



# THE WORKDAY REVOLUTION

LESSON PLAN 2/3  
YEAR 7-8

STONEMASONS UNITE: FREEDOMS & ACTIVE PARTICIPATION

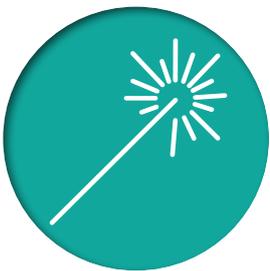


## LEARNING GOALS

By the end of this lesson, students will be able to:

- Understand freedoms: of speech, association, assembly, religion and movement
- Consider current issues regarding freedom of speech
- Understand how the stonemasons exercised their freedoms to agitate for the eight-hour day
- [One personal goal] – students set an individual goal in Portfolio

**Students rate current levels of understanding in their Portfolio.**



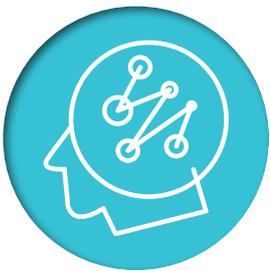
## SPARK AN INTEREST

**Stonemasons Unite!**

We're now going to have another look at one section from the 'Tommy and The Workday Revolution' video from Lesson One.

**Show these videos:**

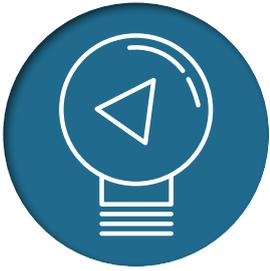
- Play 'Stonemasons Unite!'
- Play the accompanying 'Stonemasons Unite: Students Discuss' video.
- If students need a refresher, play 'Tommy and the Workday Revolution'.



## LINK TO EXISTING KNOWLEDGE

**Discussion questions (pair, small group or class):**

1. Have you ever been to a protest or seen a protest on TV? What was it like?
2. What does the concept 'freedom' mean to you?
3. What are some things you are not free to do at your age?  
What are some things you are free to do at your age?  
What are some things you are never free to do at any age?
4. James Stephens makes several arguments about why an eight-hour day would make better citizens (more time for education and more time to be better fathers and citizens). What are some of the challenges parents today face in spending time with their children?



# ACTIVATE NEW UNDERSTANDINGS

## FREEDOMS – A PRACTICAL DEMONSTRATION

Split the class into five groups. Give each group a role-play card below (they are not to show their card to any other group).

Give groups 5-10 minutes to write and rehearse a role-play that shows:

- The same scenario acted out twice
- The first shows a scenario without the freedom in action
- The second time shows the same scenario but with the freedom in action

After each group's role-plays, the other groups need to guess which freedom has been acted out.

CUT OUT THESE CARDS

### 1. FREEDOM OF ASSOCIATION

We are free to join any organisation or group if it is legal. We can choose to belong to a trade union or to a political party. Having and debating points of view allows for a healthy and strong democracy.

### 2. FREEDOM OF MOVEMENT

We can move freely to and from all states and territories. We can leave and return to Australia at any time. Some migrants may have conditions placed on their visa until they become Australian citizens.

### 3. FREEDOM OF SPEECH

Australians are free, within the bounds of the law, to say or write what we think privately or publicly, about the government, or about any topic. We do not censor the media and may criticise the government without fear of arrest.

Free speech comes from facts, not rumours, and the intention must be constructive, not to do harm. There are laws to protect a person's good name and integrity against false information. There are laws against saying or writing things to incite hatred against others because of their culture, ethnicity or background. Freedom of speech is not an excuse to harm others.

### 4. FREEDOM OF ASSEMBLY

We are free to meet with other people in public or private places. We can meet in small or large groups for legal social or political purposes. Being able to protest and to demonstrate is an accepted form of free expression. Protestors must not be violent or break laws such as assaulting others or trespassing on private or public property. People can change governments in a peaceful way by elections and not by violence.

### 5. FREEDOM OF RELIGION

Australia does not have an official or state religion. The law does not enforce any religious doctrine, however, religious practices must conform to the law. We are free to follow any religion we choose. We are also free not to have a religion.

## FREEDOM OF SPEECH

We are going to investigate one of the freedoms in more detail.

Show these videos:

- <http://yaba.edu.au/flip-side/flip-side-freedom-rights-and-responsibilities> - Racial Vilification Law 18C
- <http://www.abc.net.au/btn/story/s3610665.htm> - Freedom of Speech

### Discussion questions:

1. Apart from laws, what are some other ways we could send a message that racism is unacceptable in society?
2. What do you think is more important: preserving the right to freedom of speech or having a law to address racial discrimination?
3. A pluralistic society is a diverse one where the people in it believe all kinds of different things and tolerate each other's beliefs, even when they don't match their own. Is this how you would describe your local community? Give evidence to support your point of view.
4. Are there other topics you think should be limited when it comes to freedom of speech?

**Students complete the 'What Freedom Means To Me' task in their Portfolio.**

## WHO WERE THE STONEMASONS?

### Show this video:

<http://www.abc.net.au/news/2017-10-10/9032044> - The Craft of Stonemasonry Today

Stonemasons were in demand during the 1850s due to a building boom taking place around the time of the gold rush. Stonemasons were highly skilled and elite tradesmen who had more power than other tradesmen because their job could not be done by the unskilled.

### Show these videos:

<https://www.parliament.vic.gov.au/about/the-parliament-building/history-of-the-building> - The Evolution of Parliament House

In 1855, a construction company run by William Cornish started building the Legislative Assembly Council Chambers. You can do a virtual tour of the chambers here: <https://www.scann3d.com.au/view/v2/scann3d/parliament-of-victoria-legislative-assembly>

Organise an excursion to Parliament House to see first-hand the work of the stonemasons:

<https://www.parliament.vic.gov.au/visit/schooltours>

The stonemasons used their freedoms to help all trades obtain better working conditions.

### Discussion:

Which of the freedoms do we see the stonemasons enjoying in the film?

### Sample responses:

1. Freedom of speech: they speak up about unfair working conditions
2. Freedom of association: they form and join a group 'The Operative Stonemasons' Society'
3. Freedom of assembly: they are free to meet as a group at Clark's Hotel

**Students complete the 'Who were the stonemasons?' task in their Portfolio.**

### Summarising Discussion:

1. What would society be like if we didn't have our freedom?
2. Which of the freedoms is most valuable to you? Give reasons for your choice.
3. Why is it important to have some freedoms limited by the bounds of the law?
4. What were the factors that led to the stonemasons' dissent?
5. What are some ways you could use your freedoms to help others?

