



# The South Australian Suffragettes

## CONTENTS

Introduction.....	2
Historical context .....	3
Inquiry questions .....	3
Using the website .....	4
Learning design approach.....	5
Glossary.....	7
Supplementary questions.....	13



Click to open:

[www.suffragettes.sa.edu.au](http://www.suffragettes.sa.edu.au)



Government of South Australia  
Department for Education and  
Child Development

## Introduction

This teacher resource has been developed to guide teachers' classroom use of the *South Australian Suffragettes* website. This is a web-based resource aligned with Years 5, 6 and 9 Australian Curriculum: Civics and Citizenship and History. The *South Australian Suffragettes* website also provides opportunities for links to the Cross-curriculum priority Sustainability, particularly with regard to the social sustainability of a democracy. Further, strong learning links can be made to the general capabilities: Literacy, Critical and creative thinking, Personal and social capability and Ethical understanding. Sources have been selected and brought together to support teachers' discussions with students about the significant contribution of the suffragettes in South Australia as political leaders, locally and globally. The *South Australian Suffragettes* website provides students with the opportunity to explore human rights, equality and the significant impact individuals can have on a community when striving for shared goals with others.

This resource has been designed for teachers to make inquiry-based links for students to:

- History, Civics and Citizenship (including SACE)
- the Suffragette movement in South Australia
- Muriel Matters, a significant suffragette from South Australia, who was influential in the Votes for Women movement in the United Kingdom
- view history from multiple perspectives
- primary and secondary sources.

This resource is underpinned by the *domains* of the South Australian Teaching for Effective Learning (TfEL) framework, providing:

- students with rigorously researched primary and secondary sources as the basis for developing historical understandings and skills
- teachers with a choice of sources to make decisions about their intentions for student learning
- students with a resource that makes connections between places, people and communities, so that they can connect the learning in the *South Australian Suffragettes* website to their own lives.

This resource has been developed by South Australian Department for Education and Child Development, specialist teacher Penny Cavanagh and a project officer, Kerrie Mackey-Smith. The developers wish to thank Francis Bedford MP Member for Florey, the Muriel Matters Society, Paul Collett Serjeant-at-Arms and historian Pat Stretton for their contributions to this project.

## Historical context

South Australia was settled by free settlers, who wanted and fought for equality and human rights very early in the settlement of the state. When the South Australian Parliament was established in 1857, Aboriginal men were granted the vote at the same time as *all* other men in South Australia; this did not occur in all the other states and territories of Australia. The Suffragette movement was led by very strong and independent women who used their democratic influence to achieve shared goals for South Australian women. When women gained the vote in 1894, Aboriginal women were included. At the Ngarrindjeri mission at Point McLeay, a number of Aboriginal women insisted on enrolling on the electoral roll and voting in the 1896 election, even though they were actively discouraged to do so by the white manager of the mission.

South Australian women, whose views for a democratic society were influenced by the Suffragette movement, went to England to help women there fight for the right to vote. Muriel Matters was a young woman from South Australia who was a significant campaigner for Votes for Women. She is famous for chaining herself to a grate in the Women's Gallery in Westminster, travelling in a dirigible (a type of airship) to distribute campaign pamphlets over London and travelling in a caravan around the countryside promoting the Votes for Women campaign.

The material in the *South Australian Suffragettes* website centres on South Australia's unique history. This resource provides primary sources that can be used by teachers to engage students in inquiry-based learning related to the history of the *South Australian Suffragettes*.

## Inquiry questions

1. Who were the significant people and what were the significant events that shaped the Suffragette movement in South Australia?
2. What is the role of primary and secondary sources in developing historical argument?
3. What were Australia's connections with other people and places? For example, why did Muriel go to England? And, what was the significance of this? (AC: Geography)
4. Why is voting in a democracy important?

