

Header – Aboriginal image (with permission)

Footer - *We respectfully acknowledge the Traditional Custodians of this country where we learn*

“Owning our history”: Stage 5 – Core Study Depth Study 4: Rights and Freedoms 1945 to the present. N.B. content focuses on aspects relevant to Aboriginal and Torres Islanders rights and freedoms.

<http://syllabus.bostes.nsw.edu.au/hsie/history-k10/content/835/>

This teaching and learning tool expands on the earlier themes drawn from relevant content areas identified in the Australian Curriculum, History K-10: Stage 4 - Contact Topic 6d Aboriginal and Indigenous Peoples, Colonisation and Contact History <http://syllabus.bostes.nsw.edu.au/hsie/history-k10/content/1044/> (NB –the WebQuest provided, “Owning our History” explores aspects of Depth Study 6, Expanding Contacts - Topic 6d: Aboriginal and Indigenous Peoples, Colonisation and Contact History - The nature of British colonisation of Australia)

Students will have the opportunity to apply skills of historical inquiry and communication. Cross curriculum priorities have been considered with recommendations for integration of General Capabilities. Design of assessment in this guide is general and teachers will need to develop assessments for the specific needs of their students guided by the three approaches to assessment advised by the BOS – Assessment for Learning; Assessment as Learning; Assessment of Learning.

Historical and contemporary Aboriginal Australia – introductory stimulus material

“Australia’s Shame” broadcast on Monday, 26th July. Expose of Don Dale Youth Detention Centre

<http://www.abc.net.au/4corners/stories/2016/07/25/4504895.htm>

Excerpt from 4 Corners report and creation of Royal Commission:

<http://www.abc.net.au/news/2016-09-06/royal-commission-underway-in-darwin/7818476>

Noel Pearson’s views

<http://www.abc.net.au/news/2016-08-02/royal-commission-noel-pearson-says-won't-fix-problems/7683602>

Controversial racist cartoon

<http://www.smh.com.au/national/is-this-bill-leak-cartoon-in-the-australian-racist-20160804-gqkub9.html>

(Update to controversy and complaint to Human Rights Commission)

<http://www.sbs.com.au/nitv/article/2016/11/18/woman-behind-bill-leak-cartoon-complaint-dropped-charges-due-harassment>

Circa 1984 Curator’s notes

by Romaine Moreton

Couldn’t Be Fairer offers good historical footage, and allows the audience to gauge the shifting social frameworks over the years that allowed racist views to be expressed quite

openly. Films like *Couldn't Be Fairer* show us the colonial attitudes that have shaped Aboriginal oppression.

<http://aso.gov.au/titles/documentaries/couldnt-be-fairer/clip1/>

Human Rights Commission – efforts to address Racial Vilification

<http://www.theage.com.au/victoria/aborigines-face-systemic-racial-discrimination-report-20151104-gkqlii.html>

<https://vimeo.com/89225583>

The documentary short film, *Unfinished Business*, reflects the individual personal journey of Indigenous Australians living with disability in regional, remote and urban communities in order to create a greater awareness of the issues that impact their lives.

The film is self-narrative in style allowing each of the 30 participants tell their individual story of their experience of being an Indigenous Australian person with a disability. Each interview is 30 – 40 seconds long, making the complete film 24 minutes.

All of the 30 stories are complex and intertwined with Australia's political and social history, which, has resulted in the unacceptably high rates of disabilities in Indigenous communities. Each participant is revealing their story and drawing much needed attention to the critical issues which are impacting their lives and also challenge existing prejudices and misconceptions about Indigenous persons with disabilities. Every story has been told with cultural consultation and respect to ensure the dignity of each participant is upheld.


Participants were found from a broad spectrum of disability experiences: acquired, congenital, sensory, psychological, intellectual, visible and invisible.

