were what they ought to be, we should not hear a word about the suffrage [vote]. If the masters [employers] will only do something for the Workmen to get them the common comforts of life, we should be the most contented creatures upon earth.

Government Report on Prisons, 1840. Cited in Royle, Edward 1980, Chartism, 2nd edn, Longman UK Ltd, p 106.

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Source C

In 1843 John Lahye wrote a report in which he referred to the soup kitchens that were set up as charities to give some basic nourishment to the poor and unemployed:

The demand for soup kitchens continues ... I was lately conversing with a man, who has a wife, three sons and a daughter, all of whom except the woman were then out of work, and he informed me that being unable to sleep or rest, he went for soup one morning so early as half past one o'clock, and even then found 50 or 60 persons before him ...

I was ... acquainted with many individuals ... who had been almost without any work for periods varying from a few weeks to twelve months.

Annual Report of the Ministry of the Poor, 1843. Cited in Royle, Edward, Chartism, 2nd edn, Longman UK Ltd, pp 110-11.

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Source D

Benjamin Love of Manchester, an industrial city, describes the housing conditions of the poor:

Let the reader imagine himself introduced in to a damp cellar or dark and dirty garret [tiny upper room], where he sees as many beds as it will hold ... ranged side by side, and closely adjoining one another ... in each of these beds [are] from two to four persons, of either sex, and of all ages and characters ... the temperature of this room is at a fever heat owing to the total absence of all means of ventilation ... the bed linen is rarely changed ... These beds [are] visibly infested with all manner of vermin.

Love, Benjamin 1842, Handbook of Manchester. Cited in Pickering, Paul & Tyrell, Alex 1991, Work and Society: The Impact of the Agricultural and Industrial Revolutions on Britain, Department of History, La Trobe University, Melbourne, p 30.

Source E

John Roebuck, a Member of Parliament, describes a journey through the industrial cities in 1841:

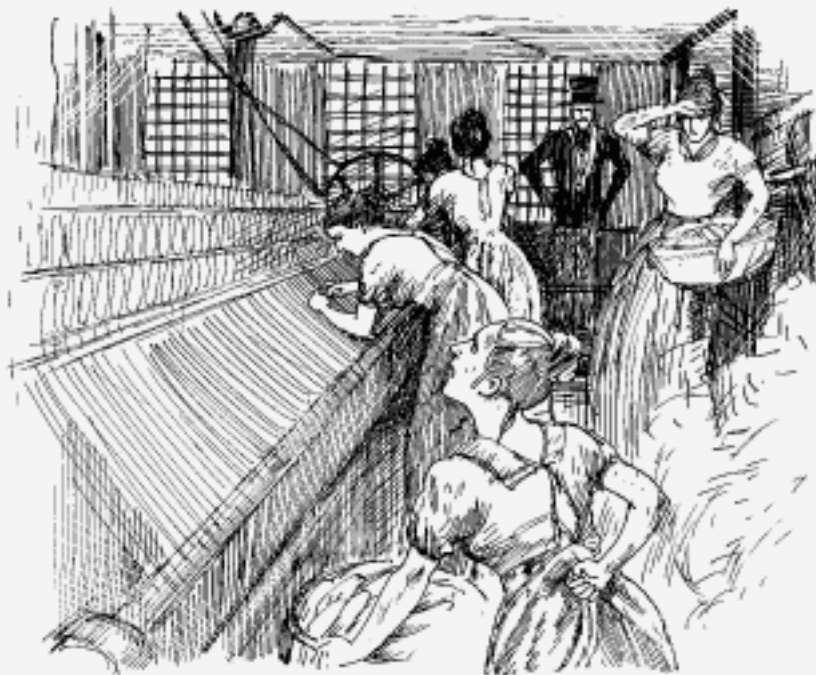
Suddenly we came to an immense cutting in the hill ... I beheld a sight I shall not quickly forget. Ashton, Stockport and half a dozen manufacturing towns were in sight ... chimneys were thrusting themselves into the sky, puffing out huge volumes of black smoke, and for miles the same horrible view met you – smoke, smoke, smoke; trees, roads, the very ground, horses, beasts, and men were black and miserable.

Life and Letters of John Arthur Roebuck, 1897. Cited in Pickering & Tyrell 1991, p 31.

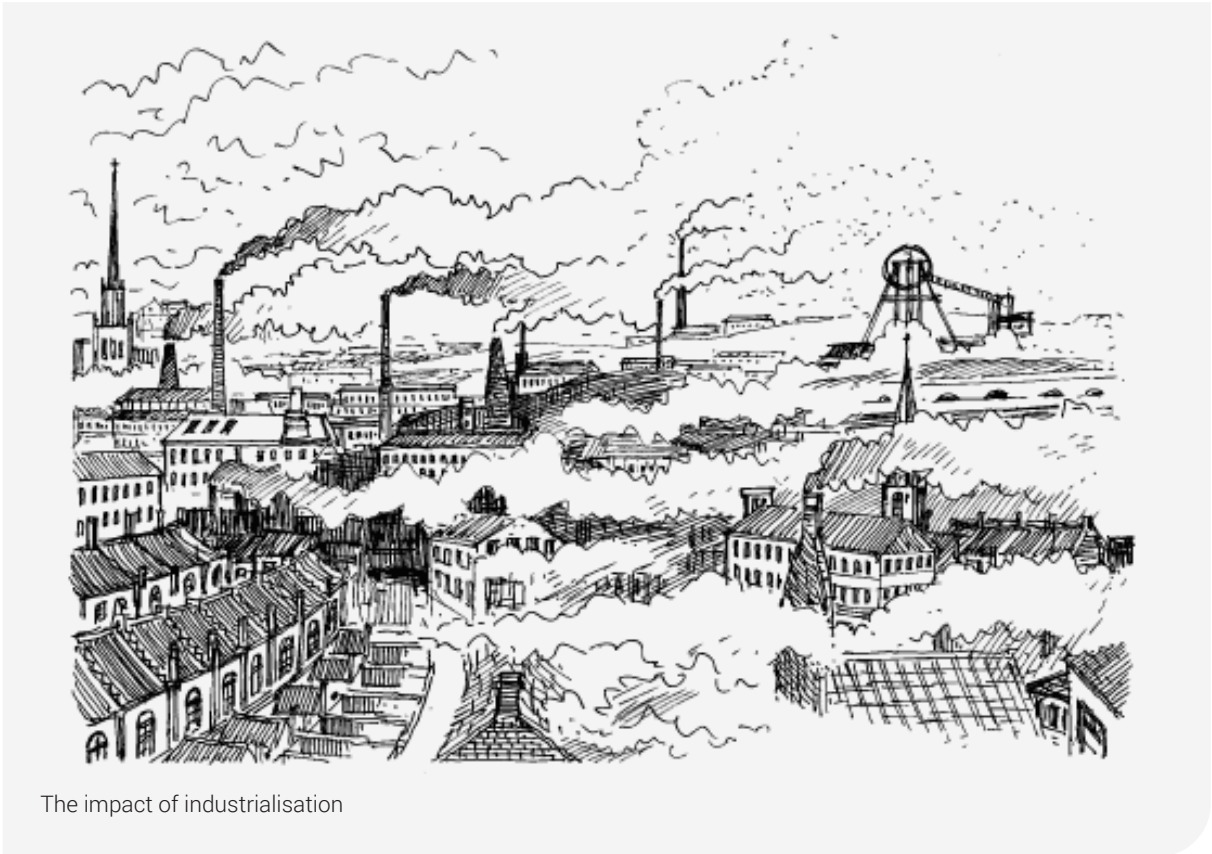
Source F: Images



'Hurrying' coal in the Halifax District. The child in the picture is pulling a weight of between 2 and 5 cwt (between 102 and 254 kg).



