History Stage 5

Depth Study 4 – Rights and Freedoms (1945–present)

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This resource has been developed to assist teachers in NSW Department of Education schools to create learning that is contextualised to their classroom. It can be used as a basis for the teacher’s own program, assessment, or scope and sequence, or be used as an example of how the new curriculum could be implemented. The resource has suggested timeframes that may need to be adjusted by the teacher to meet the needs of their students.

# Overview

**Description:** this program of learning addresses the Depth Study 4 – Rights and Freedoms (1945–present). The lessons and sequences in this program of learning are designed to support teachers by providing a range of tasks based on syllabus content. Tasks can be incorporated into context-driven teaching and learning programs in full or can be used to supplement existing programs. All content is textbook non-specific to ensure equity.

**Duration:** this program of learning is designed to be completed in approximately 25 hours.

## Outcomes

A student:

* **HT5-2** sequences and explains the significant patterns of continuity and change in the development of the modern world and Australia
* **HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
* **HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
* **HT5-8** selects and analyses a range of historical sources to locate information relevant to an historical inquiry
* **HT5-9** applies a range of relevant historical terms and concepts when communicating an understanding of the past
* **HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

**Related Life Skills outcomes:** HTLS-5, HTLS-6, HTLS-8, HTLS-10, HTLS-11, HTLS-12, HTLS-13

[History K–10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

# Learning sequence 1 – the origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia’s involvement in the development of the declaration

**Note**: cultural sensitivity warning:

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**Note**: the historical use of the word ‘Aborigines’ will be found in this lesson sequence, however the department acknowledges that the word Aboriginal peoples is the preferred term.

**Note**: controversial issues may be questions, subjects, topics or problems which create a difference of opinion, causing contention and debate within the school or the community. Controversial issues will differ across schools and communities.

In many of the topics covered within the HSIE syllabuses teachers are required to address controversial issues. Stage 5 History has content that can be deemed controversial. As per the [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045), teachers in HSIE must deliver lessons ensuring content is for ‘educational purposes consistent with the delivery of curriculum and provision of school programs and activities’.

The manner in which teachers approach the delivery of controversial issues in NSW public schools is guided by the Department of Education’s [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) and the [Code of conduct policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020). These documents call for a sensitive, objective and balanced approach to coverage of controversial issues. [Values in NSW public schools](https://education.nsw.gov.au/policy-library/policies/pd-2005-0131) is also a useful reference document which sets out the values to be promoted in classrooms.

Guideline for timing of this sequence is 3 hours. Students will develop skills in reading and understand historical texts, use historical terms and concepts in appropriate contexts, and identify different types of sources. They will look at cause and effect with varying perspectives.

## Syllabus content

The origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia's involvement in the development of the declaration.

Students:

* outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights, including Australia's involvement
* explain the significance of the UDHR

## Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students learn to:

* gain an understanding of the origins and significance of the Universal Declaration of Human Rights and the role Australia played.

Students will be able to:

* use historical terms and concepts in appropriate contexts
* sequence historical events to demonstrate the relationship between different periods, people and places
* process and synthesise information from a range of sources as evidence in an historical argument
* interpret history within the context of the actions, values, attitudes and motives of people in the context of the past.

## Purpose and origins of UN and UDHR

**Note**: watch the video, have a class discussion and then allocate students into groups

As a class watch the video [What are Human Rights (5:11),](https://youtu.be/WJsUfck01Js) then discuss as a class what human rights are. Write in your notes the 7 key points in time where human rights evolved to what we have today, from Cyrus the Great to the UN charter.

* Working in groups of 4 create a list of 5 fundamental rights for students in your current class; spend no more than 10 minutes on creating this list. Once each group has selected 5 fundamental rights, your group will combine with another group and within 5 minutes agree upon the 5 rights from the original 10. Re-group as a class to discuss your ideas and unanimously agree on the 5 fundamental rights for your class.
* What problems did you have in creating the list of rights for students in your class? As a class, consider the difficulties in creating a universal declaration of human rights.
* Discuss the events that affected human rights during and immediately after WWII (the Holocaust, atomic bombs, refugees, creation of new countries) and the consequences of each.
* Brainstorm: What rights should all humans have from birth?

