



# Passage of a Bill Roleplay: Women's Suffrage

Learn about how South Australia became the first place in the world to give women the right to run for Parliament by roleplaying a recreation of the Adult Suffrage Bill 1894.

## Overview

<b>Subject:</b>	<ul style="list-style-type: none"> <li>HASS F-6</li> <li>Civics and Citizenship</li> <li>History</li> <li>SACE Legal Studies</li> <li>SACE Politics Power &amp; People</li> </ul>	<b>Prior Knowledge:</b>	<ul style="list-style-type: none"> <li>Why we make laws</li> <li>Who sits where in Parliament</li> <li>Secret ballot and elections</li> </ul>
<b>Year Level:</b>	5, 6, 8, 9, 10, SACE	<b>Learning Objective:</b>	<ul style="list-style-type: none"> <li>Understand how a law is made in SA</li> <li>Articulate the main arguments used in 1894 for/against women's voting rights</li> </ul>
<b>Grouping:</b>	<ul style="list-style-type: none"> <li>1x Student to be the Speaker/President</li> <li>1x Student to be the Clerk</li> <li>1x Student to be the Serjeant-at-Arms (5-8 only)</li> <li>2x Students to be whips</li> <li>10x Key speakers</li> </ul> <p>Remaining students can improvise speeches.</p>	<b>Success Criteria:</b>	<p>Students can list the steps in the Passage of a Bill</p> <ul style="list-style-type: none"> <li>First Reading</li> <li>Second Reading</li> <li>Committee Stage</li> <li>Third Reading</li> <li>Sending the Bill over to the other House</li> <li>Royal Assent</li> </ul> <p>Students can provide a summary of the main arguments used for/against women's voting rights.</p>
<b>Resources Required:</b>	<ul style="list-style-type: none"> <li>Facilitator runsheet.</li> <li>Debate cards for each student – choose from a prepared script or blank templates. If blank templates are chosen, speeches must be prepared in advance.</li> <li>Classroom layout plan.</li> <li>Props – a bell and an object to use as a Mace. Handmake a class Mace, or use a broom handle.</li> </ul>		

## Outline

Duration	Step	Instructions	Resources/Notes
5 minutes	Set the learning intention and identify the success criteria.	Go over the plan for the lesson with students.	

Duration	Step	Instructions	Resources/Notes
10 minutes	Prepare the classroom.	Using the class layout, arrange the classroom ready for a debate. Get everyone into position.	<ul style="list-style-type: none"> <li>Classroom layout</li> <li>House of Assembly or Legislative Council map</li> </ul>
10 minutes	Prepare for the debate.	<ul style="list-style-type: none"> <li>Discuss things the Speaker/President might say or do to keep everyone in line.</li> <li>Discuss ways they can support their own party e.g. “hear hear!”, “good point!”</li> <li>Discuss respectful ways to comment on points of contention e.g. “This is out of touch!”,</li> <li>Allow students to re-read their scripts and ask any questions before commencement.</li> </ul>	
30 minutes	Conduct the debate.	Follow the facilitator runsheet.	Facilitator runsheet.
10 minutes	Restore the classroom.	Time allocated for putting desks and equipment back to normal.	
10 minutes	Return to the learning intention and success criteria.	Opportunity for formative assessment – check on what the students remember via quick quiz or a recap.	

## Differentiation

Support	Extend
<ul style="list-style-type: none"> <li>Modify the language on the script templates as required</li> <li>Allocate students to roles with less public speaking, but ceremonial duties e.g. Serjeant at Arms, Clerk</li> <li>Give students a modified version of the facilitator runsheet to follow along</li> </ul>	<ul style="list-style-type: none"> <li>Students study the women’s suffrage topic and then write their own speeches for and against</li> <li>Remove teacher facilitator and students self-direct the debate</li> </ul>

## Modifications

Shorten	Lengthen
<ul style="list-style-type: none"> <li>Set speech time limits</li> <li>Reduce the number of speeches for the class</li> <li>Extend over two lessons to give everyone a turn</li> </ul>	<ul style="list-style-type: none"> <li>Add in a Committee stage – let students debate amendments to the Bill</li> <li>Increase speech length</li> <li>Have students make more than one contribution or respond to another speech</li> </ul>

## Sensory Notes

- Interjections (e.g. “hear hear!”, “ridiculous!” and “Order!” can be loud.
- Changes to classroom seating arrangements out of the ordinary.