Women at work in a textile factory



The impact of industrialisation

- b. Write a sentence describing each of the following features of life in the time of the Industrial Revolution, drawing on Sources A to F. You will need to read the evidence carefully!
- hours of employment (Source A)
 - pay and wages (Source B)
 - housing conditions (Source D)
 - the environment (Source D, E)
 - working and living conditions (Source C, D, F)
- c. With a partner, write down four words that describe the conditions the people worked and lived in.
- d. As a class, develop a list of things that the working-class people might have wanted to do to improve their conditions had they had a say in government.

The Chartists and their struggle for democracy

The Chartists were a group of people who wanted to change the arrangements of their society. They were working-class people who had been influenced by ideas coming from countries such as France and the United States of America, which had experienced revolutions. A political revolution is when the people force a ruler or government to be changed. Ordinary working people began to believe they should be included in the law-making process. Much importance was attached to people's democratic rights.

The Chartists were so named because they wrote a charter. In their charter they listed a set of changes that, if instituted, would have made Britain a democracy. They wanted to change the way Britain was governed, so that, rather than being ruled by a king and a parliament of wealthy property owners, all men could participate and have a say in the government.

The Chartists had six points in their charter:

- votes for all men
- voting by secret ballot
- any voter can stand for parliament, not just those who own property
- payment of all members of parliament
- the same number of electors in each electorate
- a general election every year.

Watch the video '[The Chartists – Timelines.tv History of Britain B13](#)'. It will provide you with an overview of the Chartists' activities.



Activity 2: The Chartists' six points

- a. Look at this poster. The words used sound strange to us today. See if you can prioritise this list from 'Most important for a democracy' to 'Least important for a democracy'.

**The Six Points
OF THE
PEOPLE'S
CHARTER.**

- 1 A VOTE for every man twenty-one years of age, of sound mind, and not undergoing punishment for crime.
- 2 The BALLOT – To protect the elector in the exercise of his vote.
- 3 NO PROPERTY QUALIFICATION for Members of Parliament – thus enabling the constituencies to return the man of their choice, be he rich or poor.
- 4 PAYMENT OF MEMBERS, thus enabling an honest tradesman, working man, or other person, to serve a constituency, when taken from his business to attend to the interests of the country.
- 5 EQUAL CONSTITUENCIES, securing the same amount of representation for the same numbers of electors, instead of allowing small constituencies to swamp the votes of the large ones.
- 6 ANNUAL PARLIAMENT, thus presenting the most effectual check to bribery and intimidation, since though a constituency might be bought once in seven years (even with the ballot), no purse could buy a constituency (under a system of universal suffrage) in each ensuing twelvemonth; and since members, when elected for a year only, would not be able to defy and betray their constituencies as now.



Activity 3: Chartists speeches

Here are some speeches made at an imaginary Chartist meeting held in the north of England in 1842. The speakers are not actual people, although they are representative of people living at the time.

- a. Your teacher will organise your class into groups of five students. Each group will be allocated one Chartist speech.

The group should practise reading the speech aloud then answer the questions that follow it.

Speech 1: Arthur Taylor, journalist for the newspaper the Northern Star, the most important Chartist newspaper

Fellow countrymen,

Let us no longer tolerate a situation where we are denied the right to have a say in our own lives. We, the working class, slave all day long, working 14 to 16 hours a day in factories and coal mines and the like, and we receive a miserable pittance in return for our labours. This wage is barely sufficient to house, clothe and feed our families. Frequently must we watch our flesh and blood, our beloved, weak and hungry from lack of nourishment. Many of you no doubt have no choice but to submit your own children to work in these conditions six days a week so that the family may eke out a living from the few shillings it can earn.

There is something very wrong with a society when the law makers in parliament spend hours discussing and debating the horror of slavery in the Americas whilst at home in their own country the working class are 'free' only to toil each and every day in foul conditions with no say, no vote, no option but to endure and to go to an early grave, white slaves in their own land.

I say our problems can only be dealt with if we are given the right to vote.

Questions

1. What did Arthur say about the conditions of working-class people?
1. What did he say was wrong with the government?
1. What did he want?

Speech 2: Archibald Adams, button maker

I agree wholeheartedly with the views of my esteemed friend of the *Northern Star*. However, merely giving men the vote is not enough. The vote is an important step in the right direction but it will not guarantee democracy. There are still ways we can be excluded from having our concerns heard.

It is a well-known fact that much manipulation occurs with the size of electorates. We all know or have heard of examples where there is one member of parliament representing the interests of 21,000 voters. Meanwhile in another part of the country a mere 700 elect another member to look after them in the parliament. Where is the justice in that? The voters in the larger electorate are not getting a fair deal. Each of their votes is worth next to nothing beside those of the privileged people who live in the 700 electorate. We must insist there are the same number of people in each electorate. The future of democracy depends upon it.

Question

1. Archibald says that having electorates with uneven numbers of voters is not democratic. Explain why. Look back at Focus question 1, Activity 1 to help with this answer.

Speech 3: Percy Proudfoot, butcher

My fellow citizens, ask yourself this question. Who amongst us is rich enough to stand for parliament? Not many, I would guess. And why? Because we are not rich enough to be property owners. It is a sad and sorry fact that in order to be allowed to stand for election to parliament we must be the holders of property. Ordinary men like ourselves are excluded because we are mere workers and labourers.

How can the rich landowner understand our problems and concerns? How can he know what it is like to work a 15-hour day in an unhealthy and dangerous environment for a pathetic wage that ceases the moment a man is ill or unfit to keep up the daily toil? I say that those of the higher classes have no understanding, so are therefore unfit to represent us.

We need our own people in parliament to fight for the rights that are important to us. What's more, these men need to be paid a salary for their efforts so that their families do not starve whilst they look to the interests of their fellow workers. Yes, we want the vote and we want the right to stand for parliament. We won't accept anything less.

Questions

1. According to Percy, why don't working-class people get elected to parliament?
1. According to Percy, why can't rich people represent working people?
1. Percy believes that allowing working-class people into parliament will be helpful to the workers. Why?

Speech 4: Dougal McDonald, miner

I am a simple man of humble origins. I was born in Scotland in 1801. I remember that my parents could grow a few vegetables and do a little weaving and spinning to make money to live on. As a young lad I went south to work in the mines, where I have watched my health and that of my friends and family be destroyed by the slavery and drudgery of that workplace. I have come here tonight to add my voice to the voices of millions of working men and women across the land. We have had enough of being ruled by the rich.

My friends, colleagues, countrymen and women, to ensure we are not walked over completely, we must be certain to elect our parliament each and every year. Anything less is folly. It is too easy for those who join the ranks of the parliament to be seduced by the life led there. To be in touch with people's feelings and needs, the parliamentarian must face his electors every year. There will be no loafing or forgetting one's origins if annual parliaments are the rule.

Questions

1. What does Dougal mean when he says 'those who join the ranks of the parliament' are seduced 'by the life led there'?
1. What does he believe will stop this happening?

Speech 5: Jasper Jones, harness maker

It has been my privilege to listen to a range of eloquent speakers here tonight. Unfortunately one aspect of the case has been overlooked. That is the right to record our vote in privacy. What would be the point of voting for our working-class candidate if we had to do so in public, in full view of our employers and landlords? If we did not support their candidate, they would dismiss us from our employment, evict us from our home and discredit our name and reputation so that we never find work or a living again. Nay, it is not enough to simply vote. The vote must be recorded in private so that we cannot be intimidated, bullied and threatened.

Questions

1. Name two things that can happen when voting takes place in public.
 1. Think of some examples. Do not copy the words straight from Jasper's speech.
- b.** Select a member of the group to read the speech to the rest of the class. Read with feeling and passion. The speakers are talking about things that really mattered in their lives. List the key ideas of each of the speeches as they are delivered.

Assessment task

Rereading the speeches made by the Chartists will give you ideas for this task. Select one of the following four options.

1. Read the following letter, which was written by George, an 18-year-old Chartist, before he took part in a protest. George was one of 24 people killed at the Newport prison shootings in 1839. When you have read the letter, add to it, explaining what the 'glorious struggle' is. This will mean explaining the goals of the charter. Say something about each of the six points.