The suggested inquiry questions are organising ideas for using the sources in the *South Australian Suffragettes* website. These are many possible avenues of inquiry that students can take to develop their historical and civics and citizenship skills and understanding.

## Australian Curriculum links

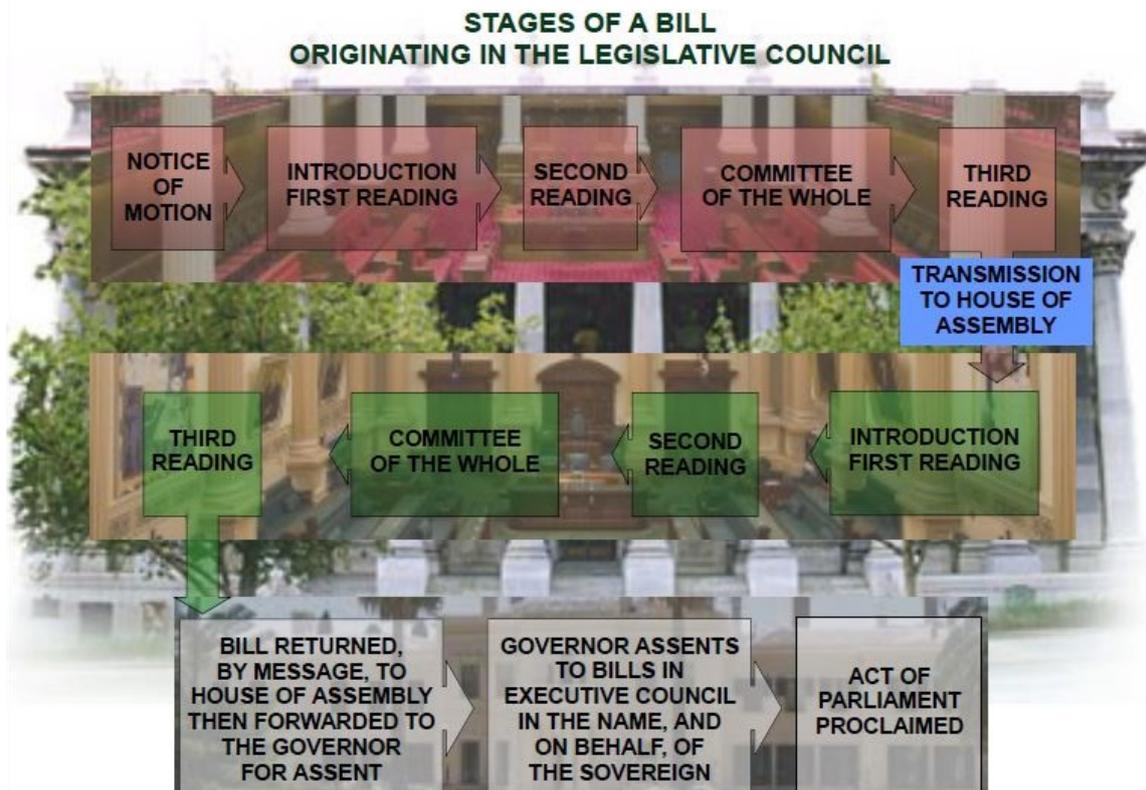
This resource supports the development of key concepts from AC: Civics and Citizenship including: sustainable democratic principles, what it means to be an Australian citizen and active citizenship. And from AC: History the relevant concepts are: evidence, continuity and change, cause and effect, perspectives, empathy, significance and contestability.

## Using the website

It is suggested that teachers familiarise themselves with the content of the *South Australian Suffragettes* website before introducing students to it. The website is set out so that the folders filled with sources are on the bottom of the page. The tools with which student can examine these sources are on the right. Click on the folders to open and then double click on the numbered source to place it on the table. Students can then choose from the magnifying glass, chronology, notebook and internet links on the virtual iPad to examine and place the source in context.