Content:

Background to the struggle of **Aboriginal and Torres Strait**

Islander peoples for rights and freedoms before 1965, including the 1938 Day of Mourning and the **Stolen Generations** (ACDSEH104)

Students:

- explain the purpose and significance of early twentieth-century Aboriginal activism including the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples 

100 years The Australian Story – Unfinished Business

<https://www.kanopystreaming.com/product/100-years-australian-story-unfinished-business>

This episode focuses on the moral vacuum at the heart of Australia's nationhood -- the denial of any place or purpose for Aborigines. It was assumed that Australia was unoccupied at European settlement and that the Aboriginal people were doomed. After the 1967 referendum, Aboriginal and non-indigenous Australians have faced a new challenge -- the need to find justice, reconciliation and a way of living together.

(also available on Clickview)

covers Government policy and activism throughout 20th Century

http://www.abc.net.au/100years/EP4_1.htm (transcript)

(Excellent resource – can be used as background to attitudes, Government Policy and activism)

<http://aiatsis.gov.au/collections/collections-online/digitised-collections/day-mourning-and-protest-aborigines-conference-75th-anniversary/31st-january-1938-and-beyond>

(NB – provides document “A Long Range Policy” from The Australian Abo Call (April, 1938))

Key figure in the creation of The Aboriginal Progressive Association – William Ferguson

<http://www.sbs.com.au/ondemand/video/631651907778/william-ferguson>


Link to Australian Institute of Aboriginal and Torres Strait Islander Studies

<http://aiatsis.gov.au/collections/collections-online/digitised-collections/day-mourning-and-protest-aborigines-conference-75th-anniversary/resources>

<http://aiatsis.gov.au/collections/collections-online/digitised-collections/day-mourning-and-protest-aborigines-conference-75th-anniversary/26th-january-1938>

APA document - Aborigines claim citizen rights! : a statement of the case for the Aborigines Progressive Association / by J.T. Patten and W. Ferguson (Primary source material – very confronting and valuable in grasping Govt policy and its impact)

<http://nla.gov.au/nla.obj-241787110/view?partId=nla.obj-241789481#page/n6/mode/1up>

- outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the control of wages and reserves 

Excerpt from The First Australians outlining the creation of the Aboriginal Protection Board

<http://aso.gov.au/titles/documentaries/first-australians-episode-3/clip2/>

AAITSIS - Remembering the Mission Days

<http://aiatsis.gov.au/exhibitions/remembering-mission-days>

Suggest viewing of episode from 1982 "Women of the Sun - Nerida Anderson, 1939 (Available on Clickview or

http://www.imdb.com/title/tt0105838/episodes?ref=tt_ov_epl)

Memories of Mission Life – including audio of first hand accounts

http://www.nma.gov.au/exhibitions/from_little_things_big_things_grow/behind_the_scenes/memories_of_mission_life

http://www.nma.gov.au/audio/transcripts/indig_part/NMA_1968_equal_wages_20091109.html

The low wage system provided a massive subsidy for pastoral station owners. The top award rate for an adult male station worker in 1951 was 10 pounds, 8 shillings with keep – that's, with food and accommodation. Compared to these award rates, most Aboriginal stockmen were paid around 7 per cent of the award. In 1951, the station owners in the Kimberley were saving a little over 500 pounds a year in labour costs on every adult male Aboriginal worker, except for the few head stockmen who were paid award wages. Even if the station owners were providing food rations to a number of elderly dependents of each adult male worker, which was one of the arguments they used to justify low or non-existent wages, the value of these rations per week would have come nowhere near the difference between 15 shillings and 10 pounds, 8 shillings. The difference in these amounts was more than 9 pounds, and equivalent to three times the weekly old-age pension in 1950.

Excerpt – The 1968-69 introduction of equal wages for Aboriginal pastoral workers in the Kimberley (Fiona Skyring, consultant historian, 10 November 2009

Recent efforts (2013) to claim lost wages

<http://www.abc.net.au/news/2013-09-13/stolen-wages/4957250>

Pilbara Strike and historical background to control of wages of Aboriginal Pastoral workers

<https://www.creativespirits.info/aboriginalculture/politics/1946-pilbara-strike-australias-longest-strike>

National Archives - Fact Sheet (The Wave Hill "Walk off")

<http://www.naa.gov.au/collection/fact-sheets/fs224.aspx>

Worksheet – Comparative table Aboriginal Rights State to State before 1967 Referendum (Note there is also an activity that requires

students to gather information to create a similar table in the link to History Mystery – Rights and Freedoms below)

http://www.vcaa.vic.edu.au/Documents/auscurric/sampleunit/1967referendum/ref_worksheet1.pdf

