

**HISTORY
TRUST OF
SOUTH
AUSTRALIA**

LEARNING GUIDE: SELF-GUIDED

**THE CENTRE
OF DEMOCRACY**



Open 10am – 5pm
Every day except
public holidays

The Centre of Democracy

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FREE EXHIBITION

Supported by



**Government
of South Australia**
Department for Education



The Centre of Democracy

What does democracy mean to you?
How do everyday people shape our world?
How can you create the future?

The Centre of Democracy showcases the people, ideas and movements that have shaped, and continue to shape, democracy in South Australia. Featuring treasures from the state's collections, the gallery challenges visitors to reflect on the relationship between people and power, and the impact their voice can have.

Located at the Institute Building, the Centre of Democracy offers a vibrant, ever changing gallery space that engages and informs visitors about the ideas behind democratic participation and citizenship.

Self Guided Visit: Key information

Self-guided visits to the Centre of Democracy are one of our core educational offerings. Use this learning guide to prepare and get the most out of your visit. This information will help you familiarize yourself with the visitor expectations, accessibility offerings and more.

Excursion information

- Parking is limited in the city so we recommend catching public transport or arranging a pick-up and drop-off by your bus on nearby on Kintore Avenue.
- Secure bag storage is not available onsite so we advise that you pack lightly.
- There are no front of house gallery staff within the gallery.



For a full breakdown of site information and excursion FAQs, please visit the [Self-Guided Tour of the Centre of Democracy](#) program page or scan the QR code.

Accessibility

The gallery is entirely wheelchair accessible and there is an accessible bathroom on site, which can be located on the State Library map. Please contact us if you have any accessibility requests or concerns.

Preparing your Students

The Centre of Democracy is open to the public and therefore we require all visitors to be respectful of other people visiting the gallery. Please let students know what to expect and what is expected of them when visiting the gallery.

- Visitors are asked to keep noise to a minimum to be respectful of other visitors and staff.
- While in the gallery, we walk calmly and do not run.
- We expect all visitors to share the spaces to view displays, no pushing in front of others.
- Food and drink are kept out of the gallery.
- The items on display are very precious and we ask visitors never to touch them unless there is signage saying to do so.
- To get the most out of your experience, read the signs and labels to find out more about objects on display.