Watch [Universal Declaration of Human Rights (6:10)](https://www.youtube.com/watch?v=5RR4VXNX3jA) and answer the following:

1. What role did Australia play in the writing of the UDHR?
2. Why did it take 3 years to come up with the UDHR?
3. What have been some of the impacts of the UDHR around the world?
4. Where did Eleanor Roosevelt say that human rights begin?
5. What did she mean by this?

## Significance of UDHR

**Note**: allocate students into groups, with each group having one of the following sets of articles of the UDHR – 1 to 6, 7 to 12, 13 to 18, 19 to 24, and 25 to 30.

Working in groups, use the [UN Universal Declaration of Human Rights](https://www.ohchr.org/en/human-rights/universal-declaration/translations/english) to outline the individual responsibilities of all peoples, for your allocated articles.

* Select one of the points that you made above and write 3 to 4 sentences on each, explaining why you think they are important responsibilities for all people, and how they would help protect individual human rights.
* As a class discuss if there is a need to add to, or change any of the UDHR articles, given that they were created almost 80 years ago.

# Learning sequence 2 – 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

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Guideline for timing of this sequence is 8 hours. Students will engage with the following historical concepts: gaining perspectives where they look at varying views and experiences, an empathetic understanding of the decisions made in a different period, and the significance and importance of an event. Students will develop specific skills in developing historical texts, particularly explanations and historical arguments that use evidence from a range of sources.

## Syllabus 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.

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
* outline the rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965 and the role and policies of the Aboriginal Protection Board, eg the control of wages and reserves
* using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander peoples who were forcibly removed from their families (Stolen Generations)
* describe the effects of the assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander peoples

## Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students learn to:

* develop an understanding of the background to the struggle for rights and freedoms for Aboriginal and/or Torres Strait Islander peoples and the significance of key dates.

Students will be able to:

* recognise that historians may interpret events and developments differently
* explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia

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Complete the following table analysing the 3 primary sources provided.

Table 1 – source analysis

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Source | Who is the audience? | How does it appeal to this audience? | What is its purpose? | What groups are not represented? |
| Leaflet – [You’re Invited](https://www.nma.gov.au/__data/assets/image/0008/548333/MA48228395-Leaflet-1200h.jpg) |  |  |  |  |
| [Medal – Australia’s 150th Anniversary](https://victoriancollections.net.au/items/4f72b1e397f83e03086046dd) |  |  |  |  |
| [Badge – Australia’s 150th](https://victoriancollections.net.au/items/60781abae077cc6a5ebcce2d) Anniversary |  |  |  |  |

Using all 3 sources in Table 1, consider:

1. Why they are problematic.
2. What they tell us about attitudes of society at the time.

**Source 1 – resolution passed by Aboriginal activists in 1938**

‘WE, representing THE ABORIGINES OF AUSTRALIA, assembled in conference at the Australian Hall, Sydney, on the 26th day of January, 1938, this being the 150th Anniversary of the Whiteman's seizure of our country, HEREBY MAKE PROTEST against the callous treatment of our people by the white men during the past 150 years, AND WE APPEAL to the Australian nation of today to make new laws for the education and care of Aborigines, we ask for a new policy which will raise our people TO FULL CITIZEN STATUS and EQUALITY WITHIN THE COMMUNITY.’

‘[The 1938 Day of Mourning](https://aiatsis.gov.au/explore/day-of-mourning)’ by [AITSIS](https://aiatsis.gov.au/) is licensed under [© The Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)](https://aiatsis.gov.au/copyright).

Read Source 1 and answer the following questions:

1. Who is the author?
2. Why might this resolution have been written?
3. Who is the intended audience of this source?
4. How does it appeal to the audience?
5. What is its purpose?
6. Where is the Australian Hall?
7. How would you write this petition today? Consider language used today.

