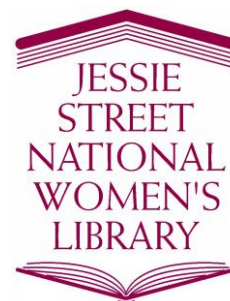


STAGE 3 HISTORY: AUSTRALIA AS A NATION



Focus: Jessie Street	10 weeks - 45 minutes per week
Key inquiry question: What contribution have significant individuals and groups made to the development of Australian society?	
Overview Modelling the process of historical inquiry, students participate in a class inquiry about Jessie Street. Using a variety of primary and secondary sources, students investigate the varying perspectives of her contribution to the development of Australian society. Students will communicate findings of their historical inquiry about Jessie Street, the status and rights of Australian women and/or Aboriginal and Torres Strait Islander peoples in the 20 th century through a historical fiction narrative, incorporating relevant primary and secondary sources. Students will share their historical fiction narratives in a school lunch hour talk.	
Outcomes A student: HT3-1 describes and explains the significance of people, groups, places and events to the development of Australia HT3-2 describes and explains different experiences of people living in Australia over time HT3-3 identifies change and continuity and describes the causes and effects of change on Australian society HT3-4 describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples HT3-5 applies a variety of skills of historical inquiry and communication	

Content

Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islander peoples, migrants, women and children. (ACHHK114, ACHASSK137)

Students:

- examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander peoples, migrants, women and children
- explain how Australian society has changed throughout the twentieth century for these groups

Assessment

All activities require students to demonstrate their learning and are all assessment for learning activities.

Unit overview and key dates

Historical inquiry process	Teaching and Learning Activities	Week
Step 1: Question	Engagement	1
	Formulate research questions	2
Step 2: Research	Who was Jessie Street? Biography of Jessie Street	3
	Historical sources about Jessie Street: Gathering and note taking	4 & 5
Step 3: Analyse	Source analysis	6
Step 4: Evaluate	Evaluate reliability of sources	7
Step 5: Communicate	Write a historical fiction narrative about Jessie Street	8 & 9
	Host school lunch hour talk about Jessie Street	10

Teaching and learning activities

1. Question

What contribution have significant individuals and groups made to the development of Australian society?

Engagement – Collectively view *Centenary of the birth of Jessie Street, 1989* by Priscilla Cutter (1989)

<http://jsnwl.calyx.net.au/cgi-bin/koha/opac-detail.pl?biblionumber=21709>. . Click on the images tab to view images of the commemorative envelope.

Explain that Australia Post creates special pre-stamped envelopes to honour Australian events and anniversaries. This illustration was on the front of an Australia Post commemorative envelope – the first ever for an Australian woman.

- What do you notice first when viewing the illustration?

Collectively or in pairs using computers or tablets, students examine the details of the illustration on the Jessie Street National Women’s Library website <http://jsnwl.calyx.net.au/cgi-bin/koha/opac-detail.pl?biblionumber=21709>. Students discuss the illustration using questions to guide their examination and inferences:

Examine the illustration for details:

- What people are shown? How are they dressed? What are the ages of the people?
- What is happening in the illustration? What are they doing?
- What objects are shown? How are they being used?
- What is the date and title caption?
- What details can you see? Is there something unexpected?

Infer:

- Who are the people in the illustration representing and why are they there?
- What emotive purposes are the people and symbols in the illustration used for?
- What issue/event is the illustration referring to?
- Why was the illustration made? What viewpoint is being expressed?
- Is the illustration a true representation? Why or why not?
- What is the overall message of the illustration? Explain in your own words what the illustrator is saying. What can you learn from examining this illustration?
- How does the illustrator attempt to influence viewers? How would different groups of people have responded to the illustration when the commemorative envelope was published?

Wonder:

- What else would you like to know?

Formulate research questions

Guide the students in forming a class set of research questions to frame a historical inquiry about Jessie Street.

Step 1. Rules for producing questions:

- ask as many questions as you can
- do not stop to discuss, judge or answer the questions
- write down every question exactly as it is stated
- change any statement into a question

Step 2. Mark closed-ended questions (questions that cannot be answered with YES or NO or ONE WORD) with a C. Mark open-ended questions with an O.

Step 3. Prioritise questions by choosing three questions that will best support research on Jessie Street and her contribution to the development of Australian society.