## How a Bill becomes an Act of Parliament

See further detail at [Parliament: How a Bill becomes an Act](#)



## Learning design approach

The *learning design* approach brings together the *Domains* of the South Australian Teaching for Effective Learning (TfEL) framework with the Australian Curriculum (AC). The *South Australian Suffragettes* website supports collaborative approaches to planning.

As the teacher you decide:

- the inquiry that you would like students to engage with
- how best to use the sources provided to support students' investigations
- how to guide student discussion on the key concepts, such as cause and effect
- the usefulness of the website for supporting the intended learning.

### What do we want students to learn?

Read the relevant references in the AC: History and Civics and Citizenship or Geography (and SACE).

Choose an inquiry question to guide the big ideas behind students' learning.

What are the existing understandings of learners?

- Do the learners bring alternative conceptions?

What are different ways that enable students to demonstrate their existing understandings, skills, knowledge...?

- What dispositions and experiences do they bring?

### How will we know students have 'got it'?

How will students know what comprises high quality learning?

- What opportunities are there for students to express their understanding?
- What does 'at this level' mean?
- What distinguishes this learning from the achievement standards which come before and after this level?

What are the multiple ways learners can demonstrate their learning...?

- What assessment strategies will best reflect this? (peer/self/teacher)

## What will we do to get there?

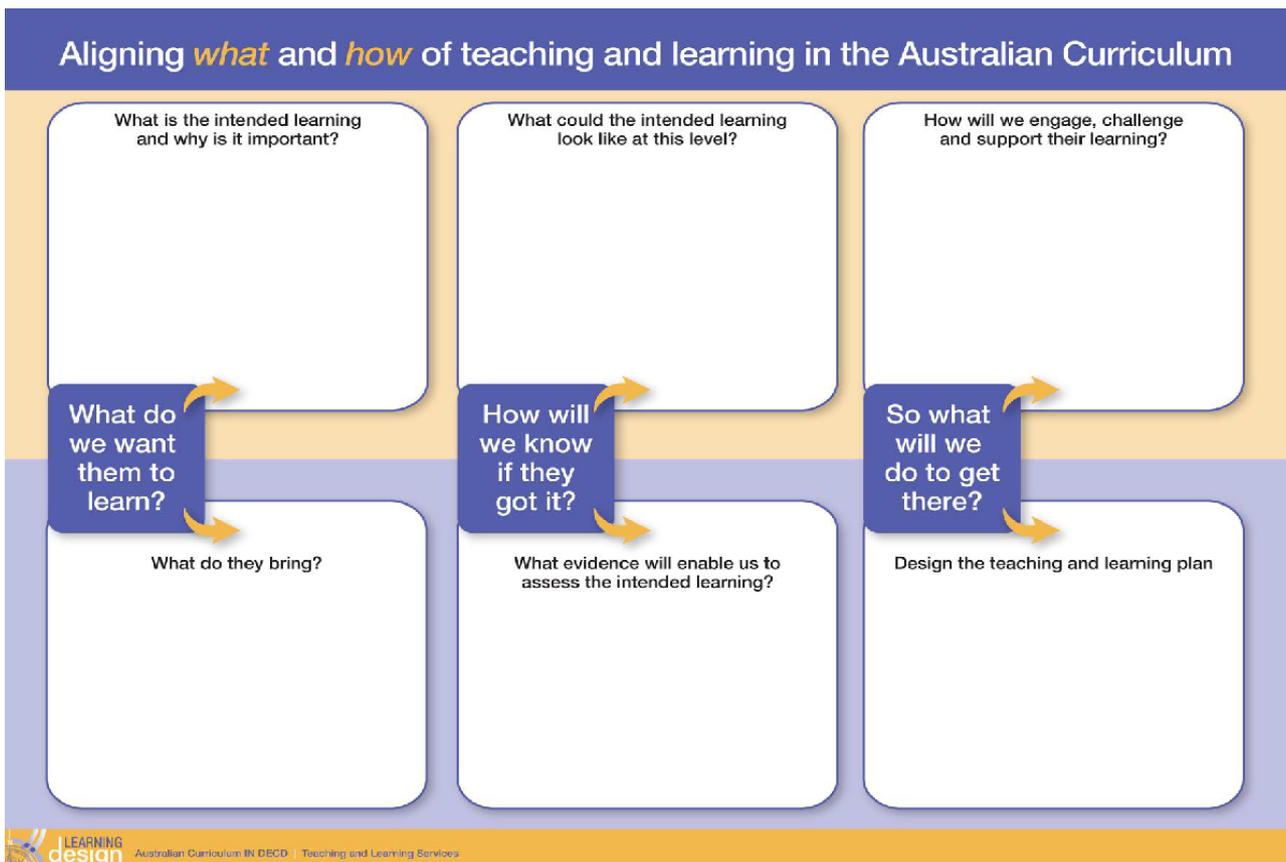
How can we engage students with the *South Australian Suffragettes* website by building on current interests?

