

## Australian Curriculum: History

This interactive module has been designed for the *Australian Curriculum History*:

**Year 9**

**Depth Study 2 Australia and Asia**

**Making a Nation**

It covers these aspects of **Historical knowledge and understanding**:

Aspect	Elaborations
Key events and ideas in the development of Australian self-government and democracy, including women's voting rights (ACDSEH091)	Explaining the factors that contributed to federation and the development of democracy in Australia, including defence concerns, the 1890s depression, nationalist ideals, egalitarianism, the Westminster system

This module provides a self-contained study of the key aspects of Federation as outlined above, and the creation of the Constitution. It focuses on the creation of a national responsible, representative and democratic political system.

This knowledge is explored through these activities:

- Activity 1: How had the colonies evolved over time?
- Activity 2: How had responsible government and voting rights developed in Australia by 1900?
- Activity 3: What were the factors that resulted in Federation?
- Activity 4: Which powers were given to the new Federal Parliament?
- Activity 5: Was the system of representation created in 1901 a good democratic system?
- Activity 6: Understanding and explaining the 1901 election

The activities have been designed to develop the **skills** specified for this year level:

Skills	Activities					
	1	2	3	4	5	6
Chronology, terms and concepts						
Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)	✓	✓	✓	✓	✓	✓
Use historical terms and concepts (ACHHS165)	✓	✓	✓	✓	✓	✓
Historical questions and research						
Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)		✓	✓			✓

Evaluate and enhance these questions (ACHHS167)		✓	✓			✓
Identify and locate relevant sources, using ICT and other methods (ACHHS168)			✓			✓
Analysis and use of sources						
Identify the origin, purpose and context of primary and secondary sources (ACHHS169)			✓			✓
Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)		✓	✓			✓
Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)			✓	✓		✓
Perspectives and interpretations						
Identify and analyse the perspectives of people from the past (ACHHS172)		✓	✓	✓	✓	✓
Identify and analyse different historical interpretations (including their own) (ACHHS173)		✓	✓	✓	✓	✓
Explanation and communication						
Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)	✓	✓	✓			✓
Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)	✓	✓	✓		✓	✓

## Background Briefing

Before Federation, the six Australian colonies were separate and independent of each other. They were virtually six separate countries.

Each colony, however, was tied to Britain. Each colony had a Governor, who was the British monarch's representative in that colony. Each was still under the control of Britain in some political and government matters.

During the late 1880s some leading politicians and groups began to seriously call for Federation. The term 'Federation' meant several things to the Australian people of the 1890s, including:

- joining the six colonies together to create the new nation of Australia,
- creating a national government for the new nation, with the colonies agreeing to hand over some of their powers to this new national government,
- allowing each colonial government to have power to make laws within its own borders and keep its ties with Britain, and
- maintaining constitutional ties between the new national government and Britain.

Federation in Australia was not inevitable. Many people wanted it because they thought the colonies were similar and would benefit from being one nation. Other people did not want Federation, and believed that the differences keeping the colonies separate were stronger than the things they had in common.

The hardest part of achieving Federation was the creation of a new level of government. This required the colonies to give up some of their powers and revenue.

Each colony therefore had to decide:

- did they want a new national government?
- if so, what powers were they prepared to give up?

There were many forces at work in society which encouraged or promoted a move to Federation, and many which kept the colonies apart.

### Unifying forces included:

- the growth of a feeling of national, rather than colonial identity,
- the widespread binding feeling of being of British origin and a part of the British Empire,
- a high degree of homogeneity of the population,
- the continuing development of the 'Britishness' of the population through predominantly British immigration,
- commonly held fears against Chinese immigration,
- a commonly held belief in a White Australia policy,
- a common language,
- an education system in each colony that was basically of British origin,
- occasional defence fears that reinforced the fact that the colonies had fragmented separate defence forces, and relied on British control of the seas,
- growing communication connections through railways and intercolonial travel, and
- the experience of a severe depression in the early 1890s that seemed to show that a united national economy would be stronger and safer than fragmented colonial ones.