Some example research questions:

- Why was Jessie Street one of the most exceptional and fascinating women in Australian history?
- What causes did she actively campaign for and why?
- What contributions did she make to Australian human rights, past and present, affecting women and Aboriginal and/or Torres Strait Islander peoples?

2. Research

Who was Jessie Street?

Explain that a suffragette is a woman seeking the right to vote through organised protest. Collectively read and discuss the following extract from a transcript of the Coming Out Show.

Source: Cobb, J. (Presenter). (1989, April 22). Streets ahead: Jessie Street's grand-daughters and former colleagues celebrate the 100th anniversary of Jessie's birth. In Coming Out Show [Radio program] [Transcript]. Australia: ABC Radio 2. Retrieved from <http://bit.ly/1tojkkL>

JESSIE STREET: You see, you can't make yourself be a suffragette in you can't make yourself be an artist. You can learn drawing, but it's something you feel inside you. And I felt very strongly: why should women not have votes? Why should they get less pay? Why should they get less opportunities for doing things?

....

JULIETT COBB: It's not just for her large-scale political agenda that Jessie is remembered. She cared about ordinary people who needed her help. The United Associations officers

saw a steady stream of people come for Jessie's advice. This is her account of a meeting with a woman who appeared totally worn down by her cares.

EXTRACT (autobiography):

JESSIE STREET: She told me she was married with three young children, and heard about the United Associations and wanted to know if we could help her. Her husband earned quite good money, but he never gave her one penny to spend. He bought all the food and anything that was needed for the house and the children, he even bought her clothing. She wanted to know if she had any right to receive the money herself.

I told her that under the law as it stood at present, she was not entitled to any more than her keep. As long as her husband provided for her immediate needs and the needs of the children, he was fulfilling his legal responsibilities. I gave her a little money which she seemed afraid to take as she said, 'He would want to know where she got it', or if she bought anything, he would ask the same question.

Belonging to the United Associations of Women of those days, gave me a consciousness of the fact that women were really exploited, that they were not paid anything like equal rates of pay, even in the professions in those days. And it gave me a consciousness of the fact that I, like many thousands of others, was being exploited. Our talents were being used to the nth degree, especially as the war came.

Discussion questions:

- What are some of Jessie Street's attributes?
- What influenced Jessie Street?

Biography of Jessie Street

Students use the complete transcript of the Coming Out Show <http://bit.ly/1tojkkL> to create a brief biography on Jessie Street, guided by the class research questions.

Historical sources about Jessie Street: Gathering and note taking

With teacher guidance, or independently, students view Sources 1 to 5. Guided by the class research questions, students discuss and write notes using a notetaking grid. Example below.

Source 1: Mackay, B. (2001). Belinda Mackay's letter to Jessie Goldberg. In P. Silvester (Ed.), *A Portrait of Jessie Street* (pp.9-11). Retrieved from <http://jsnwl.calyx.net.au/cgi-bin/koha/opac-detail.pl?biblionumber=7013>. Click on the images tab to view the letter on pages 9-11.

Source 2: Street, J. (1945). Women's status in the United Nations charter. Speech delivered in 1945 *International Women's Radio League inaugural meeting*. In Doyle, M. (2015, March 4). Jessie Street, women's rights and the UN [Blog post]. Retrieved from <http://www.nfsa.gov.au/blog/2015/03/04/jessie-street/>

Jessie Street gives an account of the way the status of women was enshrined in the United Nations Charter. The following sections of Jessie Street's speech is especially helpful in understanding her perspectives.

7:50 - 8:56 **JESSIE STREET:**... discussed the advisability of suggesting amendments to the charter which would ensure that women were given equal opportunity to serve in the new organisation. Some people suggested that it was unnecessary to introduce any amendments of this sort because there was no discrimination against women in the charter. But the majority of those present thought that the experience of different countries throughout the last hundred years showed that where the law did not specifically say that women were to enjoy certain privileges and benefits, that they were very often, in fact generally, excluded. The experience of women getting the vote was a case in point. Although there is no suggestion in the laws of different countries that women shall not enjoy the franchise, nevertheless in every country they have had to have a very severe struggle before they have had this privilege of citizenship extended to them.