- How can I stretch all learners?

What will be needed to ensure all learners achieve the intended learning? For example: time, scaffolds, models, prompts, explicit teaching and ways to demonstrate developing historical and citizenship understanding and skills. Which sources best supports my planned outcomes for students?

## Learning design template

The template below is a thinking tool for teachers, which brings the AC and the South Australian TfEL together. It is designed to guide planning conversations about *what* you want students to know, and *how* you will get them there.



## Glossary

The meanings and explanations provided for these words and terms are developed in the context of this program. Every attempt has been made to ensure accuracy of meaning. Some of the terms may not be considered appropriate, or used commonly today.

<b>Act of Parliament</b>	A law made by Parliament i.e. a Bill which has passed all three readings in both Houses of Parliament and received the Royal Assent.
<b>Adult suffrage</b>	The right of eligible adults to vote in elections.
<b>Amendment</b>	A change to a Bill or an Act.
<b>Assent</b>	To agree to or approve, for example, the Governor assents to Bills after they have been passed by the two Houses of Parliament.
<b>Aye</b>	The word used for voting 'yes' in the Parliament.
<b>Backbencher</b>	A Member of Parliament who is not a Minister or a Shadow Minister and sits behind the front bench, on the back benches in the chambers.
<b>Bicameral</b>	Having two chambers or Houses especially of a law-making body. South Australia's Parliament is bicameral because it has a House of Assembly and a Legislative Council.
<b>Bill</b>	A proposal for a new law which has been presented to Parliament.
<b>Casting vote</b>	A vote which can be exercised by the Speaker or President when the votes are equal.
<b>Cause and effect</b>	Used by historians to identify chains of events and developments over time, short term and long term.
<b>Chamber</b>	The meeting room of a House of Parliament.
<b>Chronology</b>	Chronology is the study of time. In history, chronology involves the arrangement of events in order, as in a timeline.
<b>Compulsory voting</b>	The legislative requirement for eligible, Australian electors to enrol and vote in all federal and state government elections.
<b>Conscience vote</b>	A vote in Parliament in which members are free to vote according to their own judgement or beliefs, and not necessarily according to the guidelines, policies or decisions of their political party.
<b>Constitution</b>	The body of fundamental principles according to which a state is governed.
<b>Constituency</b>	The electorate or area, or the people in it which a Member of Parliament represents.
<b>Constituent</b>	Someone who votes, or lives, in an electorate or area which a Member of Parliament represents.
<b>Contestability</b>	Occurs when particular interpretations about the past are open to debate, for example, when there are different perspectives or as a result of a lack of evidence.
<b>Continuity and change</b>	Aspects of the past that remained the same over certain periods of time are referred to as continuities. Continuity and change are evident in any given period of time and concepts such as progress and decline may be used to evaluate continuity and change.

