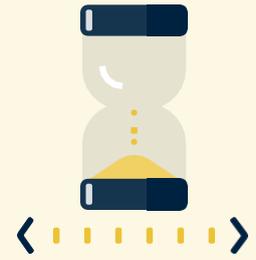




When and why did Australia become a welfare state?



Suggested activity sequence

This sequence is intended as a framework to be modified and adapted by teachers to suit the needs of a class group.

Resources needed

- Welfare events - To print
- Talking cards - To print

- 3 Students develop a hypothesis about how and why Australia became a welfare state.
- 4 Elicit students' initial ideas and ask them to share their first tentative hypothesis that answers the inquiry question.
- 5 Invite students to develop a range of questions that could support their historical inquiry and test their hypothesis.

Part A: Developing a hypothesis

- 1 Explain that the activities students engage in will focus on answering the following inquiry question:
 - When and why did Australia become a welfare state?
- 2 Explain the view of some historians regarding the history of welfare in Australia such as the view of Shaver:

'Australia entered World War II with only a fragmentary welfare provision: by the end of the war it had constructed a 'welfare state'.¹

[1] Shaver, Sheila. (1987). "Design for a Welfare State: The Joint Parliamentary Committee on Social Security". *Australian Historical Studies*. 22. P. 411.



Part B: Creating a class timeline of significant events

- 1 Post the following headings on a wall:
 - Pre-World War II
 - World War II
 - Post-World War II
 - Now
- 2 Give each student (or pair of students) an event and invite them to build a timeline of the key events in each period by placing their event on the wall in the correct place.
- 3 As a class, discuss the differences between the black events and the blue events. What is the relationship between them?
- 4 Students identify and discuss the following in groups:
 - the main continuities
 - the changes
 - when the most changes occurred and the period of history with the greatest significance in the history of welfare
 - anything that surprises them.
- 5 Students record their answers in their notebooks.
- 6 Invite students to revisit their initial hypothesis. If it is no longer supported by evidence, have them generate a new hypothesis.
- 7 Discuss as a class the findings that emerged from this activity.

To promote collaborative and purposeful talk, use the *Talking cards* resource.