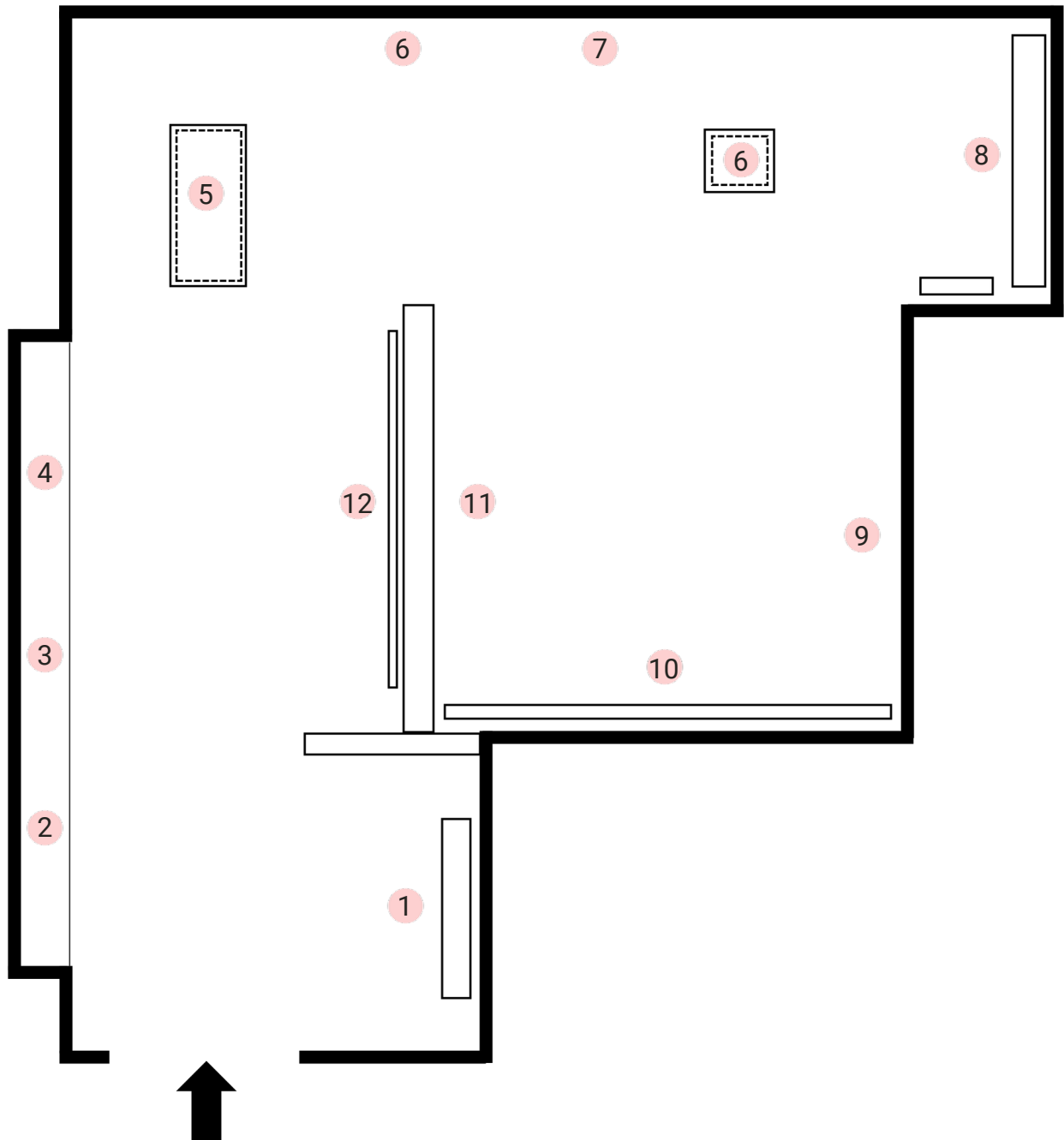
Feedback

We always seek feedback to ensure that we keep improving our learning experiences. Please fill out the form to let us know about your experience:

[Museum Visit Feedback Form](#)



Gallery Map



- 1 Painting by Martha Berkeley
- 2 Governance in the Early Colony
- 3 South Australian Democracy, People and Parties
- 4 Democratic History of South Australia
- 5 Women's Suffrage in South Australia
- 6 Unions and Workers Rights

- 7 Social Movements
- 8 Democracy Now
- 9 Temporary Exhibition
- 10 Your Voice Matters
- 11 How Government Works
- 12 Digital Wall

Navigating the Gallery

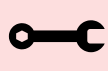
Here are some of the key, permanent exhibitions you may like to visit during your excursion and their central topics. Please note this is not an exhaustive list and there are always object change-overs and new, temporary exhibitions.

Exhibition	Key Topics	Location
Painting by Martha Berkeley	Colonial South Australia, First Nations History, Early Governance, Early Cross-Cultural Relationships and Attitudes	1
Governance in the Early Colony	Early Governance, History of Colonisation, Founding Documents and Ideas	2
South Australian Democracy, People and Parties	Founding Documents and Ideas, History of Significant People, History of South Australian Political Parties	3
Democratic History of South Australia	Key Democratic Events, Movements for Change	4
Women's Suffrage in South Australia	Women's Rights, Changing Laws, Suffrage	5
Unions and Workers Rights	Workers' Rights, Changing Laws, History of Unions	6
Social Movements	Activism, Social Change, Changing Laws	7
Democracy Now	Activism, Changing democracy	8
Your Voice Matters	Interactive	10
How Government Works	Visual Representation of Government; Separation of Powers; Local, State and Federal Government Structure	11
Digital Wall	Interactive, Key People and Movements in our Democratic History	12

Activities

Your visit to the Centre of Democracy will be centred around exploration of the gallery and the stories it displays. To extend learning, we have created a series of pre-, during and post-visit activities that are adaptable to suit your class' interests, year level and learning needs.

The activities have been designed to apply to various objects and displays within the gallery, making it easy to explore areas of interest to your group. If an activity requires you to be in a particular location, this will be clearly stated. Look for the icons to indicate which kind of activities are on offer: from art, to creative writing, foundational political knowledge to researching. For example:



Additional Resources

There are other great resources for the Centre of Democracy that you can use during your visit. These can be used along with this resource as each is stand-alone and can enrich your learning experience.