21: 10 - 22:24 **JESSIE STREET:**... The adoption of the resolutions concerning the status of women in the United Nations organisation, in my opinion show a new spirit and a new consciousness that has developed the last few years. We have new perceptions, and new understandings, and the nations of the world have accepted new standards - at any rate, they did at the conference and it is for the peoples of the world throughout to do what they can to assist their governments in following up these new standards. In the past there have been many professions of belief in all sorts of liberal doctrines, but it very often turned out that these professions were merely formal protestations. But

now I believe that people really think that there should be no discrimination on account of race, no discrimination on account of colour, or on account of sex. We also realise that we can hope to preserve peace in the world only if nations and people are willing to cooperate in maintaining peace.

Source 3: Street, J. (2001, July 19). Abridged transcript of my interview with Sir Laurence Street. (M. Zou, Interviewer). *A tribute to Jessie Street: Feminist, social reformer, peace activist*. Retrieved from <http://jsnwl.calyx.net.au/cgi-bin/koha/opac-detail.pl?biblionumber=6850>. Click on the images tab to view the abridged transcript of the interview.

Source 4: ABC-TV. (1997). Timeframe: 1967...Citizens at last? [Television series episode]. In ABC (2012, January 1). Referendum remedies the constitutional treatment of Aboriginal people [Blog post]. Retrieved from <http://www.abc.net.au/archives/80days/stories/2012/01/19/3411520.htm>

Source 5: Street, J. (1963). Letter to Shirley Andrews, Faith Bandler, A McDonald and Kath Walker, 7 July 1963. In L. Coltheart (Ed.), *Jessie Street: A revised autobiography* (pp. 234-235). Retrieved from <http://jsnwl.calyx.net.au/cgi-bin/koha/opac-detail.pl?biblionumber=7609>. Click on the images tab to view the letter.

Additional sources

Source 6:

Small, J. (1984). A Heroine of Mine. In P. Silvester (Ed.), *A Portrait of Jessie Street* (pp.12-13). Retrieved from <http://jsnwl.calyx.net.au/cgi-bin/koha/opac-detail.pl?biblionumber=7013>. Click on the images tab to view the lyrics on pages 12-13.

Catapult Reservatory, LLC. (2015, Nov 17). A Heroine of Mine · Judy Small [Video file]. Retrieved from <https://www.youtube.com/watch?v=mws7vWzOh2g>

Source 7:

National Library of Australia. (2005). *National Library of Australia News Aug 2005: The Legacy of Jessie Street*. Retrieved from <http://pandora.nla.gov.au/pan/131760/20120120-0944/www.nla.gov.au/pub/nlanews/2005/aug05/index.html>

Notetaking grid

Use a new notetaking grid for every resource you investigate.

Source:	
What I found out	Why it is important
Quotes you would like to keep and use (and where you got them from - page numbers, etc.)	
Your thoughts: What has this source added to my understanding of the research questions?	

3. Analyse

With teacher guidance, or independently, students view Sources 1 to 5. Guided by the class research questions, students discuss and record the key points from each source into a source analysis table. Example below.

Source analysis table

	Title and date	Maker and purpose	Key information	Perspective and bias	Reliability	Questions raised
Source 1						
Source 2						
Source 3						
Source 4						
Source 5						

Which sources are useful in learning about Jessie Street?

Do the sources adequately answer our class research questions? Are there any gaps in the information?

4. Evaluate

Guide the students in evaluating the reliability of the sources:

- Is there any potential bias in the sources?
- Are there inconsistencies or contradictions between the sources?
- Are there any reasons for contestability of the sources?

5. Communicate

Students will communicate findings of their historical inquiry about Jessie Street through a historical fiction narrative, incorporating relevant primary and secondary sources about her. In the tradition of the Jessie Street National Women's Library lunch hour talks, students will share their historical fiction narratives in a school lunch hour talk.

Jessie Street National Women's Library lunch hour talks:

- <http://www.nationalwomenslibrary.org/community/lunch-hour-talks/>

Helpful historical fiction resources:

- Working definition of historical fiction
www.readwritethink.org/files/resources/lesson_images/lesson404/HistoricalFictionDefn.pdf
- Historical fiction reflection rubric
www.readwritethink.org/files/resources/lesson_images/lesson404/formsfiction-rubric.pdf