## Follow Up/Assessment

- Repeat the exercise with less teacher support, on a different topic.
- Use self-drafted speeches as an assessment task.
- Create a passage of a Bill flowchart as an assessment task.

## Australian Curriculum

Year Level	Knowledge & Understanding	Inquiry & Skills
<b>HASS 5</b>	<p><u>AC9HS5K06</u> The key values and features of Australia's democracy, including elections, and the roles and responsibilities of elected representatives</p> <ul style="list-style-type: none"> <li>• Discussing key features of Australia's voting system, such as who has the right to vote and stand for election in Australia, including when women and First Nations Australians were first allowed to vote</li> </ul>	<p><u>AC9HS5S06</u> Propose actions or responses to issues or challenges and use criteria to assess the possible effects</p> <ul style="list-style-type: none"> <li>• Participating in a relevant democratic process, such as class votes, mock parliament and school decision-making processes such as student councils</li> </ul>
<b>HASS 6</b>	<p><u>AC9HS6K06</u> The key institutions of Australia's system of government, how it is based on the Westminster system, and the key values and beliefs of Western democracies</p> <ul style="list-style-type: none"> <li>• Exploring how bills are debated and scrutinised; for example, the role of parliamentary committees and the ability of citizens to make submissions to these committees</li> </ul> <p><u>AC9HS6K02</u> Changes in Australia's political system and to Australian citizenship after Federation and throughout the 20th century that impacted First Nations Australians, migrants, women and children</p> <ul style="list-style-type: none"> <li>• Investigating the developments in advancing democracy and citizenship for women, such as the suffragette movement, the right to vote, the bar on married women working, equal pay and the Sex Discrimination Act 1984</li> </ul>	<p><u>AC9HS6S02</u> Locate, collect and organise information and data from primary and secondary sources in a range of formats</p> <ul style="list-style-type: none"> <li>• Developing flow charts to show steps in a sequence; for example, the flow of goods and services, the passage of a bill through parliament, the chain of events leading to the Formal Apology to the Stolen Generations, and timelines to show the chronological sequence of key events, ideas, movements and lives</li> </ul> <p><u>AC9HS6S04</u> Evaluate primary and secondary sources to determine origin, purpose and perspectives</p> <ul style="list-style-type: none"> <li>• Discussing issues explored through sources where there are, or were, a range of views, such as deportation of South Sea Islanders from 1901, the vote for women, how to manage an environment more sustainably and the encouragement of migration, and proposing reasons for different perspectives</li> </ul> <p><u>AC9HS6S06</u> Propose actions or responses to issues or challenges and use criteria to assess the possible effects</p> <ul style="list-style-type: none"> <li>• Brainstorming solutions to an issue that is significant to a group, collecting evidence to build a case for action that takes account of alternative views, minimises risks and mitigates any negative outcomes, and using negotiation to reach consensus on a preferred approach to resolving the issue</li> </ul> <p><u>AC9HS6S07</u> Present descriptions and explanations, drawing ideas, findings and viewpoints from sources, and using relevant terms and conventions</p> <ul style="list-style-type: none"> <li>• Composing informative and persuasive texts, supported by evidence, to describe and explain conclusions from their</li> </ul>