[Reflection Cards - Primary School](#)
[Reflection Cards - High School](#)

[Governance in the Early Colony.](#)
[Social Movements in South Australia](#)



THE CENTRE
OF DEMOCRACY
SOUTH AUSTRALIA

Learning
Activities

PRE-VISIT



'Political unity is impossible; and where it is possible, it is not desirable. Conflict of opinion elicits truth; freedom of parliamentary debate is a necessary condition of political freedom generally.'

Andrew Dawson, 18 September 1900

'Let's face it, including women in leadership teams adds a diversity of attitudes, outlooks and experience.'

Gina Belling, Head of People & Culture, 10 October 2019

Word Wall

20 minutes

Resources: Poster paper,
Markers

Get a sense of your current understanding of politics by making a word wall of relevant terms and concepts.

1. Set the task by explaining that as a group, you are going to write and define all the terms and concepts that you know of when it comes to Australian democracy.
2. On one or more pieces of poster paper, brainstorm a list of key terms, words and concepts.
3. When your list is complete, ask the class to try to define each of the terms, words, and concepts.
4. Add to these posters as you continue your study of Australian democracy. We suggest you revisit them after your excursion.

Watch and Respond

20 minutes

Resources: Smartboard or
projector

Watch and respond to senior Kaurna man, Uncle Mickey, as he discusses the documents and ideas that were central in the founding of the province of South Australia.

1. Watch the video [here](#).
2. Reflect on the following questions as a class:
 - a. What does Uncle Mickey mean when he says it was actually the “First Nations People who discovered [the British]?”. Why would this distinction make a big difference?
 - b. Do you think South Australia would be different today if the Letters Patent had reached the governor soon after they were written or even if they had simply arrived before federation? Why?
 - c. Have you ever seen the 1876 South Australian flag before? What are your reactions to it? Why does a flag matter to a nation?

Mapping from Memory

40 minutes

Resources: Whiteboard, Poster paper, Markers



Before your visit to the gallery, see if your class can map the branches of government and their powers **without** using the internet!

1. Discuss the project as a class. Explain that because this task is done without internet, there is no expectation of perfect answers. Rather, the project will show where you started and what you have learned.
2. Working as a class, map out the big structures of government on your whiteboard. We suggest creating a table with space under each part of government to write.
3. Divide students into groups and assign each group a part of government. More than one group can be assigned the same part. Instruct each group to brainstorm the powers associated with their part of government. For instance, which part of government is in charge of education and which part fixes the roads full of pot holes?
4. Come back together as a class and write up the information under the headings. It does not matter if the same information is written under more than one heading.
5. Finally, write up your work on one (or more) pieces of poster paper. We recommend you bring the poster on your excursion and check your answers in person at the gallery.



Learning
Activities

DURING YOUR VISIT



Take a closer look

15 minutes

Resources: N/A

Location 1



Begin your self-guided tour by examining the 'The First Dinner Given to the Aborigines 1838' painting by Martha Berkeley.*

1. Take the time to gather as a group and analyse the painting at the opening of the gallery. The questions can be answered as a class or divided up and assigned to small groups to report their findings back.
2. Explore the following questions:
 - a. Begin broad by considering what is happening in this painting:
 - i. Why might this occasion be considered important enough to capture as a painting?
 - ii. Who is in attendance?
 - iii. What era is this taking place?
 - iv. What time of year is it?
 - b. The painting depicts Aboriginal and European people.
 - i. Why might they all be gathered together?
 - ii. Are the groups of people separate or mixing together?
 - iii. Do you think they seem comfortable around each other?
 - c. There is something happening in the centre of the circle
 - i. What is the event occurring in the painting?
 - ii. What is being poured from the barrel?
 - iii. Why is it being poured out?
 - d. Look into the background of the painting;
 - i. What do you notice about the land? Are there any features of the landscape that you recognise?
 - ii. What people and animals can you see in the background?
3. Finally, read the following extract from Governor Gawler's 1838 address to the Kurna people to your students.* Then discuss if this changes their thoughts on the image.
 - a. "Black men! We wish to make you happy. But you cannot be happy unless you imitate white men. Build huts, wear clothes, work and be useful. Above all you cannot be happy unless you love God who made heaven and earth and men and all things. Love white men. Love other tribes of black men. Learn to speak English. If any white man injure you, tell the Protector and he will do justice."