Dear Parents

I hope this letter will find you well, as I am myself at this present. I shall this night be engaged in a glorious struggle for freedom, and should ... God spare my life I shall see you soon; but if not, grieve not for me, I shall have fallen in a noble cause. Farewell

Yours truly
George Shell

Cited in Gregg, Pauline 1962, *A Social and Economic History of Britain 1760-1960*, 3rd edn, Harrop & Co, p 216.

1. Draw up the preamble (introduction) to a petition to be presented to parliament. It should state why the changes are necessary. Present your work in the form of a petition. It might begin: 'We the undersigned believe that it is time for ...' The petition could be made to look old by yellowing the paper and using old-style writing or calligraphy.
1. Write a short speech putting the views of the Chartists. Give yourself a name, age and working-class occupation. Express with feeling your belief in the charter and urge your listeners to become involved.
1. Design a poster explaining the Chartists' aims.

Assessment criteria

Your work will be assessed on:

- demonstrating a general understanding of the ideas of the Chartists
- putting forward arguments for each aim of the charter
- explaining how the charter will improve society and in particular the lives of working men and women
- expressing the ideas in your own words.



Activity 4: The Chartists' methods

The Chartists' goal was to get the parliament to accept their charter and make laws that put the ideas into practice. Read the following sources.

Source G

Pursue the course of peaceful agitation – press forward your great cause under the watchwords of Peace, Law, Order ...

From an essay in *The Chartist* newspaper, 1839. Cited in Royle, Edward 1980, *Chartism*, 2nd edn, Longman UK Ltd, p 98. Reprinted by permission of Addison Wesley, Pearson Education.

Source H

The events of 1842 illustrate the point: 'Better to die by the sword than die of hunger', shouted Marsden in the hot, starving summer of that year, 'and if we are to be butchered, why not commence the bloody work at once?'

The weavers of Yorkshire and Lancashire and the miners of the Midlands took him at his word. They stormed food shops and workhouses, set fire to police stations ...

Jones, David 1975, *Chartism and the Chartists*, Allen Lane, Penguin Books, London, 1975, p 154.

Source I

Sir Charles Napier was a military commander responsible for keeping order in a part of Britain where the government feared an outbreak of violence by Chartists.

After receiving an anonymous letter with a Chartist plan, he reported in a journal that the Chartists were 'Poor creatures, their threats of attack are miserable' and that they had no weapons and 'no money, no discipline, no skilful leaders'.

Royle, Edward 1980, *Chartism*, 2nd edn, Longman UK Ltd, p 104. Reprinted by permission of Addison Wesley, Pearson Education.

Source J

Dr Peter McDouall, a Chartist leader, gave the following description of his lecture tour in 1842:

I lectured in a barn ... I lectured in the Town Hall ... I delivered two lectures, in a coach maker's shop ... At Kettering I lectured twice, and attended a very large tea party, given by the ladies ...

Jones, David 1975, *Chartism and the Chartists*, Allen Lane, Penguin Books, London 1975, p 107

Source K

This slogan was displayed on banners carried in Chartist marches and demonstrations:

'Cease work until the charter becomes the law of the land.'

Source L



Contemporary picture of the petition being taken to parliament

b. List the methods used by the Chartists in Sources G to K. Set out your work like this:

Source G: They used ...

Source H: This involved ...

c. In a paragraph of eight to ten sentences, discuss how effective you think each of these methods might have been. Decide which method would have met with the most success and which would have been the least likely to succeed. Give reasons for your answer.



Activity 5: How the Chartists set about achieving change

- a. Read 'How the Chartists set about achieving change'.

How the Chartists set about achieving change

Three times the Chartists presented petitions to parliament asking for their democratic program to become the law of the land: in 1839, 1842 and again in 1848. Each time they were rejected. The last petition had 5.5 million signatures. The population of Britain at this time was 21 million.

Each time the petitions were presented, a large procession of people marched to Parliament House to accompany the petition, which had to be carried in horse-drawn wagons because it was so long.

The refusal of the parliament to consider the petitions was very frustrating and disappointing for the Chartists. Imagine the Australian parliament ignoring a petition with 5.5 million signatures that has been conveyed to parliament in a mass demonstration!

After the rejection of the 1839 petition, the leaders of the movement had planned a general strike if the next petition was rejected by the parliament. Before the Chartist leaders could get properly organised for the strike, the government decided to jail the leaders. This led to more drastic action on the part of some Chartists. They marched to Newport prison, where the leaders were being held, to demand their release. Upon arrival they were shot at; 24 demonstrators were killed and 40 wounded. The leaders of this action were also arrested and eventually transported to Australia for their part in the protest.

There were strikes after the rejection of the 1842 petition. While strikes seemed like a good idea, the difficulty the strikers always faced was that they did not receive any wages while on strike. To be effective the strikers had to stay out long enough to get their demands met. It was also obvious that they could achieve little when the government was willing to use the army and police to enforce its views.

- b. Compile a list of the problems faced by the Chartists in getting their ideas heard and accepted. Look back at the video '[The Chartists – Timelines.tv History of Britain B13](#)' if you need more inputs.
- c. Rank the problems they faced from 'the most difficult' to 'the least difficult'. It will help if you remember that at this time people could communicate by post, and move about by foot, horseback, coach and railway. They could also read national newspapers. Large factories and the growth of cities meant many people were congregated in one place or area.
- d. Discuss in class whether violence would have helped the Chartists. Is it ever justifiable to use violent means to bring about good reforms?

- e. Investigate a current struggle for reform.
- What do the reformers want?
 - What does the other side want?
 - What methods are being used?
 - What problems are being encountered?
 - What successes have been achieved?
 - Select two news articles or videos that deal with the struggle. Write about how the struggle is positioned.



Activity 6: What did the Chartists achieve?

The Chartists did not succeed in having their charter accepted. After 1848 the movement died out as many workers turned to other organisations like trade unions to get changes. However, trade unions concentrated more on improving working conditions and less on struggles for democracy.

Most of the Chartist goals were eventually granted to working people later in the century. The table below shows when each of these democratic features was achieved.

Democratic features	Date achieved in Britain
No property qualifications for parliamentarians	1858
Secret ballot	1872
Equal electorates	1885
Payment of parliamentarians	1911
Annual parliaments	Not granted, but parliamentary terms reduced from 7 years to 5 years in 1911
Votes for all men	1918
Votes for all women	1928

- a. Which feature in this table did the Chartists not argue for? What might have been the views of the time about this point?
- b. You will have noticed that annual parliaments were not granted but the length that any one parliament could sit was reduced from seven to five years.

List the arguments to support electing a new parliament annually. Look back at Dougal's speech in Activity 3 for some ideas. Imagine you have to reply to Dougal's speech. What would be some arguments against the idea of annual parliaments?

- c. Which of the Chartist points do you consider most important today?

Democratic struggles

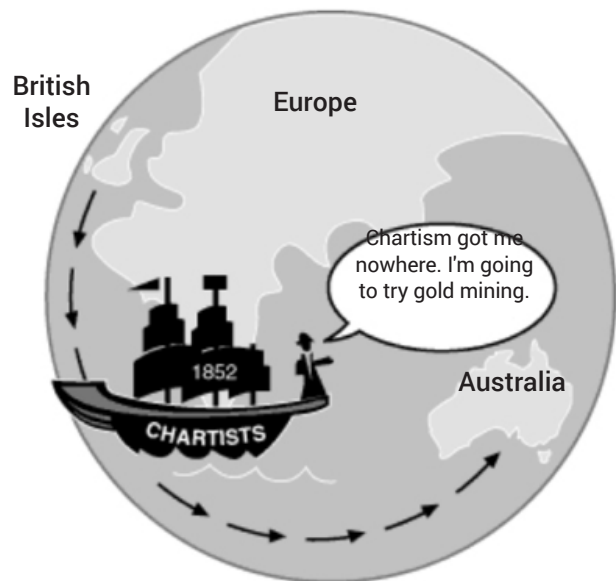
Focus question 3: What influence did the Chartists have on the goldfields and did the struggle at Eureka contribute to the establishment of democracy in Australia?