<b>Cross Bench</b>	One of a set of seats usually for Members of Parliament who belong to neither the Government nor the opposition parties; seats for minor parties and independents.
<b>Cross the floor</b>	When a Member of Parliament goes to the other side of the chamber and votes with an opposing party.
<b>Customs</b>	Practices followed by people of a particular group or region; an expected practice for a person or a group. For example, it is an expected practice or custom in Australia to celebrate birthdays.
<b>Debate</b>	The controlled discussion on a bill or other topic in which different views are put forward.
<b>Democracy</b>	In a modern sense, a system of government where the power of the people resides in representative structures.
<b>Division</b>	A formal vote in the Parliament, heralded by the ringing of bells, whereby Members separate into the 'ayes' on the right of the Chair, and 'noes' on the left, to have their votes recorded. How each Member of Parliament votes is recorded in Hansard in a division.
<b>Election</b>	The method by which citizens select their representatives for the Parliament.
<b>Electorate</b>	The area that a Member of Parliament represents; and all of the people who live in an area represented by a Member of Parliament.
<b>Empathy</b>	Empathy is an understanding of the past from the point of view of a particular individual or group, including an appreciation of the circumstances they faced, and the motivations, values and attitudes behind their actions.
<b>Evidence</b>	In History, evidence is the information obtained from sources that is valuable for a particular inquiry (for example the relative size of historical figures in an ancient painting may provide clues for an inquiry into the social structure of the society). Evidence can be used to help construct a historical narrative, to support a hypothesis or to prove or disprove a conclusion.
<b>Franchise</b>	The right to vote at elections.
<b>Frontbenchers</b>	Members of the Ministry or Opposition Shadow Cabinet who occupy the front seats of the Chamber on the right and left of the Presiding Officer's Chair respectively
<b>Government</b>	The majority political party, or coalition of parties, enjoying the support of the Parliament.
<b>Government Backbencher</b>	A member of Parliament who belongs to the governing party or parties, but who is not a Minister.
<b>Governor</b>	The representative of the Queen in the state.
<b>Hansard</b>	The printed record of Members speeches in Parliament; the section and its staff who record, edit and produce the written record.
<b>Historical inquiry</b>	Is the process of investigation undertaken in order to understand the past. Steps in the inquiry process include: posing questions, locating and analysing sources and using evidence from sources to develop an informed explanation about the past.
<b>House of Assembly</b>	The name of the <b>Lower House</b> of the South Australian State Parliament.
<b>House of Representatives</b>	The name of the <b>Upper House</b> of the Australian Federal Parliament.

<b>Independent member</b>	A Member of Parliament who does not belong to a political party.
<b>Interpretation</b>	An interpretation is an explanation of the past, for example about a specific person, event or development. There may be more than one interpretation of a particular aspect of the past because historians may have used different sources, asked different questions and held different points of view about the topic.
<b>Legislation</b>	Bills passed by the Parliament which become the state's laws.
<b>Legislative Council</b>	The Upper House of the South Australian State Parliament.
<b>Lobby</b>	Attempting to influence the Government through representations to Members.
<b>Mace</b>	A ceremonial staff representing the Speaker's, and hence the Parliament's, authority. The Mace is carried into and from the Chamber by the Serjeant-at-Arms.
<b>Member of Parliament (MP)</b>	A Member of a House of Parliament, usually used to describe a member of a Lower House—in South Australia, the House of Assembly.
<b>Minister</b>	A Member of Parliament who is a member of the Executive Government, and who is usually in charge of a government department e.g. Minister for Education and Child Development.
<b>Narrative</b>	A way of making sense of the past based on a selection of events. There are different types of narrative such as accounts of the past that relate a story (for example personal, fictitious) and historical recounts (such as the course of events during the Second World War).
<b>Nationalism</b>	Nationalism is the feeling of belonging to a people, a place and a common culture. When the nation becomes the primary loyalty, it gives rise to movements of national independence.
<b>Noes</b>	The votes of Members in a House who vote 'no'.
<b>Notice Paper</b>	An official House document detailing the business of the House for a particular day's sitting; similar to an agenda.
<b>Opposition</b>	The next, largest party or coalition of parties after the Government majority party, which shadows the Ministry and can provide an alternative government.
<b>Opposition backbencher</b>	A Member of Parliament who belongs to the Opposition Party, but who is not a Shadow Minister.
<b>Parliament</b>	In Australia: an assembly of elected representatives, usually having an Upper and a Lower House, which, with the Head of State (the Governor), makes the laws for the State.
<b>Perspectives</b>	A person's perspective is their point of view, the position from which they see and understand events going on around them. People in the past may have had different points of view about a particular event, depending on their age, gender, social position and their beliefs and values. For example a convict girl and an Aboriginal Elder would have had quite different perspectives on the arrival of the First Fleet in Australia. Historians also have perspectives and this can influence their interpretation of the past.
<b>Petition</b>	A document presented to a House of Parliament by a person or group of people asking for action on a matter—a formal request—an ancient right by which citizens can have their grievances brought to the notice of the Parliament by a Member on their behalf.
<b>Premier</b>	The leader of the Parliamentary majority party and the Chief Minister in the state government.