**Please make sure students understand that this is outdated historical language and is considered culturally inappropriate today.*

Creating a Timeline

Self-paced

Resources: Blank paper, clipboard, pen and ruler

Whole Gallery



Using the gallery as a guide, students create a timeline of events that they consider as being pivotal in South Australian democratic history.

1. While gathered as a group at the start of your excursion, or while in class before the excursion, explain the task: create a timeline which captures the most important moments in South Australian democratic history. Explain that each person's timeline may differ slightly according to the key moments they choose to include.
2. Distribute clipboards, paper and pencils and demonstrate how to create the base structure of a timeline and how to take timeline notes on a separate page before adding them to the timeline. You can use this [worksheet](#) for younger students. Ask students to create their base timeline before going off to collect their key dates.
3. Allow time to explore the gallery, make notes and collect information.
4. Give students a 10-minute warning that timelines must be completed. We suggest doing this half-an-hour before the end of your excursion.
5. Come together and share as a class. What key dates did your students include? Why did they include or exclude certain dates?

Questions to Answer

Self-paced

Resources: Workbook and pens

Whole Gallery



Capture the questions and thoughts that arise for students as they explore the gallery for later research.

1. While gathered as a group at the start of your excursion, or while in class before the excursion, explain the task: to write a list of five questions that occur to them as they explore the gallery.
2. If students need more structure, you could suggest some question starters such as:
 - a. Who else was involved in...?
 - b. What happened after...?
 - c. Why did [this person] become interested in [the cause]?
 - d. When did the [social change] take effect in broader society?
 - e. What would South Australia be like if...? For instance if a certain event never occurred.
3. Give students a 10-minute warning before the end of their excursion to complete their questions.

**Checking
your Map**

20 minutes

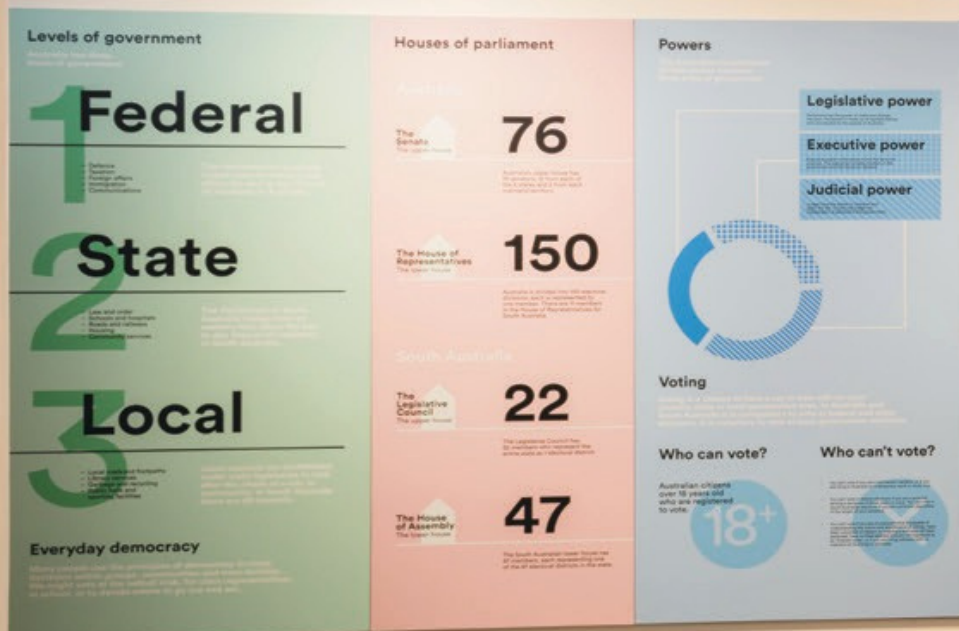
Resources: Political
Map Poster from Pre-
Visit

Location 11



Students revisit their mapping of branches of government from memory and compare it with what they are able to learn in the gallery.

1. Towards the end of your excursion, meet as a class in front of the *How Government Works* installation and get out your mapping posters from your pre-visit activity.
2. Together, re-visit what you wrote down section by section and compare with the explanation on display in the gallery.
3. Reflect as a class on which ideas are the same and which are different from your class' assumptions.
 - a. Were the correct answers obvious once you saw them in the gallery?
 - b. Are there any that surprise you?
 - c. Do you think, in some cases, that your class' version of the government structure would work better than the real structure?