Introduction

It took time for the Chartists' ideas to be adopted in Britain. What happened to their ideas in Australia?

Many people came to the Australian colonies in the 1850s to try their luck on the goldfields. Most of these migrants came from Britain and many had participated in the Chartist struggles or had been influenced by the Chartists' six-point plan.

One of the largest goldfields was at Ballarat in Victoria. On 3 December 1854 a battle was fought at Ballarat between gold diggers and troopers sent to keep order on the goldfields. The diggers wanted changes which the following stories will explain. But first, watch the short video '[Defining Moments: Eureka Stockade](#)' to get an overview of events at Eureka.



Activity 1: Eureka stories

Read the following stories in a group of three or four students and answer the questions that follow. The characters are fictional but their stories are based on the lives of people who lived through the period.

Harry's story, November 1854

Harry Elliot is my name. I was born in England but left my homeland as a lad of 16.

I went with my family to the United States. My father had been active in Chartism in England but became disillusioned with the movement after some of the leaders turned to violence to achieve their ends. He said ordinary folk had too much to lose with that kind of strategy, so we left looking for opportunities elsewhere.

In 1852 I heard of the discovery of gold in Victoria and decided to come here and try my luck as a gold digger. Along with thousands of other hopeful diggers I found my way to Ballarat.

Each month I have to pay a licence fee of 30 shillings, regardless of whether I find gold or not. It's said the money raised goes to pay for the cost of running the goldfields – things like paying the salaries of those who keep law and order, and there's been talk of building roads and giving the place a bit of a tidy-up. Not that there's been any improvements made since I've been here. Some of my mates reckon the licence fee is really there to put people off digging for gold. The rich bosses and

landowners want people to go back to the cities, slave away for wages and give up their ideas about being independent and working for themselves.

At first the licence fee was not such a burden. There was plenty of alluvial [surface] gold to be found. That's run out now and we have to dig deep and work long and hard to find any gold.

The most irritating thing about the licence is not only paying it, which is hard enough, but also putting up with the police doing licence checks. When you're found without your licence there is trouble. Last week a digger called Frank was caught without his licence and chained to a log for six hours by the traps [police]. On another occasion my friend Sam had to hide down a disused mine shaft for several hours in order to escape the licence check. He didn't have a licence to show as he hasn't had a find for several months.

Most of us are getting fed up with the treatment we've been receiving. We're a hard-working, industrious lot. All we want is to strike gold and get enough money to set ourselves up for life. I wouldn't mind buying land – it's plentiful here and farming has always got good prospects. Like most diggers, I'm prepared to work to make something of my life.

Just recently I attended a huge meeting at Bakery Hill. A number of diggers burnt their licences. I thought that was going a bit far. It's asking for trouble, as there is sure to be a licence check. I hate the licence as much as any man but I don't want to get involved in any trouble. My father left home because we did not approve of violence to get change. Now it seems there are some here who want to take on the authorities. A silly idea! What chance would they stand against a force that is better armed and trained? It'll only end in bloodshed. There's got to be a peaceful way. Send a delegation to meet with the Governor. Explain our troubles. Surely he'll listen if we show him we are prepared to stay within the laws.

- a. Why did Harry Elliot's father become disillusioned with the Chartist movement?
- b. Why did the government set a licence fee?
- c. What did the diggers think the licence fee was really about?
- d. What methods did the authorities use to discover whether diggers had purchased a licence?
- e. What were Harry's objections to this method?
- f. What were some of the methods being used and evidence being proposed to protest against the licence fee?
- g. What alternative to violent protest does Harry suggest?
- h. Do you think the authorities are likely to listen the diggers? Explain your view.

Eamon's story, November 1854

My name is Eamon McCourt. I left Ireland in 1845 along with thousands of others escaping from the great potato famine of 1845-9. They say a million Irish died during that time. Went to England for a while. Became involved in Chartism but after the petitions failed I said, enough is enough, I'm going to Australia. Land's plentiful there and if you work hard you've got a chance to make something of yourself.

Well now, got to Sydney in February 1850. Stinking hot! Then moved to Maitland, New South Wales to work as a shepherd. Found working as a shepherd a boring and lonely life. Hated that miserable squatter boss too. Mean and lousy he was. Anyhow, didn't have to be a shepherd for too long. Gold was discovered in New South Wales in 1851, then in Victoria. Thought if I found gold I'd save money and become a farmer. Always fancied that. Me grandad had been a farmer back in Ireland till he was forced off the land when the English landlord put up the rent and threw him out when he couldn't pay. He fought them along with many others – Rightboys they called them. A right fighter he was too.

When I heard about the gold – that was it for me. Like thousands of others I took off to the diggings. Never know, I might get so rich that I can go back and buy the farm off that miserable old squatter!

Being a digger's a hard life. Not for the soft-hearted I can tell you. Living in a tent, paying a fortune for basic goods like soap, tobacco and meat. Then of course there's that bloody licence. We pay for the right to dig for gold and then we are expected to obey unjust laws. It's taxation without representation. The Americans had a revolution about that. Well, now I understand why! I reckon people obey laws when they have a say in making them. We Irish know how to fight oppression!

Like many others around here I've been attending the meetings called by the Ballarat Reform League. Ten thousand attended one of these meetings recently. Imagine, 10,000 of us, strong and determined!

I've decided to stand up for my rights. I'll fight if I have to – like me grandad. The future of this country rests with the likes of us – decent hard-working men who deserve a fair chance in life.

- a. Why did Eamon leave Ireland and go to England and then Australia?
- b. What references are there in the story that indicate that there was a class system in Ireland, England and Australia?
- c. According to Eamon, under what circumstances will people obey laws?
- d. How far is Eamon prepared to go in order to achieve change? What ideas and personal experiences might have made him think this way?
- e. Who do you think is right about violent protest, Eamon or Harry? Explain your view.

Annabella's story, December 1855

Annabella Whitson is my name. I was born in Hobart in 1838. My father is native-born too. His father was a convict in Van Diemen's Land. My parents met in Hobart in 1835. My mother's family was newly arrived from England and had come to Van Diemen's Land looking for a better life. I am the eldest of the four children. My father, Daniel, worked in numerous labouring jobs in Hobart. We always managed to survive, sometimes even save a little, but life has never been really secure for us. In 1852 my father decided to try his hand at gold digging. Stories of the riches to be claimed in the colony of Victoria enticed many of us to try our luck. We've had some success but never really got much for all the time and effort we've put into it. It's been a tough life on the diggings, especially in the past 12 months.

My father, like many others, became involved in the struggle for miners' rights at Ballarat. In late 1854 he became angry at the treatment the miners received at the hands of the authorities. As always, our family was struggling to get by, although things had eased a little since I got work as a cleaner at a hotel.

Things got steadily worse all through November 1854. By the end of the month some of the diggers believed that the authorities would not listen to their complaints. They decided to act.

They erected a fort on top of a hill, took up whatever weapons they could find and swore an oath on their flag, the Southern Cross.

'We swear by the Southern Cross to stand truly by each other, and fight to defend our rights and liberties. Amen.'

My father was in the stockade on 3 December 1854 when it was attacked by soldiers and police. Thirty diggers were killed and many others wounded. Father was captured and marched off and jailed along with 113 other men. He was held for several weeks and during this time my mother suffered terrible anxiety on his behalf. Our family survived on my meagre wage. We believed Father would be hanged for treason because he took up arms against the police and those in power.

Luckily for us he was released, although 13 prisoners did stand trial. The jury found them not guilty.