**Note:** Uncle William Cooper is an indelible leader in the history of Aboriginal activism. It is uncommon for Aboriginal and/or Torres Strait Islander peoples to work alone and Uncle William Cooper worked within a team. The team worked strategically, peacefully and observed ‘white man’s’ rules of the time.

Attention should be drawn to the fact that he relied on peaceful protest and played by the ‘white man’s’ rules.

Use the link [Uncle William Cooper](https://www.firstpeoplesrelations.vic.gov.au/william-cooper) to complete the following table showing the issues and methods used by him to draw attention to the plight of Aboriginal and Torres Strait Islander peoples, and other human rights issues. The first example has been filled in for you.

Table 2 – Uncle William Cooper activism actions and engagements

|  |  |  |
| --- | --- | --- |
| Year | Issue being addressed | Method |
| c. 1908 | Erosion of independence of Aboriginals in Cummeragunja | Confronted managers of the reserve in protest. |
|  |  |  |
|  |  |  |

Figure 1 – Aborigines Day of Mourning 1938



‘[Aborigines Day of Mourning, 26 January 1938](https://www.sl.nsw.gov.au/collection-items/aborigines-day-mourning-26-january-1938)’ from the collections of the [State Library of NSW](https://www.sl.nsw.gov.au/) is licensed under [CC BY 4.0](https://creativecommons.org/licenses/by/4.0/).

Using the image above, answer the questions below.

1. Who are the people in the photo?
2. What are they doing?
3. What are the key words in this photograph?
4. Explain the reference to ‘Citizen Rights’. How is this different to ‘Human Rights’?
5. What is the significance of holding the protest on 26 January?
6. Who would have attended the Conference? What could they have been discussing?
7. Describe the values being contested by the participants of the Conference.

## Rights and freedoms denied to Aboriginal and Torres Strait Islander peoples before 1965

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Use the timelines from [Protection and segregation](http://www.workingwithindigenousaustralians.info/content/History_4_Protection.html), [Assimilation](http://www.workingwithindigenousaustralians.info/content/History_5_Assimilation.html) and [Integration, self-determination and self-management](http://www.workingwithindigenousaustralians.info/content/History_6_Integration.html) to complete the table below. Complete Table 3 with 10 entries showing examples of the rights and freedoms denied to Aboriginal and/or Torres Strait Islander peoples up to 1965 and link to which article of the [UDHR](https://www.un.org/en/about-us/universal-declaration-of-human-rights) is being impinged upon. An example has been done for you.

Table 3 – timeline of rights and freedoms denied to Aboriginal and Torres Strait Islander peoples

|  |  |  |
| --- | --- | --- |
| Year | Details | UN Article |
| 1946 | * Aboriginal children were allowed to attend public schools only if they had a medical certificate allowing them to, and if all the parents of the white children were agreeable. | * Article 26 – Everyone has the right to education |
|  |  |  |

View the [Certificate of Exemption](https://media.australian.museum/media/dd/images/exemption.03c4221.width-1600.9226da0.jpg).

1. What does it mean to be exempt from something?
2. What did this certificate allow the holder to do?
3. How did this certificate restrict the holder?
4. Why might someone have applied for such a certificate?
5. How do you think a certificate holder might have been viewed by other Aboriginal people?
6. How might they have been viewed by white people?

Read the [Stories of Exemption](https://aboriginalexemption.com.au/stories.html) and go back and add to your answers above.

## Aborigines Welfare Board

**Note**: students should understand that the aims and motivations of the Aborigines Welfare Board and other government bodies were to act in what they believed were the best interests of Aboriginal peoples. Please engage with Aboriginal and/or Torres Strait Islander peoples staff members, your local AECG and Local Aboriginal Land Councils before continuing this topic. This is to ensure the wellbeing of students who may be affected. Revisit the cultural sensitivity warning which has been reproduced below.