### Forces that acted against Federation included:

- strong colonial identities and identification,

- a clash between those colonies which needed economic protection for their industries to survive, and those who favoured free trade so that their products could spread,
- a strong element of Irish heritage, with many Irish wanting separation from Britain('Home Rule'),
- a strong Roman Catholic element, usually tied to Irish heritage, which led to strong sectarian feelings between Catholics and Protestants,
- conflicts of interest about the use of the shared waters of the Murray River, especially with the furthest downstream colony of South Australia,
- a strong cultural current of republicanism, reflected in the popular *Bulletin* magazine,
- conflicts within colonies about their economic and social development, such as in Queensland where the interests of the north were not those of the south, and
- conflict over the impact of customs revenue being taken from the colonies for the proposed new federal government to use.

These are all illustrated and addressed in a simple and accessible way in the activities of this module.

A chronology of some key events that took place prior to Federation is included at the end of this Teacher Guide.

## Suggestions for using the activities in the classroom

The activities in this module have been created to provide a self-contained unit on Federation and the creation of a national system of responsible, representative and democratic government in Australia in 1901.

- **Activity 1**  
How had the colonies evolved over time?
- **Activity 2**  
How had responsible government and voting rights developed in Australia by 1900?
- **Activity 3**  
What were the factors that resulted in Federation?
- **Activity 4**  
Which powers were given to the new Federal Parliament?
- **Activity 5**  
Was the system of representation created in 1901 a good democratic system?
- **Activity 6**  
Understanding and explaining the 1901 election.

Students can explore them in this order or in any order they choose. Teachers may choose to use the whole resource, or a combination of different elements of it.

The module can be used in several main ways:

- as a whole-class resource — teachers direct the use of the module by students using individual computers or through an electronic whiteboard; or
- by students working in small groups around a computer; or
- as an individual student resource, either in the classroom or at home.

## Activity 1

### How had the colonies evolved over time?

This is a simple activity designed to show that the Australia of 1901 did not just happen; it was the result of a series of changes to geographical boundaries over time.

The key point to raise at the end of this activity is that Federation involved existing colonies that had been formed at different times and might not all think the same way. Students need to investigate further to know what the colonies were like and what each wanted out of Federation.

#### **Students' task:**

To understand how and why the colonies formed over time and to make a short statement describing that process.

#### **Process:**

1. Students read the introductory text.
2. They see a set of nine thumbnail maps showing stages in creation of colonial boundaries. These are not in chronological order. Students have to re-organise these into the correct sequence.
3. By rolling over each map, students see it enlarged and clearly readable. They also see accompanying descriptive text.
4. They place each thumbnail map into a chronological table.

#### **Evaluation:**

When students have completed the process they briefly describe how the six colonies had occurred. They can print this as a summary page.

They also make a speculative judgement about what factors might make Federation possible and what might hinder its achievement. Their response is included on the summary page.

#### **Key skill emphasis:**

Chronology, terms and concepts

Use chronological sequencing to demonstrate the relationship between events and developments in different periods and places (ACHHS164)

Use historical terms and concepts (ACHHS165)

Explanation and communication

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)

Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)

***Further research:***

Students can provide a more detailed profile of their colony/state to help them understand further how and why the development of that colony occurred.

Alternatively, the six colonies might be allocated to different groups in the class. Each group researches the development of its given colony and reports back to the whole class on their findings. Aspects to be further researched could include:

- origin
- sources of the population
- political, social and economic developments
- the colony's attitude to Federation
- any special demands it would require of the Federation process.

## Activity 2

### How had responsible government and voting rights developed in Australia by 1900?

This activity makes the point that the colonies were at different stages of democratic development. This meant that there was no common standard that could easily be adopted for the new nation. Some colonies would have to give up elements of their democratic practice, while others may have to adopt new ones.

Students investigate by selecting a colony and seeing its political and democratic profile. Alternatively, they can choose an element of democratic practice and see how it applied across all colonies.

#### **Students' task:**

To identify and compare the main democratic features of the colonies by 1900.

#### **Process:**

1. Students read the introductory text.
2. They can choose which way they want to see the information:  
As a map of Australia showing the boundaries as they existed in 1900. They can choose a colony and see its democratic profile.  
OR  
As a list of democratic elements. They can choose an element and see when it was achieved across the colonies.

#### **Evaluation:**

After exploring the information, students answer these questions:

- Which was the most democratic colony in Australia in 1900?
- Which was the least democratic colony?

These inquiry questions appear in the module and also on the summary page that students can print.

Students then suggest reasons to explain why there were such differences in the democratic status of the colonies.

It is important that students apply the meanings of responsible government, representative government and democracy in making their assessments. Definitions of these terms are provided in the glossary.