Many of the diggers' complaints were finally addressed. The licence fee was replaced by a miner's right of one pound a year and the diggers got to vote. I suppose it turned out all right in the end but I can't help thinking there could have been some other way. Men killed, women widowed and children left fatherless. All that anxiety waiting to see what was going to happen to my father. Thinking he'd be hanged.

My hope for this colony is that there will be ways of getting grievances heard without resorting to guns.

- a. In what way is Annabella's background different from Harry's and Eamon's?
- b. Who does Annabella blame for starting the battle?
- c. Who won the battle? What happened to the diggers in the stockade?
- d. Does Annabella think that the cost of the battle was worth it? Explain your answer.

The stories of Harry, Eamon and Annabella will have given you some understanding of the complaints the diggers had about the licence system and the police on the goldfields.

The situation on the Ballarat goldfields became very tense and strained in October and November 1854. The timeline here will help you understand the events leading up to the Eureka Rebellion.

Timeline of events leading to the Eureka Rebellion

January–October 1854

Gold to be found in the creeks and rivers runs out.

The diggers' resentment about the police and licences grows.

October 6

A digger, James Scobie, is murdered near the Eureka Hotel. The diggers believe the owner, James Bentley is responsible. Bentley is tried but allowed to go free. The diggers believe that the magistrate who heard the case is a friend of Bentley.

October 21

The diggers burn down the Eureka Hotel. Three are arrested for the crime.

November 11

The Ballarat Reform League is formed. The members press for changes such as getting rid of the licence and the vote for all diggers.

November 29

Twelve thousand diggers attend a meeting at Bakery Hill. Some burn their licences. They fly their flag, the Southern Cross, and swear an oath of loyalty to each other.

November 30

Licence check ordered by the authorities. The diggers refuse to show their licences, and begin to collect weapons and build the stockade.

December 3

In the stockade, 270 troops attack 150 diggers. The battle lasts 15 minutes. Thirty diggers and five soldiers are killed.

December 7

A commission of inquiry is formed to find out about the miners' complaints and problems.



Activity 2: Bakery Hill demands

- Read the summary of the Principles of the Ballarat Reform League below, which shows the demands made by the diggers.
- List the demands which are the same as, or similar to, the Chartist demands. Then list the demands that are specific to the goldfields.
- Would it be a reasonable statement to say that the diggers were influenced by the ideas of the Chartists?

Summary: Principles of the Ballarat Reform League

At a meeting held on Bakery Hill, in the presence of about 10,000 men, on Saturday, November 11 1854, the following were adopted as the principles ... of the Ballarat Reform League:

That it is the ... right of every citizen to have a voice in making the laws he is called upon to obey ...

Political changes contemplated by the Reform League:

1. A full and fair representation
2. Manhood suffrage
3. No property qualification of members ...
4. Payment of members
5. Short duration of Parliament

Immediate objects of the Reform league:

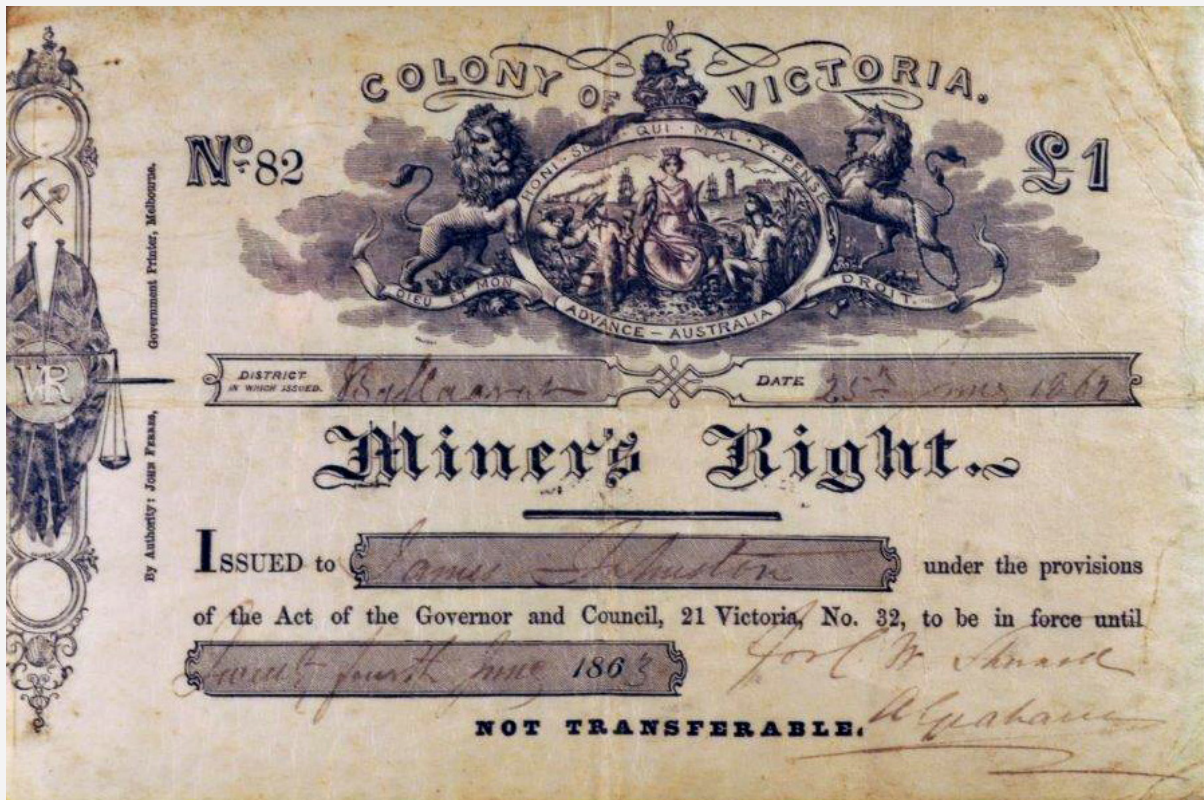
An immediate change in the management of the gold fields ...

The total abolition of the diggers' and storekeepers' licence tax ...

From the resolutions of the diggers at Bakery Hill, Ballarat, November 1854.
Enclosure no 2 in Hotham to Grey, 20/12/1854.

What happened in the end?

You know from Annabella's story that 13 of the diggers were put on trial in Melbourne in 1855. No jury would convict them and they were released from jail. The government changed the licence system in the same year. Instead of paying the licence, the diggers purchased a miner's right for one pound a year. This gave them the right to dig for gold and the right to vote.



Gold Museum (Sovereign Hill Museum's Association) Ballarat Historical Society

A miner's right. Previously miners had been allowed to mine on the land they held a 'claim' on. Now they had the 'right'. That right also gave other rights such as voting, collecting timber from Crown land (to line mine shafts with) and building a hut on the land they were mining.



Activity 3: Why the Eureka Rebellion is remembered

The events at the Eureka Rebellion helped bring democracy to Victoria, but not to the other colonies. As a class discuss why Australians in all states and territories remember Eureka. Consider these suggestions:

- It was violent.
- Soldiers killed 30 diggers.
- Five British soldiers died.
- The diggers produced a good flag.

Assessment task

Imagine you are the editor of the *Ballarat Times*. Create the front page of your newspaper for 4 December 1854. What would it say?

You will need to:

- create a striking headline to catch the attention of your readers
- give a brief account of the attack on the stockade, describing the battle and casualties
- suggest why these events have occurred – this will mean going into the background to the dispute.

Things to mention are:

- the licence system
- the police and their enforcement of the licence system
- the demands of the diggers for political rights like voting and being allowed to stand for parliament
- how gaining political rights would help address the diggers' immediate concerns on the goldfields.

As the editor you may favour or have a bias towards one side. This would come through in your reporting. You can get an idea of bias by examining the sources below. Read these carefully and answer the question that follows. Which side does the writer of Source A favour? What about the writer of Source B?

Source A

This morning Eureka goldfield presents a piteous scene of horror and misery ... At 4 a.m. as dawn paled the night sky, the stockade ... was the object of a surprise attack by the military ...