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Read the following sources, adapted from [*Bringing them Home* – Chapter 3](https://humanrights.gov.au/our-work/projects/bringing-them-home-chapter-3), and answer the questions below.

1. What was the purpose and motivation of the Aborigines Welfare Board?
2. What are the differences and similarities between the Australian Human Rights Commission and the United Nations UDHR?
3. Why was it difficult for Aboriginal and/or Torres Strait Islander peoples to have their human rights recognised?
4. Was the Aborigines Welfare Board designed for the protection **of** Aboriginal people, or **from** Aboriginal people?
5. In 2 paragraphs answer the question: To what extent were Aboriginal and/or Torres Strait Islander peoples denied human rights prior to 1965?

**Source 2 – Dr Peter Read submission 49 page 11**

The Board reasoned that if the Aboriginal population, described by some as a ‘wild race of half-castes’ was growing, then it would somehow have to be diminished. If the children were to be de-socialised as Aborigines and re-socialised as Whites, they would somehow have to be removed from their parents.

**Note:** half-castes was a racist term used to describe a child with one Aboriginal and one white parent.

**Source 3 – Miller 1982 page 140**

The Board thus acted as a father figure and in so doing denied the Koori parents their rights in the rearing of their children. For example, it was common for a white child to be apprenticed out to a master. But it was the child's father who made the arrangements. If this child failed, then he would be sent back to his father's care. However, the Board decided when and to whom a Koori child would be apprenticed and when a Koori child failed in his apprenticeship duties, he would be placed under the Board's control and would be punished for his misconduct by a Board official.

**Note:** Koori is the name for Aboriginal Australians from southern NSW and parts of Victoria. It has also been used (inaccurately) as a term to describe all Aboriginal people.

**Source 4 – Read 1981 page 6**

No court hearings were necessary; the manager of an Aboriginal station, or a policeman on a reserve or in a town might simply order them removed. The racial intention was obvious enough for all prepared to see, and some managers cut a long story short when they came to that part of the committal notice, `Reason for Board taking control of the child'. They simply wrote, `For being Aboriginal'.

**Source 5 – Parliamentary Debates 1914-15 page 1953**

We are told that the parents have an appeal. What does an appeal mean? Suppose a poor Aboriginal woman goes into court, who will listen to her?

**Source 6 – Section 13A, Aborigines Protection Amending Act, No. 2 of 1915**

The Board may assume full control and custody of the child of any aborigine, if after due inquiry it is satisfied that such a course is in the interest of the moral and physical welfare of such child. The Board may thereupon remove such child to such control and care as it thinks best.

The sources above have been adapted from *Bringing them Home* – Chapter 3 © Australian Human Rights Commission 2017 under a Creative Commons Attribution 4.0 International (CC BY 4.0) license.

Table 4 – ‘The Australian Aborigines - a summary of their situation in all states in 1962’

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| Civic rights | NSW | VIC | SA | WA | NT | QLD |
| Vote in state elections | Yes | Yes | Yes | No | Yes | No |
| Marry freely | Yes | Yes | Yes | No | No | No |
| Control own children | Yes | Yes | No | No | No | No |
| Move freely | Yes | No | No | No | No | No |
| Own property freely | Yes | No | Yes | No | No | No |
| Receive award wages | Yes | No | No | No | No | No |
| Alcohol allowed | No | No | No | No | No | No |

‘The Australian Aborigines - a summary of their situation in all states in 1962’ prepared by Shirley Andrews, Federal Council for Aboriginal Advancement is available in the public domain.

## Experiences of Stolen Generations

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Kinchela Boys Home was located in Kempsey. Use the [Aboriginal Nations/Languages in NSW and ACT](https://www.schoolsreconciliationchallenge.org.au/activities/languages-map-activity/) map, [Google Maps](https://www.google.com/maps) and the list of [KBH (Kinchela Boys Home) Survivors](https://kinchelaboyshome.org.au/kinchela-boys-home/kbh-survivors/) to make a map showing where Aboriginal boys were taken from.