A whole class approach to this activity is to allocate the colonies to six groups in class. Ask students to look at the first democratic element set out in the table— i.e. responsible government. Ask the group that believes it is the most advanced in this element to stand up. Groups will have to justify their claim. If several groups stand, as is likely to happen with most criteria, each has to explain why they should be considered the most advanced.

In some cases, for example where all colonies have responsible government, one group might argue that because it has had the system the longest, it is the most experienced at it. Others might argue that younger colonies will have seen how it worked and avoided the problems that the older systems have revealed over time. The aim of this activity is to have students thinking carefully about each element.

At the end of discussion the whole class could vote for the one whose claim they now think is strongest. This process can be done for each element.



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Historical questions and research

Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)

Evaluate and enhance these questions (ACHHS167)

Analysis and use of sources

Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)

Perspectives and interpretations

Identify and analyse the perspectives of people from the past (ACHHS172)

Identify and analyse different historical interpretations (including their own) (ACHHS173)

Explanation and communication

Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)

Select and use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS175)

**Further research:**

Students can research to test their suggested reasons to explain the difference in the colonies' degree of democratic development by 1900.

## Activity 3

### What were the factors that resulted in Federation?

This is a major activity in this module, involving the critical evaluation of 16 historical documents.

Students will learn that there were many forces working towards Federation, and also against it. Federation would only be achieved if it was a system the colonies could agree on at the time. There were economic, social, cultural, demographic, environmental, intellectual, emotional and political factors all in play in varying strengths at the individual, local, regional and national levels. Students should understand the complexity of the factors at work and realise that Federation was not an inevitable outcome in 1901.

Teachers might prefer to divide the information and the associated documents among the class, with individuals or small groups reporting back to the class on the documents they have been allocated.

#### **Students' task:**

To study evidence and use it to reach a conclusion about why the factors that promoted Federation were greater than those that opposed it.

#### **Process:**

1. Students read the introductory text.
2. They choose a piece of evidence, call up text that helps them comprehend the document and answer the specific interpretative questions. They can also access additional text to help them if required. Students can look at the documents online, or print them. The questions, comprehension text and additional explanatory text are printed with the document.
3. Students summarise the key way in which each document shows factors for or against Federation. This can be printed as a summary page.

#### **Evaluation:**

If groups or individuals are 'specialising' in selected documents, they can use their summary page as a basis for reporting back to the class.

Students could be set the additional task of selecting what they think were the five most important factors promoting or hindering Federation, with a justification for their choice.

Students could also be asked to choose appropriate 'empathy' words for each document. For example, an empathy word associated with the development of 'Australianness' might be 'pride'.

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Historical questions and research

Identify and select different kinds of questions about the past to inform historical inquiry (ACHHS166)

Evaluate and enhance these questions (ACHHS167)

Identify and locate relevant sources, using ICT and other methods (ACHHS168)

## Analysis and use of sources

- Identify the origin, purpose and context of primary and secondary sources (ACHHS169)
- Process and synthesise information from a range of sources for use as evidence in an historical argument (ACHHS170)
- Evaluate the reliability and usefulness of primary and secondary sources (ACHHS171)

## Perspectives and interpretations

- Identify and analyse the perspectives of people from the past (ACHHS172)
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- Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced (ACHHS174)
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**Further Research:**

Students could research one colony further, developing the idea that different colonies had different interests and concerns. The three colonies for which research might be most valuable are those in which support for Federation was weakest: New South Wales, Queensland and Western Australia. These were the ones that created the strongest possibility of Federation failing or not including all the colonies.

## Activity 4

### Which powers were given to the new Federal Parliament?

This activity helps students understand that Federation would involve the colonies having to give some of their powers to the new Federal Parliament.

Students choose what they think would be appropriate powers for a national government and which would be appropriate for colonial (state) governments. This involves students thinking about the impact of governments in their own lives.

The legislative jurisdiction of the new Federal Parliament was set out in the Constitution, mainly in Section 51. A few of these areas were exclusive to the new Federal Parliament, such as minting coins, but most of the powers were concurrent — meaning that the power was available to both the federal and the state parliaments. However where both levels make a law on the same matter, the Commonwealth power overrides the state. Powers not specifically listed in the Constitution stayed with the states and are known as residual powers.