Goldfields Advocate, 4/12/1854.

Source B

Her Majesty's forces were this morning fired upon by a large body of evil disposed persons of various nations who had entrenched themselves in a stockade ...

Argus, 5/12/1854.

The video [The Battle of Eureka Stockade: An Epic Showdown in Australia's Gold Rush History](#) provides an outline of how the conflict unfolded. [Defining Moments: Eureka Stockade](#) provides a useful summary of the key elements of the event.

Assessment criteria

Your work will be assessed on:

- clear explanation of the reasons for the rebellion
- clear explanation of how political reforms could solve the grievances about unjust laws on the goldfields
- historical accuracy
- presentation and creativity.

Democratic struggles

Focus question 4: To what extent and when were the Chartists' six points achieved in Australia?

Introduction

In each colony there were separate moves for democratic reforms, both before and after self-government was granted.

After 1850 the British Government allowed the separate colonies in Australia to govern themselves. This meant each colony was allowed to draw up a constitution or set of rules about how to set up their government. Some of the things they had to decide on were:

- who was allowed to vote
- how old a person had to be before they were eligible to vote
- who could stand for parliament
- how often there were to be elections for parliament.



Activity 1: Achieving democracy in Australia

- Look at the Chartists' six points in Focus question 2, Activity 2. You will notice that one of the Chartists' points has never been achieved. Why do you think this is so?
- Look at the table below. You will notice that it includes a point not fought for by the Chartists. As a class discuss why this point is included in the table.
- Fill in the dates relevant to your state or territory as well as those for Australia and Britain. The answers for the 'Britain' column can be copied from the table in 'Democratic struggles' Focus question 2, Activity 6 'What did the Chartists achieve?' but the others will require some research.

<i>Date achieved in Britain</i>	<i>Date achieved in your state/territory/colony</i>	<i>Date achieved in Australia</i>
Votes for women		
Votes for men		
Annual elections		
Payment of Members of Parliament		
Equal electorates		
No property qualifications for Members of Parliament		
Secret ballot		

Democratic struggles

Focus question 5: Why didn't all adults get the vote at Federation and how did those excluded work to achieve it?

Introduction

In 1901 the six colonies joined together to form the nation of Australia. A national government was created to look after matters that affected all Australians, such as defence and immigration.

Most of the Chartist principles on which the governments of the colonies were already based also formed the basis for the national government. At the time of Federation women were campaigning to get the vote. They had obtained it in South Australia in 1894 and Western Australia in 1899. In 1902 the Commonwealth Parliament gave votes to women for federal elections and at the same time excluded First Nations Australians.



Activity 1: The argument about women's voting rights

- Watch this short video 'Defining moments: [Women's suffrage](#)'.
- Read the sources below including the lines telling where they came from. They cover a range of views.

Source A

We claim that as a human being, she should have ... the same rights and privileges as that other section of humanity called men.

Rose Scott in a report of a debate with Miss Badham in the Australian Economist, vol 4, no 16, 21/6/1895, p 496.

Source B

... The suggestion that women are equal to men is absurd. They are as inferior mentally as well as physically.

The country, cited in Worker, NSW, 16/5/1896

Source C

I have never found any desire for the franchise on the part of women – I mean real women. I have met he-women – who ought to have been born men, but nature made a mistake ...

Captain C Salmon in Victorian Parliamentary Debates, vol 74, 19/7/1894.

Source D

Woman's suffrage ... because a Government of the people, by the people, and for the people, should mean all the people not one half.

Women's Christian Temperance Union leaflet, 1894.

Source E

All experience proves that the rights of the labouring man are best preserved in Governments where he has possession of the ballot, we therefore demand on behalf of the labouring woman the same powerful instrument, that she may herself protect her own interests.

Scott, Rose 1903, 'Why Women Need a Vote', papers of the Women's Political and Educational League of NSW, 1903–10

Source F

I have no doubt that the homes of some of these women who are the advocates of woman suffrage are in a very miserable state. The type of women who frequent this Chamber when the woman suffrage Bill is being discussed is enough to terrify anyone. We only have to look at them – and my word! What a good thing it is that we are not related to any of them!

A Member of Parliament in a debate in Victoria, Victorian Parliamentary Debates, vol 96, 11/12/1900, p 117.

Source G

Woman's suffrage ... because it is the foundation of all political liberty that those who obey the law, should be able to have a voice in choosing those who make the law.

Women's Christian Temperance Union leaflet, 1894.

- c. Sort the sources into those in favour of (for) giving women the vote and those against it. Write a summary and beside each point note the source that provides the evidence.

For example:

Against

It is unwomanly to vote. Women campaigning for the vote are not real women. (Source C)

For

Women as people deserve the same rights as men. (Source A)

Women had to fight hard to overcome the attitudes that stood in the way of them obtaining the vote. Much of the struggle took place in the 1890s. Before Federation in 1901, South Australia and Western Australia were the only colonies where women had been successful in obtaining the right to vote. Because they had been granted the right to vote in elections for their state government, they were permitted to vote in the Commonwealth election of 1901. Women in the other states were determined that they too should vote, and in 1902 their campaign met with success when the Commonwealth extended the vote to all women.



Activity 2: Methods used by women to gain the vote

In their fight to get the vote, a variety of strategies were used. Women who campaigned for the vote were called 'suffragists'. Many suffragists were energetic, capable and courageous. The following is a list of the methods they used:

- petitions
- public protest meetings
- lobbying of and deputations to parliamentarians
- debates
- lecture tours
- letters to the newspapers
- leaflets and pamphlets.

They had two goals: to spread the message as widely as possible, and to persuade or convince people of the rightness of the cause.

- a. Look at Sources H to M. For each source write down which of the methods listed above you think it belongs with, for example: Source J = petition.

Source H

Letter from Rose Scott to candidates, 1901

Womanhood Suffrage League of N.S.W.
BOX 1143, GPO
Sydney, June, 1901

Dear Sir,

Will you in your Election Speeches remember the Women of New South Wales, and advocate their immediate enfranchisement? And, if returned to the State Parliament, will you do all you possibly can to obtain a vote?

My council hope they may depend upon your just and kind action in this matter.

Faithfully yours,

Rose Scott,
Hon. Gen. SEC. W.S.L.

Source IExtract from *The Voice*

THEY SAY –

"Well! What do they say?"

THEY SAY

"Women have no business with public affairs." Have they no business with equal justice to men and women in our law courts? No business with an equal standard of morality for men and women? No business with the laws which govern our schools – which protect our homes – which restrict the greed of the sweater – which control the treatment of our women and children in the workshops and factories? These are public affairs." Can it be shown that women have 'no business' with these things?

THEY SAY

that "women are unfit to use the Parliamentary vote." If woman is unfit to rear the men who may be our future law-makers, she is surely fit to give an opinion as to the character and capacity of the men who have to make our laws now.

Extract from *The Voice*, Mortlock Library of South Australiana, State Library of South Australia, published in Mansutti, Elizabeth 1994, *Mary Lee 1821-1909: Let Her Name Be Honoured*, Elizabeth Ho, in association with The Women's Suffrage Centenary History Sub-Committee, Adelaide.

Source J

In Victoria in 1891 the Premier told a deputation of women that if they could persuade him that 'ordinary women' wanted the vote, he would introduce a Bill. Hundreds of enthusiastic women took their lists from door to door in Melbourne and in country towns, and collected 30,000 signatures. It was the longest petition ever presented to the Victorian Parliament, and became known as 'the monster petition'.

A Historian Audrey Oldfield writing in 1994 Oldfield, Audrey 1994, *Australian Women and the Vote*, CUP, Oakleigh, Vic, p 24. © Cambridge University Press. Reprinted with permission of Cambridge University Press.

Source K

Womanhood Suffrage League of NSW Poster

Womanhood Suffrage.

PUBLIC MEETING

PROTESTANT HALL,

Monday, 4th June, 1900.