Complete a [Think, Pair, Share](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/645#.Yd34B7z6aug.link) on the impact of having boys from all over NSW and from different language groups living together in Kinchela. Consider both the boys and the management of the Kinchela Boys Home.

**Source 7 – Aborigines Act 1905 (WA)**

The *Aborigines Act 1905* commenced in April 1906. It was 'An Act to make provision for the better protection and care of the Aboriginal inhabitants of Western Australia.' It governed the lives of all Aboriginal peoples in Western Australia for nearly 60 years. The Act created the position of Chief Protector of Aborigines who became the legal guardian of every Aboriginal child to the age of 16 years and permitted authorities to ‘send and detain’ Aboriginal children in institutions and in ‘service’ (work). The *Aborigines Act 1905* was repealed by the *Native Welfare Act 1963*.

**‘**[Aborigines Act 1905](https://www.findandconnect.gov.au/ref/wa/biogs/WE00406b.htm)**’ by** [Find and Connect](https://www.findandconnect.gov.au/) **is licensed under** [CC BY-NC-SA 3.0 AU](https://creativecommons.org/licenses/by-nc-sa/3.0/au/)**.**

Use the images of AO Neville’s book [Australia’s Coloured Minority](https://collections.museumsvictoria.com.au/items/1496210), the [Stolen Generations’ Testimonies (7:13)](https://vimeo.com/42676429), [Rabbit-Proof Fence clip 1 (2:48)](https://aso.gov.au/titles/features/rabbit-proof-fence/clip1/) and the following source to complete the Purpose column of the following table.

**Source 8 – Confidential evidence 681, Western Australia, from** [Bringing them Home](https://humanrights.gov.au/our-work/bringing-them-home-chapter-2)

Every morning our people would crush charcoal and mix that with animal fat and smother that all over us, so that when the police came they could only see black children in the distance. We were told always to be on the alert and, if white people came, to run into the bush or run and stand behind the trees as stiff as a poker, or else hide behind logs or run into culverts and hide. Often the white people - we didn't know who they were - would come into our camps. And if the Aboriginal group was taken unawares, they would stuff us into flour bags and pretend we weren't there. We were told not to sneeze. We knew if we sneezed and they knew that we were in there bundled up, we'd be taken off and away from the area.

There was a disruption of our cycle of life because we were continually scared to be ourselves. During the raids on the camps it was not unusual for people to be shot - shot in the arm or the leg. You can understand the terror that we lived in, the fright - not knowing when someone will come unawares and do whatever they were doing - either disrupting our family life, camp life, or shooting at us.

‘[Confidential evidence 681](https://humanrights.gov.au/our-work/projects/bringing-them-home-chapter-2)’ from *Bringing them Home* – Chapter 2 © Australian Human Rights Commission 2017 under a Creative Commons Attribution 4.0 International ([CC BY 4.0](https://creativecommons.org/licenses/by/4.0/deed.en)) license.

Table 5 – source values and limitations

|  |  |  |  |
| --- | --- | --- | --- |
| Source | Purpose | Value of the source | Limitations of the source |
| Source 7 – *Aborigines Act 1905* |  |  |  |
| [Australia’s Coloured Minority](https://collections.museumsvictoria.com.au/items/1496210) |  |  |  |
| [Stolen Generations’ Testimonies](https://vimeo.com/42676429) |  |  |  |
| [Rabbit-Proof Fence clip 1](https://aso.gov.au/titles/features/rabbit-proof-fence/clip1/) |  |  |  |
| Source 8 – Bringing them Home testimony |  |  |  |

Read [The Moore River Aboriginal Settlement: A journey into ‘hell on Earth](https://www.abc.net.au/news/2018-05-26/moore-river-aboriginal-settlement-journey-into-hell-on-earth/9790658?nw=0&r=HtmlFragment)’ and watch 3 of the individual accounts from [Stolen Generations’ Testimonies](https://www.stolengenerationstestimonies.com/). Construct a [Y-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Yd4YP6pD93E.link) of what the experiences of members of the Stolen Generations looks, sounds and feels like. Consider long- and short-term impacts. Then complete the remaining 2 columns of the table above.