Year Level	Knowledge & Understanding	Inquiry & Skills
		economic, civic, historical and geographical inquiries
<b>Civics &amp; Citizenship 8</b>	<p><u>AC9HC8K03</u> The characteristics of laws and how laws are made in Australia through parliaments (statutory law) and through the courts (common law)</p> <ul style="list-style-type: none"> <li>Identifying the 2 chief sources of law (parliament and the courts) and analysing a case study of statute and common law</li> </ul>	<p><u>AC9HC8S03</u> Analyse information, data and ideas about political, legal or civic issues to identify and explain differences in perspectives and potential challenges</p> <ul style="list-style-type: none"> <li>Identifying and explaining possible reasons for the difference in perspectives about a civics and citizenship issue, such as marriage equality</li> </ul> <p><u>AC9HC8S05</u> Create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that reference evidence</p> <ul style="list-style-type: none"> <li>Persuading the public on a contemporary issue or about a need for action, using evidence; for example, to argue the case for a constitutional change or an advertisement promoting participation in Australia's democracy</li> </ul>
<b>Civics &amp; Citizenship 9</b>	<p><u>AC9HC9K02</u> The legislative processes through which federal government policy is shaped, developed and implemented</p> <ul style="list-style-type: none"> <li>Charting the process of development of a policy from initial idea to enacted legislation</li> </ul>	<p><u>AC9HC9S05</u> Create descriptions, explanations and arguments using civics and citizenship knowledge, concepts and terms that incorporate evidence</p> <ul style="list-style-type: none"> <li>Developing an evidence-based argument about a civics and citizenship issue, such as a need to reform youth justice arrangements in a particular jurisdiction</li> <li>Using terms and concepts such as "representative", "jurisdictions", "parliamentary majority" and "mandate"</li> </ul>
<b>History 9</b>	<p><u>AC9HH9K04</u> Significant events, ideas, people, groups and movements in the development of Australian society</p> <ul style="list-style-type: none"> <li>Analysing the significance of the advance of women's voting rights to the development of Australian democracy, including the suffragist movements, the Christian Women's Temperance Union and the Commonwealth Franchise Act 1902</li> </ul> <p><u>AC9HH9K07</u> The development of Australian society in relation to other nations in the world by 1914, including the effects of ideas and movements of people</p> <ul style="list-style-type: none"> <li>Explaining the continuities and changes in the role of women, such as advocating for women's rights, suffrage, political representation and pacificism; (for example, Elizabeth Macquarie, Caroline Chisholm, Catherine Helen Spence, Louisa Lawson, Muriel Matters, Vida Goldstein)</li> </ul>	
<b>History 10</b>	<p><u>AC9HH10K13</u> The continuing efforts to create change in the civil rights and freedoms in Australia, for First Nations Australians, migrants and women</p> <ul style="list-style-type: none"> <li>Examining the changes in women's rights in 20th- and 21st-century Australia, ranging from suffrage to election to state</li> </ul>	

Year Level	Knowledge & Understanding	Inquiry & Skills					
	and commonwealth parliaments, employment law, reproductive rights, access to public places like hotels, and protections against domestic and family violence						
General Capabilities							
Intercultural Understanding		Critical & Creative Thinking	✓	Personal & Social	✓	Ethical Behaviour	✓
Numeracy		Literacy	✓	ICT			
Cross Curriculum Priorities							
ATSI Histories and Cultures		Asia		Sustainability			

## SACE

Subject	Content
<b>Stage 1 Legal Studies</b>	Focus Area 1: Law and Communities <ul style="list-style-type: none"> <li>• How do perspectives of individuals and groups shape our law?</li> <li>• What factors may lead to changes in law?</li> <li>• Representative Government</li> </ul> Option Areas: <ul style="list-style-type: none"> <li>• Government</li> <li>• Lawmaking</li> <li>• Women and the law</li> </ul>
<b>Stage 2 Legal Studies</b>	Focus Area 1: Sources of law <ul style="list-style-type: none"> <li>• How adequately do laws provide for future generations?</li> <li>• Are laws responsive to change?</li> <li>• Structure, composition and role of the Parliament</li> <li>• How and why are laws made by the Parliament</li> </ul>
<b>Stage 1 People, Politics and Power</b>	Compulsory Theme <ul style="list-style-type: none"> <li>• What is Australian politics?</li> <li>• How different are the political parties in Australia?</li> </ul>
<b>Stage 2 People, Politics and Power</b>	Compulsory Theme <ul style="list-style-type: none"> <li>• To what extent does Australia's political system reflect democratic values?</li> <li>• To what extent do political parties effectively represent the will of the people?</li> </ul>

Note potential links to Stage 1 Modern History, SACE Women's Studies, SACE Social Studies

## Further Information

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