#### **Students' task:**

To suggest which areas of law-making they think were appropriate for the new Federal Parliament and to compare that to what was actually written in the Constitution.

#### **Process:**

1. Students read the introductory text.
2. They look at a select list of areas where parliaments make laws. They choose which parliament should have that power: Federal Parliament only, state parliaments only or both federal and state parliaments.
3. They compare their ideas to section 51 of the Constitution to identify where their own thinking matched that of those who wrote the Constitution at Federation.

#### **Evaluation:**

Students print their comparison and answer a speculative question about what this shows us about Federation.

The summary page includes extracts from the Australian Constitution as a reference.

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***Further Research:***

The division of power remains contentious, with legal challenges to the Constitution and its interpretation occurring in the High Court. Students may choose one power from the list and research how this power has been applied, changed or challenged overtime.

## Activity 5

### Was the system of representation created in 1901 a good democratic system?

This is a short and simple activity using a 'decision-maker' approach.

Students should do this activity with a partner. They discuss the advantages and disadvantages of the options to come to a decision. This discussion is the key element in students' learning.

The idea is for students to make a judgement about what they think are the most democratic options, then to compare what was actually done in 1901 and understand why.

#### **Students' task:**

To decide if the system of representation created in 1901 was a good democratic system. Students do this by comparing each of the main features with a possible alternative that could have been adopted.

#### **Process:**

1. Students read the introductory text.
2. They select their preferred alternative for each aspect of the democratic system.
3. At the end they print a summary page that compares their choices with what was actually done.

#### **Evaluation:**

Students make an informed judgement about the democratic nature of the system.

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#### **Further Research:**

Students can research currently proposed alternatives and changes to the system, such as:

- lowering the franchise to 16 years of age
- voluntary rather than compulsory voting
- the success of alternative existing systems such as the unicameral Queensland legislature, and the Hare-Clark system of proportional representation in multi-member state electorates in Tasmania.

## Activity 6

### Understanding and explaining the 1901 election

This is the culmination of the module — as the new system created for the Federal Parliament is put into effect.

Students have to report on the first federal election. In doing so, they analyse and evaluate the evidence. This can be done online or as a print activity.

There are evidence files available for use on screen or in print. These files contain evidence about aspects of the election. Teachers and students will note that the approach to elections in 1901 differs vastly from today's mass media juggernaut. There was little printed material, candidates relied on speeches in local centres and there was virtually no electoral 'propaganda' distributed. However, students will still be able to manufacture a more modern approach when they are presenting the historical detail in their reports.

The teacher might allocate different aspects to groups, who provide an election night news broadcast to inform and explain the outcome to the whole class.

#### **Students' task:**

To create a report about the key features of the first federal election in 1901.

#### **Process:**

1. Students read the introductory text.
2. They open the various files of information about the 1901 election and use the information to create their own commentary on the election. Students have a set of headings that guide them in gathering and presenting the information.

#### **Evaluation:**

Students create their report or they can print a page with all the information. The teacher might then use these reports as the basis of a 'TV Current Affairs Election Report', with groups called on to report their findings about particular questions to the class.

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***Further Research:***

Students could research the 1901 election in their own state or own electorate.

Alternatively, students may conduct comparative research to see how the election of 1901 differs from modern elections.



## A chronology of some key events in Federation

Date	Event	Comment
1840	Adelaide City Council was established and Australia's first election was held in October 1840	Representative democracy started in a non-convict based colony
1843	First parliamentary elections in Australia (New South Wales Legislative Council)	Most populated colony started representative democracy
1855	New South Wales, Victoria, South Australia and Tasmania are granted limited self-government	Governance from Britain was severed for most colonies
1859	Responsible government in Queensland	The second last colony to elect a parliament
1877	First cricket test between Australia and Britain - Australia won  Telegraphic link to Perth	All team members were from either New South Wales or Victoria  Completes the linking of all capital cities
1879	First intercolonial trade union conference	A developing sense of the value of working nationally
1880	<i>The Bulletin</i> founded	Adopts motto 'Australia for the white man'
1881	First Australian census	A developing sense of a national identity
1882	Women's Christian Temperance Union established	An important women's pressure group
1883	Sydney - Melbourne rail link  Federal Australasian Council established  Germany threatens to annex New Guinea  France propose to send its worst criminals to its Pacific colonies  Queensland tries to annex eastern New Guinea	The trip took 22 hours, with a change at Albury because the two colonies had different size rail gauges  New South Wales not represented, South Australia withdrew in 1891  These arouse fears of Australia's possible defence inadequacies