<b>President</b>	The Member who is elected by the Legislative Council as its Presiding Officer.
<b>Presiding officer</b>	A Member of Parliament elected to preside over, or be in charge of, the business proceedings and administration of a House of Parliament—like a Chairperson. In the Legislative Council the Presiding Officer is called the President and in the House of Assembly, the Speaker.
<b>Question time</b>	A set, daily period of time in the Parliament providing an opportunity for Members to ask questions of Ministers without notice, concerning their portfolios.
<b>Quorum</b>	The necessary number of Members needed to be present in the Chamber for the conduct of Parliamentary business.
<b>Primary sources</b>	In the study of history, primary sources are objects and documents created or written during the time being investigated, for example during an event or very soon after. Examples of primary sources include official documents, such as laws and treaties; personal documents, such as diaries and letters; photographs; film and documentaries. These original, first-hand accounts are analysed by the historian to answer questions about the past.
<b>Proclamation</b>	A formal or public announcement, in this case of the British government of a 'new' colony.
<b>Royal Assent</b>	The final stage by which a Bill becomes an Act when the Governor, as the Queen's representative, gives it formal approval.
<b>Serjeant-at-Arms</b>	A traditional ceremonial office; this person carries the Mace and assists the Speaker in the Chamber.
<b>Secondary sources</b>	In the study of history, secondary sources are accounts about the past that were created after the time being investigated and which often use or refer to primary sources and present a particular interpretation. Examples of secondary sources include writings of historians, encyclopaedia, documentaries, history textbooks and websites.
<b>Settler</b>	A person who settles in a new region. A group of people from Britain set out to start a new Australian colony in Southern Australia led by Edward Wakefield. This colony was based on free settlement, rather than on convict labour. Many of these early settlers were British followed by German farmers and tradespeople.
<b>Shadow minister</b>	An Opposition frontbencher who is the party spokesperson for an area of responsibility that matches a Minister's portfolio.
<b>Speaker (House of Assembly)</b>	The Member who is elected by the House of Assembly as its Presiding Officer.
<b>Stages of a Bill (See diagram and link on page 2)</b>	There are four formal stages of a Bill's passage through Parliament: <ul style="list-style-type: none"><li>• the First Reading—the introduction of the Bill</li><li>• the Second Reading—debate on the Bill's underlying principles</li><li>• the scrutiny of the Bill in detail and the proposal of amendments</li><li>• the Third Reading—consideration of the Bill as it comes from the Committee Stage for its final approval.</li></ul>
<b>Significance</b>	The importance that is assigned to particular aspects of the past, for example, events, developments, movements and historical sites. Significance includes an examination of the principles behind the selection of what should be investigated and remembered and involves consideration of questions such as: How did people in the past view the significance of an event? How important were the consequences of an event?

