

Year 7 Teacher Guide: Government House, Darwin

Riot and Rebellion

Learning Area: Civics and Citizenship **Stage of Schooling:** Year 7

Topic: Our Australian Values

Knowledge and Understanding:

Students will investigate how citizens can participate in Australia's democracy, including use of the electoral system, contact with their elected representatives, use of lobby groups, and direct action.

Achievement Standard:

By the end of Year 7, students identify the ideas, values and principles that underpin the institutions and processes in Australia's political and legal systems. They explain the diverse nature of Australian society, and identify the importance of shared values in contemporary Australian society.

Students formulate significant questions to investigate Australia's political and legal systems. They locate, collect and organise useful information from a range of primary and secondary sources. They examine sources to determine their origin, purpose and reliability and to identify and describe values and perspectives. They evaluate and synthesise information to draw conclusions. When planning for action, students take into account multiple perspectives to develop solutions to an issue. They reflect on their learning to identify ways they can be active and informed citizens. Students present ideas, viewpoints, explanations and conclusions in a range of communication forms that incorporate source materials, citations, and civics and citizenship terms and concepts.

Inquiry Questions:

How have citizens taken direct action such as organising a public demonstration or social media campaign in order to seek change within the bounds of the law?

How effectiveness are different forms of participation in Australia's democracy?

Lesson: Riot and Rebellion

Learning Intention:

Students will use the tour of Government House to visit the site of the riot and rebellion by people in the past.

Success Criteria:

Students will -

- Question: What actions have taken place at Government House by Darwin citizens in the past?
- Research: To establish the reasons the people wanted change in the past. Different ways that people could have effected change.
- Analyse: To determine the results of different actions taken by people to start change.
- Evaluate: How successful have the different actions been?
- Communicate: By recording and sharing research and thinking in the group.

Supporting Materials:

Story: Riot and Rebellion
Suggested Questions

Possible Activities:

- Excursion Activity 1. The Darwin Rebellion.
- School Activity 1. Research the Eureka Stockade
- School Activity 2. Compare the Actions
- School Activity 3. What are Worker's Unions?
- School Activity 4. Economic Depression

References

Darwin Rebellion, https://en.wikipedia.org/wiki/Darwin_rebellion <http://darwinrebellion.com/the-darwin-rebellion/darwin-1901-21/>

Eureka Stockade, <https://www.nma.gov.au/defining-moments/resources/eureka-stockade>

The Great Depression, <https://www.history.com/topics/great-depression/great-depression-history>

National Archives Australia, Vestey's Meatworks, <http://guides.naa.gov.au/records-about-northern-territory/gallery/image003.aspx>

National Archives Australia, Darwin Rebellion, <http://guides.naa.gov.au/records-about-northern-territory/gallery/image004.aspx>

National Film and Sound Archive, Darwin c1926, NFSA Title 66336.

