

*Dear Oma
A Story of Federation*



Dear Oma:
A Story of Federation

TEACHING RESOURCES

by Jo Clyne



HTV



‘Papa, what is Federation?’

What is Federation?

YOU WILL NEED



[BLM2](#)



[KEY TERMS](#)



[INTER-COLONIAL TRAVELLERS PASSING THE CUSTOMS](#)

TASK: IMAGE ANALYSIS

In *Dear Oma*, Papa answers Karl’s question by explaining that, in 1901, Australia was made up of several self-governing states that were under British rule. He uses going through customs as an example and tells Karl that moving between states was similar to moving between countries. He explains that after Federation, Australia would be one big country with shared laws.

Display the image **‘Intercolonial travellers passing the customs’** for the class and ask students to analyse it using the **Intercolonial Travel: Image Analysis** graphic organiser (**BLM 2**). The graphic organiser asks students to answer the same three questions for each section of the image:

- 1 Describe what you see in this image.
- 2 What are these people doing?
- 3 How do you know what these people are doing? (Which visual clues are given?)

YOU WILL NEED



[KEY TERMS](#)



[PEO: FEDERATION VIDEO](#)

TASK: VIDEO ANALYSIS

In *Dear Oma*, Papa’s answer to Karl’s question only deals with one part of Federation. Can students help Papa answer Karl’s question of ‘what is Federation?’ in more detail?

Watch the Parliamentary Education Office’s **Federation Video** as a class.

Ask students these questions **before** viewing the video:

Has anyone heard the word ‘Federation’ before? If so, where? What other words do you know that sound similar? (Students may make the connection to ‘federal,’ i.e. a central authority government/national government.)

Ask students these questions **while** viewing the video:

Who was Australia’s first Prime Minister? (Edmond Barton.)

How many British colonies were there before 1901? (Six.)

Each colony had their own services. Can you name two? (Parliament, laws, defence force, stamps, railway.)

Where did the first Federal parliament meet? (Victoria’s Parliament House.)





Ask students these questions *after* viewing the video:

What problems do you think there might have been trying to get every state in Australia to agree to the same laws? (The key problems were: agreeing on one set of laws (the Constitution); combining the defence forces of each state into one national defence force; agreeing on national trade rules, i.e. taxing goods; agreeing on foreign policy, i.e. how Australia would communicate with other countries.)

YOU WILL NEED



PEO:
FEDERATION
FACT SHEET



PEO: CLOSER
LOOK –
FEDERATION

TASK: POSTERS

While children like Karl and his classmates were at the centre of Federation celebrations, most would not have completely understood what Federation really meant.

Ask students to make a series of wall posters that could have been hung in Karl's classroom at Lee Street Primary School to help explain the key ideas of Federation.

Students work in pairs or groups of three to create posters on each sub-concept of the inquiry question: 'Why did Australia bring in Federation?'

GROUP 1 What is Federation?

Students in this group are given a hard copy of **Federation Fact Sheet** developed by the Parliamentary Education Office.

GROUP 2 Reason for Federation: Free Trade

GROUP 3 Reason for Federation: Defence

GROUP 4 Reason for Federation: Immigration

GROUP 5 Reason for Federation: National Pride

GROUP 6 Reason for Federation: A National Government

GROUP 7 What is 'The Australian Constitution'?

Students in groups 2–7 are given a hard copy of the **Closer Look – Federation** document developed by the Parliamentary Education Office.

CLASS REFLECTION

'Papa, what is Federation?'

As a class, list points that Papa might have included in his answer to give Karl a better explanation of Federation. Then rewrite Papa's answer to Karl.

AC FOCUS

Australian Curriculum:
History | Year 6 | Key
figures and events
that led to Australia's
Federation, including
British and American
influences on
Australia's system of
law and government.

(ACHHK13)