My Place for teachers – Aboriginal Rights

- http://www.myplace.edu.au/decades_timeline/1960/decade_landing_4.html?tabRank=2&subTabRank=5

<http://www.sydneybarani.com.au/sites/government-policy-in-relation-to-aboriginal-people/>

<http://www.alrc.gov.au/publications/3.%20Aboriginal%20Societies%3A%20The%20Experience%20of%20Contact/changing-policies-towards-aboriginal>


Sharing our story – Home Page

<http://www.australianstogether.org.au/>

<http://www.australianstogether.org.au/watch>

<http://www.australianstogether.org.au/stories/detail/protection>

<http://minorityrights.org/minorities/aborigines/>

- using a range of [sources](#), describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations) 

Introduce theme - Suggest viewing approximately 30 minutes

“Rabbit Proof Fence” (when the girls run away from the Mission in an attempt to make their way home)

Australian Screen Documentary (2014 approx 8 minutes– historical footage, consultant historians includes Henry Reynolds and Marcia Langton) Identify the views held for removal e.g. notion of ‘better lives’ vs deliberate plan to “Breed out aboriginality” (eugenics).

<https://www.youtube.com/watch?v=5PKXELTiXNE>





Impact of removal – Human Rights Commission documentary (32 minutes) and report “Bringing them home – separation of ATSTI children from their families

<https://www.youtube.com/watch?v=SI82VMuuK10>

<https://www.humanrights.gov.au/news/videos/bringing-them-home-1997> On every measure ABTSI peoples are at a disadvantage compared to White Australia.











Songs of the Stolen Generations

<http://quod.lib.umich.edu/m/mp/9460447.0004.202/--singing-trauma-trails-songs-of-the-stolen-generations?rgn=main;view=fulltext>

- describe the effects of the **assimilation** policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples    
“Assimilation – Genocide by another name” (available on Clickview & or Video Education Australasia; presented by Aaron Pederson, includes student notes)

In the 1920's and 1930's, a concern for 'racial purity' and the doctrine of Eugenics became a common obsession in Australia and other countries. This program explores early views on race and the attitudes of both black and white people. Discusses the methods used to assimilate indigenous people such as removing children from Aboriginal families, segregation, settlements and reserves, access only to low paid menial work and the social upheaval and trauma caused by such policies and practices.

The US civil rights movement and its influence on Australia (ACDSEH105)

- Students:
- outline the aims and methods of the US civil rights movement  
<http://www.history.com/topics/black-history/freedom-rides>
The Civil Rights Movement – 1919 to 1960s (site - Teaching African American History and English)
<http://nationalhumanitiescenter.org/tserve/freedom/1917beyond/essays/crm.htm>
- explain how the Freedom Rides in the US inspired civil rights campaigners in Australia   
- discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples     
<http://aiatsis.gov.au/exhibitions/1965-freedom-ride>


<http://aiatsis.gov.au/collections/collections-online/digitised-collections/freedom-ride/ann-curthoys-diaries>

<http://splash.abc.net.au/home#!/media/1264445/charles-perkins-campaigns-for-aboriginal-rights>

<http://splash.abc.net.au/home#!/media/1817045/Remembering-the-Freedom-Ride>

<http://aiatsis.gov.au/collections/collections-online/online-exhibitions>

<https://makinghistoryatmacquarie.wordpress.com/2013/11/18/the-struggle-for-rights-aboriginal-citizenship-in-the-1960s/>

- outline the background, aims and significance of key developments in Aboriginal and Torres Strait Islander peoples' struggle for rights and freedoms 

- Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle (ACDSEH134)


Charles Perkins materials

http://indigenoustrights.net.au/civil_rights

(see also pdf with support material)

Aboriginal music and activism

<http://rightnow.org.au/opinion-3/change-is-gonna-come-aboriginal-music-and-activism/>

- Students:
- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of ONE individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms 

- The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally;