Speakers—

The Hon. Sir WILLIAM LYNE,
Premier of N.S.W.

Miss C. SPENCE and Mrs. YOUNG
(South Australia).


J. S. T. MCGOWEN, Esq., M.L.A.,

J. COOK, Esq., M.L.A.,

J. THOMAS, Esq., M.L.A.,

Members of Parliament, and others.

Chair to be taken
at 8 p.m. by **The Hon. J. L. FEGAN, Minister for Mines.**

 Men and Women of New South Wales, come
to the Meeting, and demonstrate that you
desire the Women of New South Wales to be as free
to vote as the Women of New Zealand, South Australia,
and West Australia.

ROSE SCOTT,
Hon. General Sec. Womanhood Suffrage League of N.S.W.

S. D. TOWNSEND & Co., Printers, 282 Pitt-street, Sydney.

Mitchell Library, State Library of New South Wales.

Source L

The suffrage is the right of all women, just as it is the right of all men, and ... we insist on it on behalf of the solitary, the hard-pressed and the wronged ...

Letter written by Mary Lee to *South Australian Register*, 21/3/1890.

Source M

We never lost a debate. I remember only one fight. It was in Newtown Town Hall and only a few chairs were broken.

Maybanke Wolstenhome, The President of the NSW Womanhood Suffrage League, cited in Mansutti, Elizabeth 1994, *Mary Lee 1821–1909: Let Her Name Be Honoured*, Elizabeth Ho, in association with the Women's Suffrage Centenary History Sub-Committee, Adelaide, p 27.

**Activity 3: Suffragist meeting**

- a. Imagine that you have helped to form a local branch of the Suffragist League. The group is meeting to decide on tactics and strategies to be used to help win the vote for women. In a group of two or three, write a dialogue between members of the group about the methods to be used. You should have at least three characters speaking. Each character should:
 - suggest or argue for at least one method or tactic
 - explain why they think this particular method will succeed
 - point out advantages and disadvantages of the other characters' suggestions.
- b. Act out or read your dialogue to the class.

First Australians' struggles for full citizenship status

First Australians lived as second-class citizens in the land of their birth throughout most of the twentieth century. Not only were they denied the right to vote, but they were prevented from exercising the rights allowed other Australians.

At the time of Federation, First Australian men in the states of Tasmania, Victoria and New South Wales, and First Australian men and women in the state of South Australia were able to vote for the new Commonwealth Parliament. This was because people eligible to vote in elections for their state government were automatically entitled to vote in the Commonwealth elections. First Australians in Queensland and Western Australia were denied the vote because they were not entitled to vote in their states.

The Commonwealth Franchise Act 1902 effectively removed the right to vote in Commonwealth elections for many First Australians. But the Australian Constitution itself, which sets out the rules and powers for the government of Australia, discriminated against First Australians in other ways.



Activity 4: The Constitution, *The Franchise Act 1902* and First Australians' citizenship

- a. Look at Sources N to T and answer the questions that follow.

The Constitution

Source N

In reckoning [counting] the numbers of the people of Commonwealth, or of a state or other part of the Commonwealth, aboriginal natives shall not be counted.

The Australian Constitution, Section 127 (now repealed).

Every five years we have a count of the people in Australia. This is called the census. From 1901, when the Australian Constitution came into being, until 1967, First Australians were not counted. One reason for this Section was that money was divided between the states according to population – the more people, the more money. The other reason is that the more people a state had, the more representatives it had in the Commonwealth House of Representatives. In agreeing to Section 127, the founding fathers assumed that First Australians were not the equal of European Australians – they were not to expect as much money spent on them or to be counted for representation in parliament.

Source O

The Parliament shall ... have power to make laws for the peace, order, and good government of the Commonwealth with respect to: ...

(xxvi) The people of any race, other than the aboriginal race in any state, for whom it is necessary to make special laws.

The Australian Constitution, original Section 51 (xxvi).

This section of the Constitution was included to give the new Commonwealth Government the power to make laws about 'immigrant races' such as the Chinese and South Sea Islanders. First Australians were excluded because the Constitution writers did not think it necessary to have the same laws in every state.

Day of Mourning, 1938

Source P

On Australia Day in January 1938, when celebrations were being held for 150 years of white settlement, a conference organised by the Aborigines Progressive Association and supported by the Australian Aborigines League was held. The conference declared the day a 'Day of Mourning' and passed this resolution:

'We, representing the ABORIGINES OF AUSTRALIA, assembled in Conference ... on the 26th day of January, 1938, this being the 150th Anniversary of the whitemen's seizure of our country, HEREBY MAKE PROTEST against the callous treatment of our people by the whitemen during the past 150 years, AND WE APPEAL to the Australian Nation of today to make new laws for the education and care of Aborigines, and we ask for a new policy which will raise our people to FULL CITIZEN STATUS and EQUALITY WITHIN THE COMMUNITY.

From the leaflet produced by the Aborigines Progressive Association on the Day of Mourning and Protest, 26/1/1938. Reproduced with permission of the Aboriginal Deaths in Custody Watch Committee and Jack Horner, author of *Bill Ferguson: Fighter for Aboriginal Freedom*, and Bill Ferguson's descendants.

Source Q

First Australians on Day of Mourning, 1938



Mitchell Library, State Library of New South Wales.

The Commonwealth and First Australians

Following this Day of Mourning, a deputation of 20 First Australian men and women met with the prime minister, Joe Lyons, for two hours to present its case. Part of the statement which was put to him was as follows:

Source R

TO THE RIGHT HON. THE PRIME MINISTER OF AUSTRALIA ...

In respectfully placing before you the following POLICY FOR ABORIGINES we wish to state that this policy has been endorsed by a conference of Aborigines, held in Sydney on 26 January of this year. This policy is the only policy which has the support of the Aborigines themselves.

A LONG RANGE POLICY FOR ABORIGINES

1. We respectfully request that there should be a National Policy for Aborigines. We advocate Commonwealth Government control of all Aboriginal affairs.
2. We suggest the appointment of a Commonwealth Ministry for Aboriginal Affairs ...
4. The aim of the Department of Aboriginal Affairs should be to raise all Aborigines throughout the Commonwealth to full Citizen Status and civil equality with whites in Australia ...

'Our Ten Points: Deputation to the Prime Minister' April 1938. *The Australian Abo Call*, 1, p 1.

Source S

William Cooper, the leader of the Australian Aborigines League, campaigned for the Commonwealth Government to take control of Aboriginal Affairs from 1930 until his death in 1941. In 1930 he collected signatures for a petition to the King to have a First Australian representative in the House of Representatives in the Commonwealth Parliament. In 1936 he wrote to Prime Minister Joseph Lyons:

We do plead for one controlling authority, the Commonwealth and request that all aboriginal interests be absolutely federalised ...

We have no hope where the states with large aboriginal populations cannot adequately finance their obligations and the states with small aboriginal populations ... should not be freed from responsibility.

**William Cooper, Hon Secretary, AAL, to the Rt Hon the Prime Minister, Joseph Lyons, 22/7/1936.
Cited in Attwood, B et al 1997, *The 1967 Referendum or When Aborigines Didn't Get the Vote*, AIATSIS, Canberra, p 9.**

Citizenship rights**Source T**

The majority of Aboriginal people [during the 1940s] ... could not: vote; receive social welfare such as the old-age pension and unemployment benefits; move freely from place to place; choose their place of residence; make decisions concerning their own lives such as where to work, what to do with their earnings and any property they acquired, and whom they might marry. In addition, their children might be removed and placed in an institution, in employment, or in the custody of strangers.

Attwood et al, 1997, p 13.