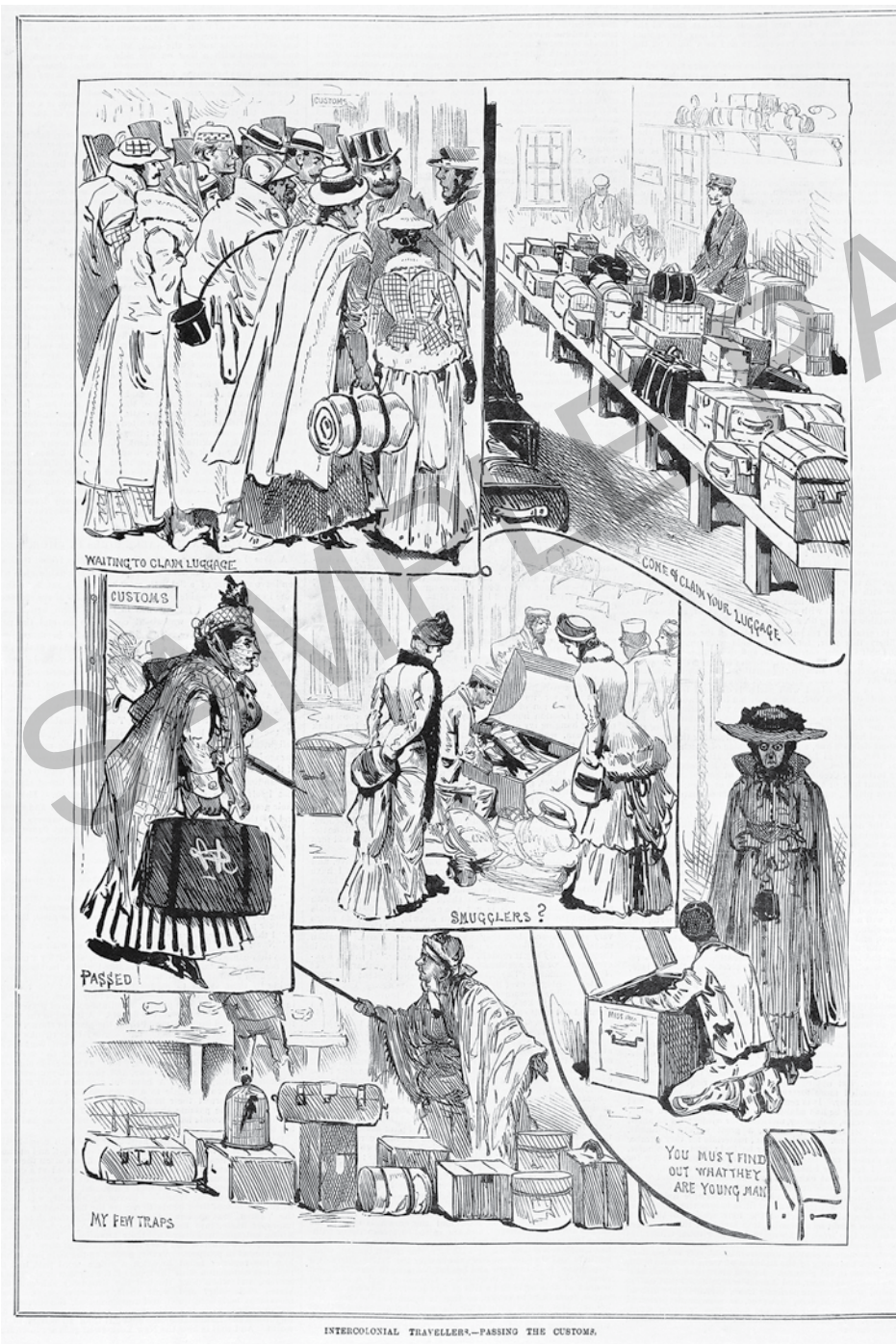
Name: _____

BLM 2

Intercolonial Travel: Image Analysis

On the following page, answer these three questions for each section of the image above.

- 1 Describe what you see in this section.
- 2 What are these people doing?
- 3 How do you know what these people are doing? (What visual clues are given?)



'Intercolonial travellers passing the customs.'

Alfred Martin Ebsworth. 1887.
State Library of Victoria.

View online:

<http://handle.slv.vic.gov.au/10381/72894>



Name: _____

BLM 2 continued

1.	1.
2.	2.
3.	3.
1.	1.
2.	2.
3.	3.
1.	2.
2.	3.
3.	



Writing Historical Fiction

YOU WILL NEED



[BLM5](#)

AC FOCUS

Australian Curriculum:
History
Year 6 | Develop texts,
particularly narratives
and descriptions,
which incorporate
source materials
([ACHHS124](#))

INTRODUCTION

Writers of historical fiction often base their story on a real period in history, but make up their own characters. Historical fiction is also sometimes called 'Faction,' meaning it is halfway between fact and fiction.

In *Dear Oma* we heard about Karl's day on 9 May 1901. But what was this day like for some of the other characters?

TASK

Give students **Writing Historical Fiction: Characters from Dear Oma (BLM 5)**. They can choose to write their own historical fiction piece about Mama, Papa, Karolina, Oma or Peng.





Name: _____

BLM 5

Writing Historical Fiction: Characters from Dear Oma

In *Dear Oma* you heard about Karl's day on 9 May 1901. Now you can write about one of the other characters. What was their day like?

Mama

What is it like for Mama being in Melbourne, unable to speak English and missing her home in Germany?

Papa

What does the day hold for Papa? *The Argus* was printed on 9 May 1901. Did he have to go into work early before the celebrations? What did he do for the rest of the day?