## South Australian Suffragettes: Teacher resource

<b>Significant</b>	Having an important effect, for example he made a significant difference; of great value; significant people, places or events.
<b>Source</b>	In history a source is something that can be used to investigate the past. <i>Primary sources</i> are from the time period that is being investigated; for example a diary, birth certificate or speech. <i>Secondary sources</i> are interpretations of primary sources generally produced after the event; for example, a text book, biography or book review. A source becomes 'evidence' when it is used to support or refute an argument.
<b>Standing Orders</b>	The printed rules, adopted by the House and approved by the Governor, which regulate procedure, debate and the conduct of Members in the Chamber.
<b>Suffrage</b>	The right to vote at elections. (See also Franchise.)
<b>Suffragette</b>	A female fighting for the right for votes for women.
<b>Sympathy</b>	Showing respect or understanding for someone who feels differently to you, particularly if they are sad or hurt; having the ability to think about what it might be like if you were in someone else's shoes.
<b>Terms</b>	A word or phrase used to describe abstract aspects or features of the past (for example, colonisation, revolution, imperialism, democracy) and more specific features such as a pyramid, gladiator, temple, rock shelter.
<b>Usher of the Black Rod</b>	An officer of the Department of the Legislative Council (named after the black rod he or she carries) who has special duties on ceremonial occasions, including the Opening of Parliament and escorting the Governor. By direction of the President, the Usher of the Black Rod maintains order and decorum within the Chamber and its precincts.
<b>Vote</b>	The method by which (a) the House determines the outcome of Motions and can be either on the Voices or by the calling of a <i>Division</i> ; or (b) the method by which the State's electors choose their Parliamentary representatives.
<b>Whip</b>	A Political Party manager in Parliament who is responsible for organising Members of his or her Party to take part in debates, votes and divisions, and who assists in arranging the business of a House of Parliament.

The template below helps students connect the sources they choose to examine on the *South Australian Suffragettes* website to their learning inquiry.

Source analysis template	
<p><b>Historical inquiry</b></p> <p>What is your inquiry question?</p> <p>Why are you investigating this source?</p>	
<p><b>Source</b></p> <p>What is it?</p> <p>What is unique or interesting about it?</p>	
<p><b>Dates</b></p> <p>When was it written or produced?</p> <p>What time period is it about?</p>	
<p><b>Author</b></p> <p>Who wrote or produced it?</p> <p>What do you know about the person(s) who wrote or produced this?</p>	
<p><b>Audience</b></p> <p>For whom was it written or produced?</p> <p>Was it meant to be seen by just one individual or by the public?</p>	
<p><b>Subject</b></p> <p>Who or what is it about?</p>	
<p><b>Purpose</b></p> <p>Why was it written or produced?</p> <p>What was the person who wrote or produced this trying to achieve?</p>	
<p><b>Perspective/bias</b></p> <p>What is the point of view presented in this source?</p> <p>Is it objective or does it present a particular perspective or bias?</p>	
<p><b>Relevance</b></p> <p>How relevant is this source to your historical inquiry?</p> <p>Does it support or contradict what you already think or know?</p> <p>Does it support or contradict other sources that you have investigated?</p>	
<p><b>Questions</b></p> <p>What questions do you still have about the source?</p> <p>If you could ask the person(s) who wrote or produced this source any questions, what would they be?</p>	

## Supplementary questions

### Human Rights

- How did daily life for Australians change as a result of the Suffragette movement?
- What happened about Aboriginal people and the vote prior to the Suffragette movement?
- What impact did the Suffragette movement have on Aboriginal people in South Australia?
- What impact did the Suffragette movement have on human rights in South Australia, Australia and England?
- Debate the historical right for women to vote in the SA Parliament chambers as if you are in 1894 .