- b.** What were First Australians asking for in their 'Policy for Aborigines'?
- c.** As a class, discuss what might have been meant by 'full citizen status and civil equality' within the community. Construct a list of the rights and responsibilities your class thinks are a part of having 'full citizen status'. (You will return to this question as you collect more information.)
- d.** First Australians wanted to have the Commonwealth Government take control of First Australian affairs. Looking back at Source O, what would have to have changed before that could be achieved?
- e.** Why did First Australians want the Commonwealth Government to take control of First Australian affairs?
- f.** Reread Source T. What additional reasons can you suggest for First Australians wanting the Commonwealth to have the power to make special laws for First Australians?
- g.** For each of Sources P to S above, construct a list of the strategies used by First Australians to achieve the same rights as other Australian citizens. The strategies might range from the formation of groups to represent First Australian interests, to drawing public attention to their cause, to having a magazine to share ideas in the First Australians community.

**Activity 5: The 1967 referendum**

During the period from 1940 to 1965 most of the laws discriminating against First Australians were removed by the Commonwealth and state governments. The Constitution, however, still contained the two sections that discriminated against First Australians.

Changes to the Constitution require the support of a majority of voters in a majority of states. In 1967 a referendum was held in which Australian citizens were asked to vote 'yes' to remove Section 127 and to change Section 51 (xxvi) so that the Constitution no longer discriminated against First Australians. The 'yes' vote was 90.77 per cent. A case for 'yes' was put by the government. There was no campaign to vote 'no'.

Watch the video '[1967 Referendum – Behind the News](#)'.

- a.** Look at Sources U to AA and for each source, list:
 - the groups of people involved
 - the reasons given for changing the Constitution
 - the strategies used or recommended to pressure the government to hold a referendum or to persuade people to vote 'yes' for the change.

Source V

Gordon Bryant, President of the Victorian Aborigines Advancement League and Labor Member of the House of Representatives, played a major role in all the campaigns for constitutional reform. Writing in *Smoke Signals*, to support the 'yes' vote at the referendum, he said:

No aborigine can feel absolutely free and equal to other Australians whilst the Commonwealth Constitution contains the two clauses which exclude him from the Census ... and from Commonwealth laws ...

Bryant, Gordon 1962, 'A Referendum', *Smoke Signals* 2 (1), pp 2–3.

Source W

At a protest held outside the Commonwealth Bank in Sydney and near the offices of many New South Wales federal MPs in 1966, leaflets were distributed which read:

Today, 30th June, is the Census Day. Today the white population of Australia will be counted. But Aborigines are excluded from the Commonwealth Census by Section 127 of the Constitution ... Why should the descendants of the original inhabitants of Australia suffer this insult? Because the referendum which was to remove this grave discrimination has not been held. Every fair-minded Australian must deplore this law. Please write to your Federal member protesting against the injustice of this provision and demand the referendum be held.

Cited in Attwood et al 1997, p 34.

Source X

This photo of two boys appeared on the front page of the *Sydney Morning Herald* two days before the referendum. The caption read 'Racial Discrimination – What's that?'

The Fairfax Photo Library.



Source Y

Voting Yes to these proposals is a simple matter of humanity. It is also a test of our standing in the world. If No wins, Australia will be labelled as a country addicted to racist policies. In spite of our increasing involvement with Asia, in spite of our protestations of good will towards all men of all colours and creeds, this label would have a millstone's weight around the neck of Australia's international reputation.

Editorial, Age, 22/5/1967 [The editorial in a newspaper gives the 'official' view of the paper – that is, not just the view of one individual writing for the paper.]

Source Z

This is an extract from publicity for the media authorised by Bill Onus, Director of the Victorian Vote 'Yes' Campaign Committee.

Aboriginal Rights and the Referendum

... Aboriginal leader Charles Perkins has stated that the coming referendum is an opportunity for white people to demonstrate in a positive way their desire to help in the emancipation [freeing] of the Aboriginal of Australia ...

Cited in Attwood et al 1997, p 49.

Source AA

The following is an extract from recommendations about the structure of the campaign of the Federal Council for the Advancement of Aboriginal and Torres Strait Islanders in support of voting 'yes'.

OBJECTIVES OF THE CAMPAIGN

To ensure that the proposed change is supported by a majority of people in a majority of states ...

The Australian people are sure to respond to a demand for equal recognition from the Aboriginal people themselves. To this end every opportunity must be created for Aboriginal bodies to be seen and heard in their own cause ...

SECTIONS OF THE COMMUNITY TO BE APPROACHED TO TAKE ACTION

Aboriginal communities

Service clubs (Apex, Jaycees, etc)

Local governments

Tertiary students

Unions and Churches

Miscellaneous organisations: RSL, Housewives Associations, Country Women ...

MISCELLANEOUS

A press committee to be formed ...

Seek co-operation of the Australian Association of National Advertisers ...

Cited in Attwood et al, 1997, p 100.

- d. Return to the list your class constructed for Activity 4c. Contribute to a class discussion of the rights or responsibilities you are now aware of and that you would include in that list.
- e. Write a list of the rights you would expect a citizen of Australia to have. For example, the right to vote, the right to move around the country, and so on. You might get some help from Source V.



Activity 6: A timeline of First Australians' achievement of the right to vote

Pre-1788

Before white settlement First Australian male elders made decisions for their clans.

1902

The Commonwealth Franchise Act prevented First Australians from voting in Commonwealth elections.

First Australians in South Australia, Victoria, New South Wales and Tasmania had the right to vote in elections for their state. However, because they were denied the right to vote in Commonwealth elections, they were often illegally denied the right to vote in state elections.

1949

First Australians who served in the defence forces in World War II were allowed to vote in Commonwealth elections as were First Australians who 'understood the process'.

1962

First Australians over 21 were allowed to enrol to vote in Commonwealth elections. Unlike for other Australians, voting was not compulsory. However, once they enrolled it was compulsory to vote. First Australians in Western Australia and Northern Territory gained the right to vote.

1965

First Australians in Queensland gained the right to vote.

1967

A referendum was held to change the Constitution: 90.77 per cent of the Australian electorate voted to give the Commonwealth Government the power to make laws for First Australians, and to count First Australians in the census.

1984

All First Australians over the age of 18 had to enrol and vote in Commonwealth elections. This was the same as for other Australians.

- a. Read the timeline.
- b. Which First Australians group was allowed to vote by 1949? Why would that group have gained the right ahead of other First Australians?
- c. What was the main problem with the change to the way First Australians could vote in 1962?
- d. In which year were First Australians finally allowed to vote on the same terms as other Australians?
- e. Look back at Source T. It tells us that First Australians were concerned with a range of issues affecting their position in Australian society. Being allowed to vote in elections was only one of a number of things they wanted to see changed.

As a class, discuss whether gaining the vote has made a great difference to the position of First Australians in Australian society.

Unit assessment task

You will remember that a charter is a list of rights. The Chartists of the 1800s drew up a list of six points, aimed at extending democracy at the time.

- Update the charter to meet the needs of Australia today. Look at the the Chartists' six points below to assist you. You can have up to eight points in your charter. You can keep six and add two – or replace or amend others in order to have more new points.
- Justify the additions and deletions to your charter.
- Present the charter as a poster and have a striking heading to attract the reader's attention.

The Six Points of the PEOPLE'S CHARTER.

1. A VOTE for every man twenty-one years of ago, of sound mind, and not undergoing punishment for crime.
2. The BALLOT – To protect the elector in the exercise of his vote.
3. NO PROPERTY QUALIFICATION for Members of Parliament – thus enabling the constituencies to return the man of their choice, be he rich or poor.
4. PAYMENT OF MEMBERS, thus enabling an honest tradesman, working man, or other person, to serve a constituency, when taken from his business to attend to the interests of the country.
5. ANNUAL PARLIAMENT, thus presenting the most effectual check to bribery and intimidation, since though a constituency might be bought once in seven years (even with the ballot), no purse could buy a constituency (under a system of universal suffrage) in each ensuing twelvemonth; and since members, when elected for a year only, would not be able to defy and betray their constituencies as now.

Assessment criteria

Your work will be assessed on:

- demonstrating an understanding of the consequences of deleting any of the six points
- presenting clear and well-supported justifications for additional political rights you seek
- presentation.

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