



# When and why did Australia become a welfare state?



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 (one copy of each event)
- Talking cards (one set per group of students)

## Suggested activity sequence

### Part A: Developing a hypothesis

- 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.

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

- 5 Students record their answers in their notebooks.
- 6 If students completed the activity *Developing a hypothesis*, invite them to revisit their initial hypothesis. If it is no longer supported by evidence, have them generate a new hypothesis. Alternatively, invite students to develop a hypothesis on how and why Australia became a welfare state.
- 7 Discuss as a class the findings that emerged from this activity.



## 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. Alternatively, invite students to develop a hypothesis on how and why Australia became a welfare state.
- 7 Discuss as a class the findings that emerged from this activity.

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