Discuss as a class and write 2 paragraphs about why it is important for historians to combine information from a variety of sources to gain an understanding of a topic.

Explain the meaning and importance of oral histories.

1. How can historians analyse a historical perspective from an oral source? Discuss.
2. What other cultures share history orally?

Use [Most common causes of death at Moore River](https://datawrapper.dwcdn.net/fV7IZ/2/?abcnewsembedheight=550) and [Age of death of children at Moore River](https://datawrapper.dwcdn.net/GzmYB/1/?abcnewsembedheight=330) to answer the following questions:

1. What was the most common cause of death?
2. What can we tell about the age range of those at Moore River?
3. The purpose of Moore River was to protect and care for Aboriginal peoples. Do the graphs support this?
4. What is the difference between protecting Aboriginal peoples and removing them from their families, language and culture?
5. What can you infer about the conditions at Moore River?
6. What are the limitations of these graphs? Where could we find more information to resolve these problems?

As a class, discuss what your earliest memories from childhood are. How old were you when you learned your address, parents’ full names and family history? If you were removed from your family before these memories were formed, how would that impact your perception of your identity?

Table 6 – Source 9 [Bringing them Home data on age Aboriginal children were forcibly removed](https://humanrights.gov.au/our-work/projects/bringing-them-home-chapter-11)

|  |  |
| --- | --- |
| Age at removal | Percentage of children forcibly removed |
| < 1 year | 22.4% |
| 1 – < 2 years | 7.5% |
| 2–5 years | 26.1% |
| 6–10 years | 23.2% |
| 11–15 years | 9.2% |
| Not recorded | 11.6% |
| Total | 100% |

Use the table above to answer the following:

1. What percentage of children were forcibly removed below the age of 6?
2. Why do you think so many children were removed this young?
3. How would these children’s sense of identity be affected?
4. Why is the 11 to 15 year group relatively small?
5. How do you think this data might have been collected?
6. Why is there such a large group with no age recorded? Does this affect the reliability of the other figures?

Listen to the song [Took the Children Away](https://www.youtube.com/watch?v=IL_DBNkkcSE) (5:22) by Uncle Archie Roach, or read the [lyrics](https://www.lyrics.com/lyric/4503696/Archie+Roach/Took+the+Children+Away).

1. Describe the mood of this song?
2. Choose 9 lines in this song that connect to the following and explain your choices:
3. Bringing Them Home (3 lines)
4. Rabbit-Proof Fence (3 lines)
5. human rights (3 lines).

Read [Stolen Generation: I am the child of a stolen child](https://www.abc.net.au/news/2018-02-13/child-of-stolen-generations-child-reflects-on-apology/9442514) and explain the concept and impact of ‘cross-generational trauma’.

[Complete](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542#.Yd4cukTbMA0.link) the table below outlining the short- and long-term effects of the policy of child removal on individuals and society as a whole.

Table 7 – [short](https://www.abc.net.au/news/2018-02-13/child-of-stolen-generations-child-reflects-on-apology/9442514)- and long-term effects of policy of child removal

|  |  |  |
| --- | --- | --- |
| Stolen Generation Policy effects | Individuals | Society |
| Short term |  |  |
| Long term |  |  |

## Effects of the assimilation policy

**Note**: cultural sensitivity warning to be communicated:

Aboriginal and/or Torres Strait Islander peoples should be aware that this topic has names, images, voices and quotes from deceased persons. It also may cause sadness or distress and, in some cases, offend against strongly held cultural prohibitions. For further information please [visit](file:///C:\Content%20Manager\Offline%20Records%20(A2)\DIGITAL%20REQUESTS%20-%20HSIE%20-%20INFORMATION%20MANAGEMENT%20-%20REVIEWING\visit) [Cultural sensitivity](https://aiatsis.gov.au/cultural-sensitivity).