Oma

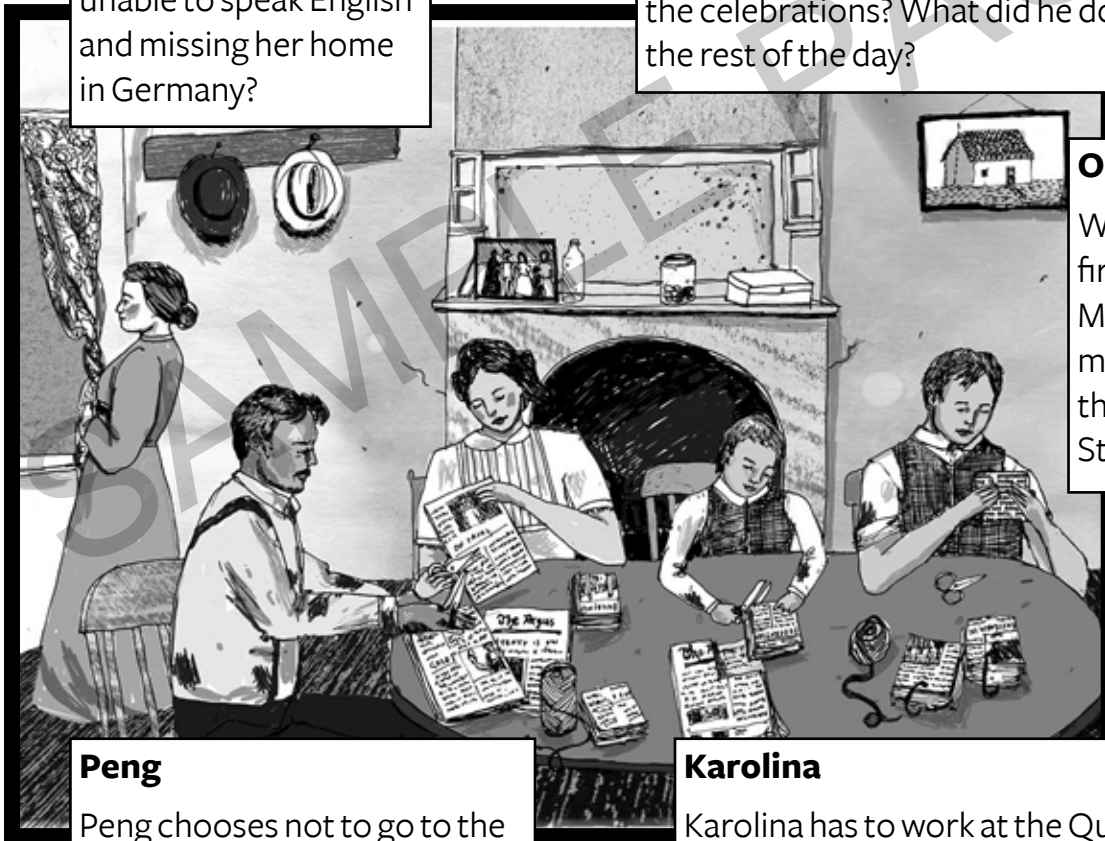
What are Oma's first impressions of Melbourne as she makes her way to the house in Lee Street?

Peng

Peng chooses not to go to the parade, but still has the day off to do what he likes. Describe a typical day for Peng living in Chinatown with his family.

Karolina

Karolina has to work at the Queen Victoria market early on 9 May before she can enjoy the rest of the day off and watch the procession. What does she do at work? How does she spend time with her friends in the city?





Melbourne Then and Now: Locations in Dear Oma

YOU WILL NEED



[FEDERATION PARADE MAP](#)



[GOOGLE MAPS](#)



[BLM 6 \(Word\)](#)



[BLM 6 \(PDF\)](#)

AC FOCUS

Australian Curriculum:
History
Year 6 | Use a range
of communication
forms (oral, graphic,
written) and digital
technologies
([ACHHS125](#))

INTRODUCTION

Dear Oma is set in the city of Melbourne on the day of the Federation parade and the first sitting of Parliament.

Open the **Federation Parade Map** that was published in *The Argus* newspaper on 9 May 1901. Display the map using an IWB or data projector, and trace the route that the Duke and Duchess took.

TASK

In *Dear Oma*, Karl visits lots of places around Melbourne that were important in 1901. How many of these places are still there? What do they look like today? Students can use **Google Maps** to find out.

This activity can be completed in groups, pairs, or individually. Ask students to open Google Maps (<https://maps.google.com.au>) and find the locations from *Dear Oma* listed below. They may need to refer back to the book, and 'zoom in' on the parade map from *The Argus*. Once found, they should save or take a screen shot of the 'street view' to complete the **Melbourne Then and Now: Locations from Dear Oma (BLM 6)** chart. Students can complete the chart electronically (supply them with the Word version) or in hard copy (print the PDF).






Name: _____

BLM 6

Melbourne Then and Now: Locations from Dear Oma

Use Google Maps to find these Melbourne locations from *Dear Oma*, and complete the chart.

Story Location	Google Maps Street View Image	List two ways this place may have changed since 1901.
Karl's School. It used to be called Lee Street Primary School, but is now called Carlton North Primary School.		
The place where Karl goes for his job interview.		