Historical inquiry skills	Historical concepts
<p>Comprehension: chronology, terms and concepts</p> <ul style="list-style-type: none"> respond, read and write to show understanding of historical matters sequence historical people and events (ACHHS098, ACHHS117) use historical terms and concepts (ACHHS099, ACHHS118) <p>Analysis and use of sources</p> <ul style="list-style-type: none"> locate information relevant to inquiry questions in a range of sources (ACHHS102, ACHHS121) compare information from a range of sources (ACHHS103, ACHHS122) <p>Perspectives and interpretations</p> <ul style="list-style-type: none"> identify different points of view in the past and present (ACHHS104, ACHHS123) <p>Empathetic understanding</p> <ul style="list-style-type: none"> explain why the behaviour and attitudes of people from the past may differ from today <p>Research</p> <ul style="list-style-type: none"> identify and pose questions to inform an historical inquiry (ACHHS100, ACHHS119) identify and locate a range of relevant sources to support an historical inquiry (ACHHS101, ACHHS120) <p>Explanation and communication</p> <ul style="list-style-type: none"> develop historical texts, particularly narratives and descriptions, which incorporate source material (ACHHS105, ACHHS124) use a range of communication forms (oral, written, graphic) and digital technologies. (ACHHS106, ACHHS125) 	<p>Continuity and change: some things change over time and others remain the same, e.g. aspects of both continuity and change in Australian society throughout the twentieth century.</p> <p>Cause and effect: events, decisions or developments in the past that produce later actions, results or effects, e.g. events and other reasons that led to migration to Australia; reasons for the struggle for rights and freedoms for various groups in Australia.</p> <p>Perspectives: people from the past will have different views and experiences, e.g. differing attitudes of various groups to Federation or to granting rights and freedoms to women and Aboriginal peoples.</p> <p>Empathetic understanding: an understanding of another's point of view, way of life and decisions made in a different time, e.g. differing attitudes and experiences of living in an Australian colony; understanding the experiences of Aboriginal and Torres Strait Islanders, women and migrants throughout the twentieth century.</p> <p>Significance: the importance of an event, development or individual/group, e.g. determining the importance (significance) of various peoples' contributions to the development of a colony.</p> <p>Contestability: historical events or issues may be interpreted differently by historians, e.g. British 'invasion' or 'settlement' of Australia.</p>

Resources

Texts

Mackay, B. (2001). Belinda Mackay's letter to Jessie Goldberg. In P. Silvester (Ed.), *A Portrait of Jessie Street* (pp.9-11). Retrieved from <http://jsnwl.calyx.net.au/cgi-bin/koha/opac-detail.pl?biblionumber=7013>

Street, J. (1963). Letter to Shirley Andrews, Faith Bandler, A McDonald and Kath Walker, 7 July 1963. In L. Coltheart (Ed.), *Jessie Street: A revised autobiography* (pp. 234-235). Retrieved from <http://jsnwl.calyx.net.au/cgi-bin/koha/opac-detail.pl?biblionumber=7609>.

Street, J. (2001, July 19). Abridged transcript of my interview with Sir Laurence Street. (M. Zou, Interviewer). *A tribute to Jessie Street: Feminist, social reformer, peace activist*. Retrieved from <http://jsnwl.calyx.net.au/cgi-bin/koha/opac-detail.pl?biblionumber=6850>.

Websites

ABC-TV. (1997). Timeframe: 1967...Citizens at last? [Television series episode]. In ABC (2012, January 1). Referendum remedies the constitutional treatment of Aboriginal people [Blog post]. Retrieved from <http://www.abc.net.au/archives/80days/stories/2012/01/19/3411520.htm>

Cobb, J. (Presenter). (1989, April 22). Streets ahead: Jessie Street's grand-daughters and former colleagues celebrate the 100th anniversary of Jessie's birth. In *Coming Out Show* [Radio program] [Transcript]. Australia: ABC Radio 2. Retrieved from <http://bit.ly/1tojkkL>

Street, J. (1945). Women's status in the United Nations charter. Speech delivered in 1945 *International Women's Radio League inaugural meeting*. In Doyle, M. (2015, March 4). Jessie Street, women's rights and the UN [Blog post]. Retrieved from <http://www.nfsa.gov.au/blog/2015/03/04/jessie-street/>

Ephemera

Cutter, P. (1989). *Centenary of the birth of Jessie Street, 1989* [Australia Post commemorative envelope]. Melbourne, Australia: Australia Post. Retrieved from <http://jsnwl.calyx.net.au/cgi-bin/koha/opac-detail.pl?biblionumber=21709>.