**Note**: controversial issues may be questions, subjects, topics or problems which create a difference of opinion, causing contention and debate within the school or the community. Controversial issues will differ across schools and communities.

The manner in which teachers approach the delivery of controversial issues in NSW public schools is guided by the Department of Education’s [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) and the [Code of conduct policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020). These documents call for a sensitive, objective and balanced approach to coverage of controversial issues. [Values in NSW public schools](https://education.nsw.gov.au/policy-library/policies/pd-2005-0131) is also a useful reference document which sets out the values to be promoted in classrooms.

**Source 10 – Commonwealth of Australia, Parliamentary Debates (Hansard), House of Representatives, 20 April 1961, p.1051**

The policy of assimilation means in the view of all Australian governments that all Aborigines and part-Aborigines are expected eventually to attain the same manner of living as other Australians and to live as members of a single Australian community enjoying the same rights and privileges, accepting the same responsibilities, observing the same customs and influenced by the same beliefs, hopes and loyalties as other Australians.

Source: Australian House of Representatives (1961) *Debates*, p.1051.

As a class discuss what ‘Australian customs, beliefs, hopes and loyalties’ are.

Complete a class tally of the ways that class members observe various special events such as Anzac Day, NAIDOC week, Ramadan, Australia Day, Yabun Festival, Christmas, Holi, Easter or Reconciliation Week, and what stereotypically Australian events you view or participate in such as the NRL or AFL grand finals, Boxing Day Test, Bathurst 1000, Sydney Mardi Gras or the Royal Easter Show.

Given that Australia is a multicultural nation, what judgement about Aboriginal and/or Torres Strait Islander cultures did the policy of assimilation make?

Watch [Babakiueria (29:20)](https://vimeo.com/233157036) and answer the following:

1. What is the purpose of the film?
2. How does the film maker use satire to highlight the issues around assimilation?
3. How effective do you think this film might be in changing people’s opinions of Aboriginal and/or Torres Strait Islander peoples and cultures?
4. If you were the director, what changes would you make?

# Learning sequence 3 – the US civil rights movement and its influence on Australia

Guideline for timing of this sequence is 4 hours. Students will engage with the following historical concept: the significance of an event. Students will develop specific skills in interpreting history within the context of the actions, values, attitudes and motives of people in the context of the past and ask and evaluate different kinds of questions about the past to inform an historical inquiry.

## Syllabus content

The US civil rights movement and its influence on Australia.

Students:

* outline the aims and methods of the US civil rights movement
* 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

## Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students learn to:

* explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.

Students will be able to:

* outline the aims and methods of the US civil rights movement
* 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.

## Aims and methods of US civil rights movement

**Note**: controversial issues may be questions, subjects, topics or problems which create a difference of opinion, causing contention and debate within the school or the community. Controversial issues will differ across schools and communities.

The manner in which teachers approach the delivery of controversial issues in NSW public schools is guided by the Department of Education’s [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) and the [Code of conduct policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020). These documents call for a sensitive, objective and balanced approach to coverage of controversial issues. [Values in NSW public schools](https://education.nsw.gov.au/policy-library/policies/pd-2005-0131) is also a useful reference document which sets out the values to be promoted in classrooms.

Read the [Jim Crow laws](https://simple.wikipedia.org/wiki/Jim_Crow_laws) and write answers to the following:

1. What was the aim of the laws?
2. How were they used to control the African American population?

Use [Civil Rights Movement](https://simple.wikipedia.org/wiki/Civil_Rights_Movement) to create an annotated timeline of the US civil rights movement showing:

1. key events
2. the movement’s aims
3. methods used.

## Freedom Rides in US

Use [Freedom Riders of 1961 (3:15)](https://youtu.be/Y4fxo6qcjTI) and [What was Australia’s Freedom Ride?](https://www.sbs.com.au/nitv/nitv-news/article/2015/02/18/explainer-what-was-australias-freedom-ride) to complete a [T-chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.Yd-PkTh83Wo.link) showing the similarities and differences of the 2 Freedom Rides.