1884	<p>Victorian Women's Suffrage Society</p> <p>Britain annexes south-eastern New Guinea (later Papua)</p>	<p>Moves towards a wider franchise</p> <p>Australia is conscious of its dependence on Britain</p>
1885	<p>Colonial troops sent with the British army to Sudan</p> <p>Federal Council established</p>	<p>Australians sent as part of an empire effort</p> <p>An attempt to have joint action on matters affecting all the colonies in common. New South Wales refuses to join</p>
1886	France annexes the New Hebrides	Defence fears raised again
1887	<p>Australians celebrate Queen Victoria's Golden (50<sup>th</sup>) Jubilee</p> <p>Australian Naval Forces Bill</p> <p>Visit of the Chinese Commissioners to Australia</p>	<p>Part of an Empire awareness and celebration</p> <p>Colonies pay to keep a British naval presence in the area</p> <p>To check on the treatment of Chinese citizens. They presented a critical report to the Emperor of China</p>
1888	<p>Centenary of the British settlement of Australia</p> <p>First Intercolonial Conference of Chambers of Commerce and Industry</p> <p>Intercolonial Conference on Chinese Immigration</p>	<p>Awareness of Australian identity growing</p> <p>Another example of a developing national consciousness</p> <p>Leads to near-uniform immigration legislation in all colonies</p>
1889	<p>Completion of Sydney - Adelaide - Melbourne - Brisbane rail connections</p> <p>Heidelberg School of Art 'Nine by Five' exhibition</p> <p>Report by British Major-General Edwards on Australia's defence system</p> <p>New South Wales Premier Henry Parkes' Tenterfield (NSW) Speech</p>	<p>Australia is starting to be more connected</p> <p>A new emphasis on the unique Australian landscape</p> <p>Recommends a united defence system for the colonies</p> <p>A call for Federation</p>
1890	Responsible Government in Western Australia	Last colony to have elected representatives

	<p>Australasian Federation Conference, Melbourne</p> <p>Intercolonial Conference on Rust in Wheat</p> <p>Start of a four-year severe economic depression in all colonies</p>	<p>Adopts a resolution in favour of union of the colonies</p> <p>An intercolonial activity</p> <p>Creates awareness of a national economy</p>
1891	<p>National Australasian Convention, Sydney</p> <p>Constitution drafted aboard Queensland Government boat 'Lucinda'</p>	<p>Agrees to draft a Constitution. Adopts name of 'Commonwealth of Australia'</p> <p>By Charles Cameron Kingston (South Australia), Samuel Griffith (Queensland), Edmund Barton (New South Wales), and Andrew Inglis Clark (Tasmania)</p>
1892	<p>Edmund Barton tours the Riverina area, setting up Federation Leagues</p>	<p>These leagues will work for Federation</p>
1893	<p>Gold discovered in Kalgoorlie</p> <p>Formation of the Australasian Federation League in New South Wales</p> <p>'People's Convention' in Corowa</p>	<p>People from the eastern states soon outnumber Western Australian-born in the colony</p> <p>A move to involve citizen groups in Federation, not just politicians</p> <p>Accepts the idea that people are to vote for delegates to the next convention to draft the Constitution</p>
1894	<p>Suggestion by the New South Wales Premier to unify New South Wales and Victoria</p> <p>Women given the vote and stand for election in South Australia</p> <p>Karrakatta Club formed in Western Australia</p>	<p>Different ideas about the nation and Federation still exist</p> <p>First colony to do so. Also a world first. In 1893 New Zealand had allowed woman to vote but not to stand for election</p> <p>The first women's political discussion group in Australia</p>
1895	<p>Premiers meet in Hobart</p> <p>Standardised time zones introduced</p> <p>First National Council of Women formed</p> <p>Severe drought (until 1903)</p>	<p>Agree to the Corowa Conference approach for achieving Federation</p> <p>3 time zones cover Australia</p> <p>A national lobby group</p> <p>An event which affects the national economy</p>