Political Cartoon

30 minutes

Resources: Blank paper, clipboard, coloured pencils and ruler

Whole Gallery



Students create a political cartoon about a story that sparked their interest in the gallery.

1. Explain to the students that political cartoons are comical illustrations, often accompanied by text, that are designed to poke fun or provide a light-hearted take on a current event.
2. Assign your class the task of finding an interesting story within the gallery to translate into a cartoon.
3. Once they have chosen their story, have students note down the key points of it.
4. Students should then draft their storyboard and the captions. The final cartoon should include:
 - a. A cartoon picture or series of pictures capturing the events and the essence of the political event.
 - b. A short, snappy caption to summarise and give context to the image.
 - c. A short, factual summary of the political event that they have captured to accompany the cartoon. This should reference key dates and information.
5. When back in class, provide time to draw the final copy of their cartoon and the factual summary.
6. Finish by sharing and discussing the cartoons. Set up the cartoons in a gallery format or on desks and allow students to walk around and enjoy each other's work.



Learning
Activities

POST-VISIT



Getting Politically Active120 minutes,
across two lessonsResources: smartboard or
projector, computers,

Students investigate how they can be politically active and use their voice for something that matters to them.

1. In the first lesson, as a class, research and create a list of the options for civilians to get politically active. Some example include:
 - a. Traditional political involvement
 - i. Voting in federal, state and local elections
 - ii. Providing survey information to local council on current planning topics
 - b. Formal activism, such as:
 - i. Writing a letter to a member of parliament
 - ii. Giving a deputation at local council
 - c. Grass-roots activism, such as
 - i. posters
 - ii. attending or hosting a rally
 - iii. creating or signing a petitions
 - iv. creating (and distributing) protest badges
2. Divide into small groups and assign one of the modes of political activism to each group. They should research:
 - a. The structure of the form of activism
 - i. Who can do it?
 - ii. When can it be done?
 - iii. How should it be done? Or how should it not be done?
 - b. The history of that form of activism and finding stories of those who have done it.
 - c. Ask students to make a research-backed guess of how effective or ineffective the form of activism is.
3. Come together as a class and share your findings on each form of activism.
4. In the second lesson, students have the chance to get politically active. Ask them to pick a mode of action that they like and to do the action (write a letter, create a badge, fill out a survey, etc.)
5. After completing the action, ask them to write a reflection on the process of getting involved, what they learnt through the process and what modes of activism they would consider being part of in the future.
6. Come together as a class to share the work and the reflections together at the close of the lesson.

Answering and Reflecting

60 minutes

Resources: research questions, computer, workbook and pen



Revisit the questions the class brainstormed in the gallery and undertake research to find some answers.

1. As a class, meet together to reflect on the process of question writing.
 - a. Was it easy to create questions? Did they come naturally?
 - b. Was it easy to find the answers to their questions within the gallery?
 - c. Which question are they most interested in now?
2. Take the time now to research and answer their questions. Answers should be written in short, paragraph form, referencing key dates, names and sources of information.
3. After completing the initial research, ask students to take one question, perhaps the one that yielded the most interesting answer, and workshop it into a full research question. You can use this [video](#) and the [accompanying resources](#) to help them in the workshoping process.
4. Optionally, after they have completed this task you could take an additional lesson to answer the research question, writing a historical research paper with references.



About the History Trust of South Australia

The History Trust of South Australia creates encounters with South Australia's social history that shift perspective, strengthen empathy, and build agency for the future. We provide learning experiences through our museums - the South Australian Maritime Museum, the National Motor Museum, the Migration Museum, and the Centre of Democracy, as well as major events - History Festival and Bay to Birdwood. Using our State History Collection, expertise, and curated experiences across these museums and events, we create space for historical complexity, civic awareness and relations, so South Australians can see each other more fully, relate across difference, and locate themselves within South Australia's past, present and future story.

Education at the History Trust of South Australia



Online
<https://education.history.sa.gov.au/>



YouTube
<https://www.youtube.com/c/EducationatHistoryTrustofSouthAustralia>



Our Museums and Galleries



Explore the History Trust collections online and visit our museums.



history.sa.gov.au
233 North Terrace, Adelaide
(08) 8203 9888



migration.history.sa.gov.au
82 Kintore Ave, Adelaide
(08) 8207 7580



motor.history.sa.gov.au
Shannon St, Birdwood
(08) 8568 4000



maritime.history.sa.gov.au
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