Trade Unions, https://en.wikipedia.org/wiki/Trade_union

Teacher Questions on Story: Riot and Rebellion

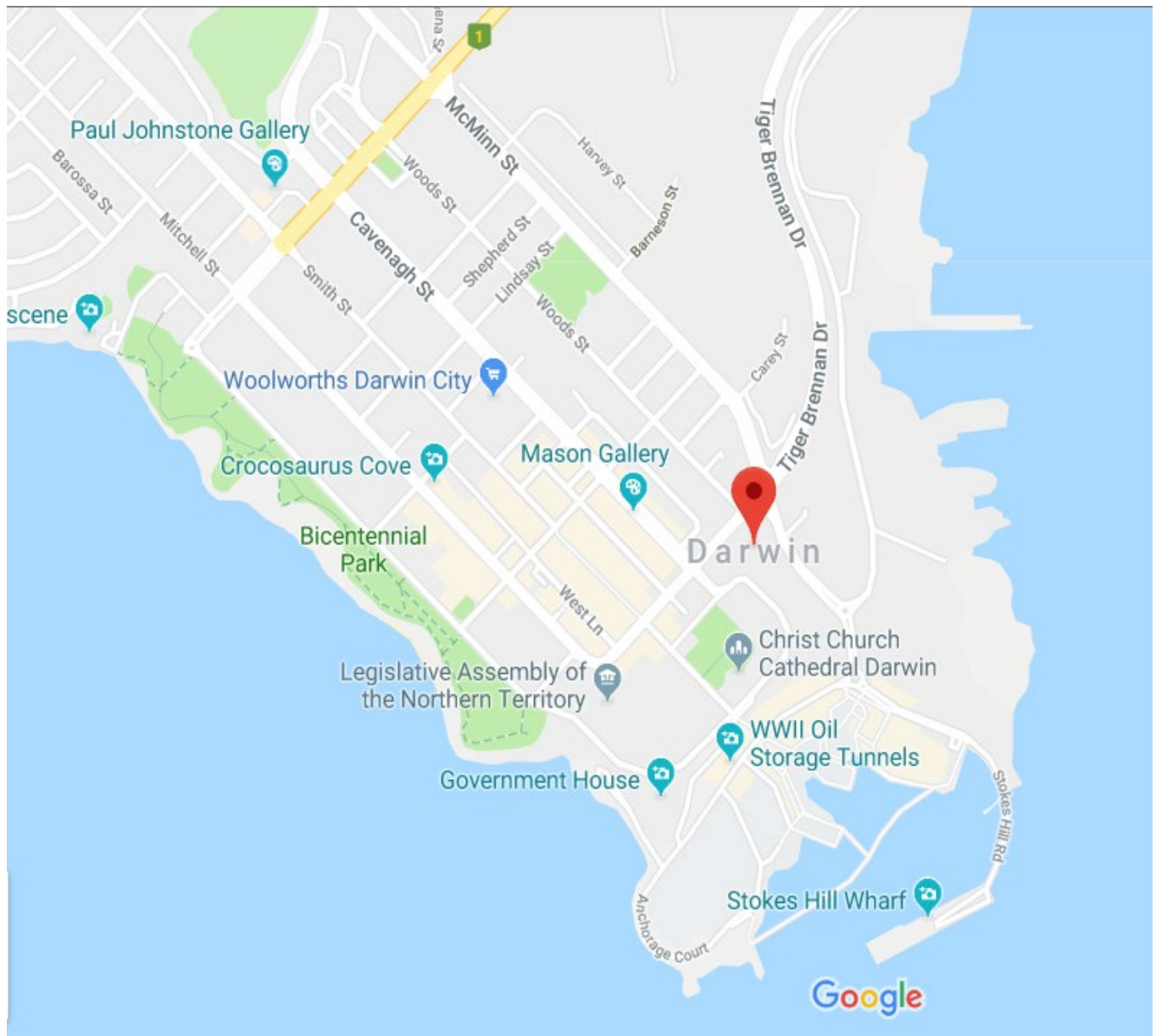
Page	Possible Questions
4	<p>What is a worker's union?</p> <p>Why do people join unions?</p>
5	<p>What is an effigy?</p> <p>What did workers get upset over a 'trivial event'?</p> <p>Why did the Chinese and Aboriginal peoples join the march?</p>
8	<p>What do you think of the worker's actions?</p>
10	<p>Why did people burn the effigy?</p> <p>Do you agree with Dr Gilruth's actions?</p>
11	<p>Which protest march do you think was more effective?</p>
13	<p>Why do you think that people protested in 1930?</p>
14	<p>Was their protest within the law?</p>
15	<p>What did the placard 'Work Not Food' mean?</p> <p>What was the attitude of the news reporters towards the protestors?</p> <p>How do you know?</p> <p>If you were the leader of either of these groups, what would you suggest that people do?</p>

Excursion Activity 1. The Darwin Rebellions

Plot the march on the map below.

Label the following:

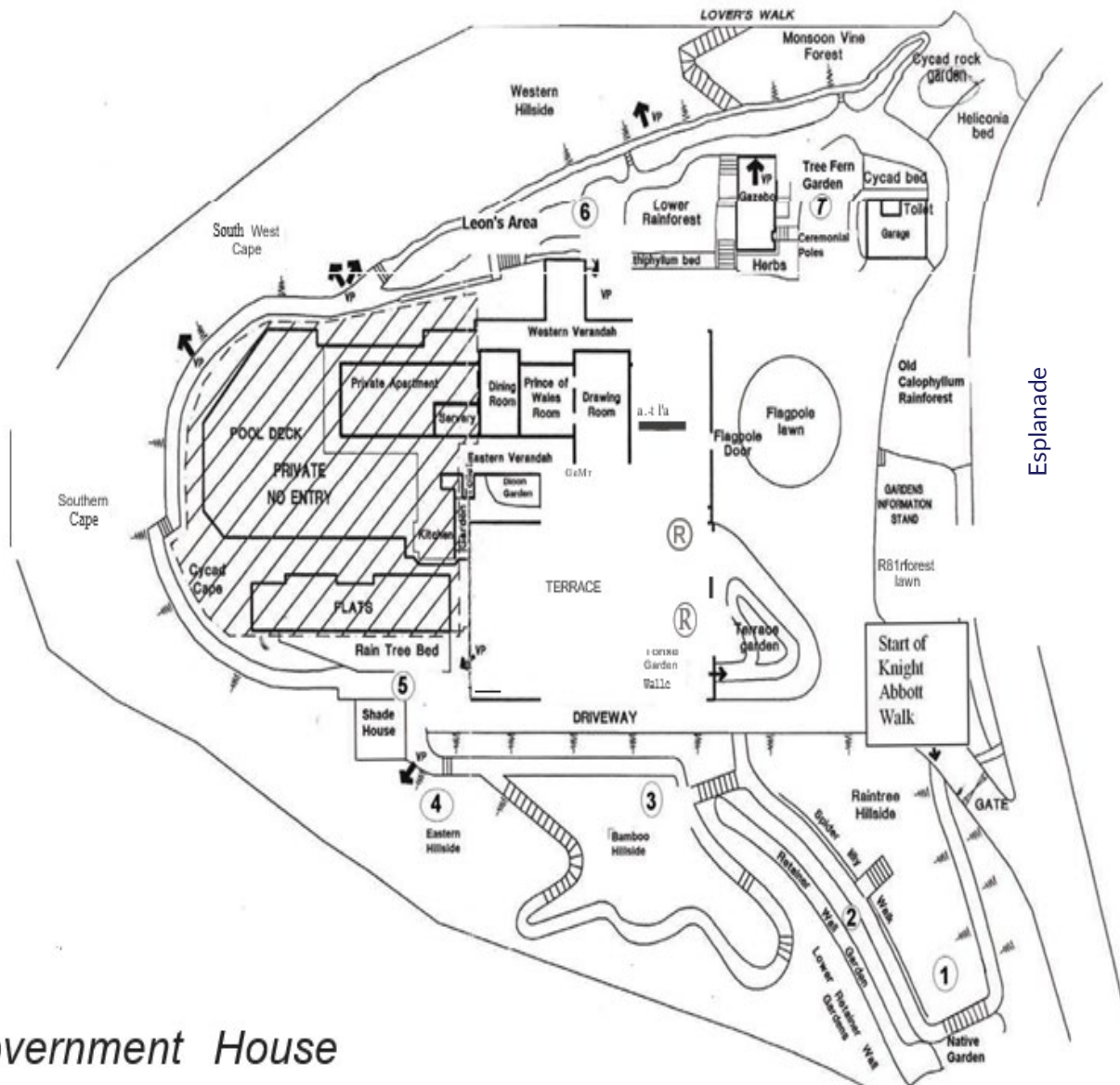
- Government House
- The site of Kahlin Compound
- The plaque that commemorates the Darwin Rebellion



Excursion Activity 1. The Darwin Rebellion (continued)

On the map of Government House, label the events that took place during the riots.

In a different colour, show where the damage occurred.



Government House

School Activity 1. Research the Eureka Stockade

Find out about the Eureka Stockade. Record your findings as dot points.

1. Outline of key events:
2. Actions taken:
3. Reasons for the actions:
4. Reaction by others:
5. Who were the leaders?

School Activity 1. Research the Eureka Stockade (continued)

6. How effective were the men's actions?

7. What were the outcomes of their actions?

8. How were the events similar to Darwin? What was different?

9. What do you think of their actions?

10. What could have been an alternative action?

School Activity 2. Compare the Actions

Use the information from Activity 1 to compare your research to the riot in Darwin.

Question	Darwin	Eureka Stockade
Categorise their actions: were they supporting the rights of workers, human rights, environmental rights, other?		
Were their actions legal? Why or why not?		
Compare the number of people involved.		
Were people injured?		
Were any people jailed or charged?		
Did the actions result in change?		
If so how long did it take for change?		
What other actions had been taken beforehand?		

Now compare your findings with someone else.

School Activity 3. What are Worker's Unions?

Find out about other unions, similar to the workers' union in the story.

What are some worker's unions in Australia?	What do they do?
Where did they come from?	What happened to workers before unions?

School Activity 4. Economic Depression

Part A: Research the Great Depression, the Wall Street Crash or the 1890's Depression. What was it? How did it happen? What were the effects on people? How did Australia recover?

Part B: Imagine that you are someone who has just lost their job during this time. Use the following mind map to plan a narrative about what it was like and how you coped.