1967 [Referendum](#); [Reconciliation](#); [Mabo](#) decision; Bringing Them Home Report (the Stolen Generations); the Apology (ACDSEH106)
<http://www.aec.gov.au/indigenous/history.htm>

- <http://www.humanrights.gov.au/education/human-rights-school-classroom>
<http://www.humanrights.gov.au/our-work/education/publications/human-rights-examples-australian-curriculum>

Studies of Society 2008 site with links to resources from National Museum of Australia provides an investigation into the key aspects of a study of Aboriginal Australians Rights and Freedoms: Entitled “Investigating Changing Rights and Freedoms of Indigenous Australians 1957-1975”

http://www.nma.gov.au/_data/assets/pdf_file/0012/19101/Indigenou_s_rights_freedoms-all-col.pdf

The National Museum of Australia hosts *Collaborating for Indigenous Rights* as part of its ongoing commitment to providing teachers with engaging resources on Australian social history. The Museum also develops supplementary material on some of the topics in the site.

The Museum has produced two inquiry-learning units of work to help students interrogate and make sense of the wealth of primary source material that can be found on the *Collaborating for Indigenous Rights* website. Both units have a strong investigative focus:

- the first looks specifically at the 1967 Referendum and asks students to explore its significance
- the second explores the changing nature of Indigenous rights and freedoms during the period 1957-1975.

Both units can be downloaded by following the links below.

1967 Referendum unit of work

Title: The 1967 Referendum: Will you put it in the Australian 'Human Rights Hall of Fame'?

Topics: History, Civics and Citizenship, Society and Environment, Indigenous Studies, English, Media Studies

Years: 8-12

Media: PDF downloads + complementary interactive

[Go to 1967 Referendum unit of work](#)

Changing Indigenous Rights and Freedoms unit of work

Title: Investigating the Changing Rights and Freedoms of Indigenous Australians, 1957-1975

Topics: History, Civics and Citizenship, Society and Environment, Indigenous Studies, English, Media Studies

Years: 8-12

Media: PDF downloads

[Go to Changing Rights and Freedoms unit of work](#)



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http://indigenoustrights.net.au/resources/teachers_resources_top

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<http://www.australia.gov.au/about-australia/australian-story/reconciliation>

- Students:
- outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples
- investigate and explain the role of ONE individual or group in the struggle for Aboriginal and Torres Strait Islander peoples' rights and freedoms 
- The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world, such as the Declaration on the Rights of [Indigenous Peoples](#) (ACDSEH143) <https://www.creativespirits.info/aboriginalculture/selfdetermination/>
- Students:
- identify current struggles for civil rights and freedoms throughout the world, such as the United Nations Convention on the Rights of the Child (1990) and the Declaration on the Rights of Indigenous Peoples (2007) 

- identify different methods used globally to attain civil rights and freedoms 🙌🏿⚖️♂️♀️
- evaluate the methods and effectiveness of ONE campaign for civil rights and freedoms in Australia or another country 🙌🏿⚖️♂️♀️

Link to Human Rights (requires membership) developed from Magna Carta
<http://www.coolaustralia.org/activity/magna-carta-story-freedom-years-9-10/>

Guided Inquiry toolkit

https://studentslearn.files.wordpress.com/2014/02/austcurr_gi_web20_unit-template-master.pdf

Background reading:

Henry Reynolds “This is the war that made the nation”

<http://treatypublic.net/content/war-made-nation-historian-henry-reynolds>

To purchase Henry Reynold’s publication: Why weren’t we told?

<http://www.amazon.com/Henry-Reynolds/e/B001HD39ZW>

Audio version (eBook not available)

http://www.audible.com.au/?ref=Adbl_ip_rdr_from_US&source_code=AUDORAP082815001I&ipRedirectFrom=US&ipRedirectOriginalURL=pd%2FHistory%2FWHy-Werent-We-Told-Audiobook%2FB00B1HVQ68

Suggested link to English Literature – Freedom Ride by Sue Lawson, Black Dog (Walker Books Australia), 2015

Reading of “THE AUSTRALIAN DREAM, Blood, History and Becoming” by Stan Grant – this essay expands on his widely applauded speech in Sydney on 27th October, 2015

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