1896	<p>Intercolonial Conference on non-European immigration</p> <p>Second 'People's Convention' in Bathurst</p> <p>South Australia women vote in an election</p>	<p>Colonies prepared to act together on what are seen as common problems</p> <p>Debated 1891 draft and suggested key changes to the Senate</p> <p>The anti-suffragist movement highlighted the supposed defects of the female intellect and temperament</p>
1897	<p>Elections for Convention delegates</p> <p>First session National Australasian Convention to draft the Constitution.</p> <p>Federal Association formed</p> <p>Queen Victoria's Diamond (60<sup>th</sup>) Jubilee celebrations</p> <p>Second session of the National Australasian Convention</p>	<p>These were popular elections in all colonies for delegates to draft a Constitution (except Western Australia where the delegates were appointed by the Western Australia Parliament and Queensland which did not participate). This Constitution would be voted on by electors and if passed would be the basis of a Federation. Adopts draft Constitution based on 1891 model. Queensland not involved</p> <p>Out of the old Australasian Federation Association</p> <p>Showing continuing Australian identification with the British Empire</p> <p>In Sydney. Revises draft of the Constitution</p>
1898	<p>Third session of the National Australasian Convention</p> <p>Referendum vote</p> <p>First Women's Federal League formed</p>	<p>In Melbourne. Draft Constitution adopted. To be voted on in the colonies</p> <p>The draft Constitution was voted 'Yes' in Tasmania, Victoria, South Australia and New South Wales – but not by the required minimum number (80,000) in New South Wales</p> <p>In theory Federation could have now taken place with the three colonies which agreed to it – but Federation without New South Wales, the richest and most populous colony, would have been a failure</p> <p>Suffragist Maybanke Anderson is a major force in this</p>
1899	<p>Secret Premiers' Conference</p> <p>Referendum vote</p>	<p>To amend the Constitution to satisfy New South Wales and Queensland</p> <p>All colonies except Western Australia vote for Federation</p>

	<p>Delegates from the colonies go to London to get the British Parliament to pass the draft Constitution as an Act to come into effect in Australia</p> <p>Women given the vote in Western Australia</p> <p>War in South Africa 1899 - 1902</p>	<p>Constitution needs to be accepted by the British Government. It changes the Constitution to allow certain appeals to the Privy Council</p> <p>Strengthened the argument for national franchise for women</p> <p>Troops from all colonies serve</p>
1900	<p>British Parliament passes the <i>Commonwealth of Australia Constitution Act</i></p> <p>Women's Federal Leagues formed on Western Australian goldfields</p> <p>Western Australia vote for Federation</p> <p>Queen Victoria proclaims the Act on 9th July</p> <p>Lord Hopetoun appointed Governor-General</p>	<p>The Australian Constitution is in fact contained within this British Act of Parliament. It is not an Australian Act at all</p> <p>Showing both federal feeling, and some focus on women's suffrage as an issue in Federation</p> <p>Overwhelming Yes vote. Women vote</p> <p>The Act came into effect on 1 January 1901, and the Commonwealth of Australia was created</p> <p>An ex-Governor of Victoria. Later declined the position of Governor-General of Canada, and became Lord Chamberlain. In 1900 the Queen approved his appointment as first governor-general of the Commonwealth of Australia</p>
1901	<p>Proclamation of the Commonwealth of Australia</p> <p>'Advance Australia Fair' sung at the 1 January inauguration ceremony</p> <p>Death of Queen Victoria</p> <p>Accession of King Edward VII</p> <p>Commonwealth takes control of defence</p> <p>Immigration Restriction Act passed</p> <p>First federal election held under state legislation (NSW, Vic, Qld, Tas. Men over 21 years; SA and WA men and woman over 21 years)</p>	<p>1 January</p> <p>Would not officially become the National Anthem until 1984</p> <p>National mourning</p> <p>Commonwealth starting to exercise its new powers</p> <p>Based on a 'dictation test' to keep non-Europeans out</p> <p>Coalition government formed by the Protectionists and state Labour parties</p> <p>Indigenous people not formally counted due to a provision of the Constitution</p>

	<p>First simultaneous census</p> <p>Opening of the First Parliament 9 May</p> <p>National flag flown for the first time</p> <p>First Australian rather than individual colonial troops to Boer War</p>	<p>At Melbourne's Exhibition Buildings</p> <p>75 Members of the House of Representatives and 36 Senators</p> <p>Design chosen from a national competition. Four co-winners</p> <p>Named the Australian Commonwealth Horse (mounted infantry)</p>
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