### Muriel Matters

- How did Muriel Matters fight for human rights and equity?
- What do you already know about how the Suffragette movement impacted on the Australian home front?
- To what extent were the lives of women impacted on by the Suffragette movement.
- Present your point of view on the Suffragette movement using the arguments for and against 'votes for women'.
- Why did Muriel consider England as the best place to fight for her cause?

### Futures

- For what issue would you chain yourself to a building?
- Should voting be compulsory?
- Present an argument to exclude a person or group of persons from the right to vote in our current times?
- If the Suffragette movement had occurred in modern day times how do you think they would go about fighting for their cause?

“Mankind have long since abandoned the only premises which will support the conclusion that women ought not to have votes.”—JOHN STUART MILL.

**Women's Suffrage League**  
OF  
**SOUTH AUSTRALIA.**

CERTIFICATE OF MEMBERSHIP

Name.....

Address.....

Subscription paid to.....

H. McLENNAN, }  
MARY LEE, } *Hon. Secs.*

The Executive Council invite your cordial help in the extension of membership and procuring subscriptions (1s. or over per year), which may be paid to any member of the Executive.

“A STRANGE ANOMALY.—The Constitution which places a woman on the throne, forbids a woman to vote for a Member of Parliament.”—REV. J. LLEWELLYN DAVIES.

“The first task of the Legislator is to procure equal right for all.”—LATE EMPEROR FREDERICK III.

## Woman's Suffrage League of South Australia.

*President :*

Dr. E. C. Stirling, 79, Lefevre Terrace, North Adelaide.

*Hon. Treasurer :*

Mrs. Charles Birks, Glenelg.

*Hon. Secretaries :*

Mr. H. McLennan, 28, Exchange, Pirie Street, Adelaide.

Mrs. M. Lee, 15<sup>2</sup>, Bernard Street, North Adelaide.

*Executive Council :*

Mesdames J. Hill, J. Robins, Maughan, J. Dunn, O. Lake, H. J. Lambert, G. S. Fowler, L. Cohen, Wilkinson, and Roberts, Miss Chewings, Miss Bellingham, Miss Martin, Miss Goode, Reverend Messrs. J. Haslam, J. Lyall, J. C. Kirby, E. Rowe, S. F. Prior, H. H. Teague, Messrs. B. A. Moulden, M.P., B. Gould, M.P., J. C. Stevens, Charles Birks, G. S. Fowler, J.P., Joseph Ashton, J.P., C. E. Cooke, and the Presidents and Secretaries of all Branches *ex-officio*.

### THE CONSTITUTION

Is based on resolutions unanimously carried at a meeting publicly convened of those favorable to Woman's Suffrage, held at Adelaide on 20th July, 1888.

The first resolution was—That a Woman's Suffrage League be formed, in order to obtain Legislation, giving woman the franchise on the principles adopted at a meeting of ladies and others held at Gawler Place on July 13.

The principles above referred to are as follows:—

1. That the women of the country should have a voice in the choice of representatives to the Houses of Legislature.
2. That the qualifications entitling women to vote should be the same as those which apply to men.
3. That while woman's suffrage is desired, no claim is put forward for the right to sit as representatives.

The second resolution appointed a President, two Hon. Secretaries, and an Executive Committee, with power to frame rules and add to their number.

### RULES.

The Executive Committee shall hold a meeting at least once a month.

Branches may be formed in the suburbs and throughout the country.

The Presidents and Secretaries of all branches shall be *ex-officio* members of the Central Executive Committee.

Membership of the League may be obtained by applying to either of the Hon. Secretaries or Branch Secretaries, or any member of the Executive, and on payment of an annual subscription of 1s. or over.

Branches shall be required to pay to the Central Committee a subscription of 1s. for each member on their books. Any subscriptions in excess may be retained by the branches to meet their own current expenses.