* Write a brief response explaining how the US Freedom Rides influenced the civil rights campaign in Australia.

## Impact of the NSW Freedom Ride

Watch [Freedom Ride – Living Black (25:58)](https://www.youtube.com/watch?v=JS3YJN3WED4) and read about [Charles Perkins](https://simple.wikipedia.org/wiki/Charles_Perkins). Use this information to write a short speech directed at Year 6 students to persuade them that there should be a public memorial to Charles Perkins and the Freedom Riders in recognition of their role in the struggle for Aboriginal and/or Torres Strait Islander peoples’ rights and freedoms.

# Learning sequence 4 – 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

Guideline for timing of this sequence is 5 hours. Students will engage with the following historical concept: the significance of an event. Students will develop specific skills in developing historical texts, particularly explanations and historical arguments that use evidence from a range of sources.

## Syllabus content

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.

Students:

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

## Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students learn to:

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

Students will be able to:

* ask and evaluate different kinds of questions about the past to inform an historical inquiry
* apply a range of relevant historical terms and concepts when communicating an understanding of the past.

## Struggle for rights and freedoms

**Note**: cultural sensitivity warning to be communicated:

Aboriginal and/or Torres Strait Islander peoples should be aware that this topic has names, images, voices and quotes from deceased persons. It also may cause sadness or distress and, in some cases, offend against strongly held cultural prohibitions. For further information please [visit](file:///C:\Content%20Manager\Offline%20Records%20(A2)\DIGITAL%20REQUESTS%20-%20HSIE%20-%20INFORMATION%20MANAGEMENT%20-%20REVIEWING\visit) [Cultural sensitivity](https://aiatsis.gov.au/cultural-sensitivity).

**Note**: controversial issues may be questions, subjects, topics or problems which create a difference of opinion, causing contention and debate within the school or the community. Controversial issues will differ across schools and communities.

The manner in which teachers approach the delivery of controversial issues in NSW public schools is guided by the Department of Education’s [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) and the [Code of conduct policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020). These documents call for a sensitive, objective and balanced approach to coverage of controversial issues. [Values in NSW public schools](https://education.nsw.gov.au/policy-library/policies/pd-2005-0131) is also a useful reference document which sets out the values to be promoted in classrooms.

**Note**: divide the class into 6 groups, with each group provided with a laptop, butcher’s paper and markers. Allocate each group one of the following options:

* 1962 right to vote federally
* 1967 Referendum
* Reconciliation
* Mabo decision
* Bringing Them Home report
* the Apology background and Kevin Rudd’s Apology in parliament.

In your group, research the key event provided by your teacher and prepare a presentation for your class including:

1. An outline of the background of the key event.
2. The aims of the key event.
3. An explanation as to why the event was significant in the struggle for rights and freedoms.
4. Highlight how your historical event has impacted the Australian community.
5. Are there community events to mark the special milestones of your historical event? What are they? If not, who would be the best person or organisation to celebrate and/or recognise your event?
6. Include information on how your key event is acknowledged and celebrated in school. If there are no acknowledgments, how can your group bring about change?

# Learning sequence 5 – 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

Guideline for timing of this sequence is one hour. Students will engage with the following historical concept: the significance of an event, development, group or individual and their impact on their times and/or later period. Students will develop specific skills in processing and synthesise information from a range of sources as evidence in an historical argument. Students will also evaluate the reliability and usefulness of primary and secondary sources for a specific historical inquiry where they will develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources.

## Syllabus content

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.

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

## Learning intentions and success criteria

**Note:** these learning intentions and success criteria are general and should be contextualised to suit your school and students’ needs.

Students learn to:

* 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.

Students will be able to:

* ask and evaluate different kinds of questions about the past to inform an historical inquiry
* identify, locate, select and organise information from a variety of sources, including ICT and other methods.

## Methods to achieve change

**Note**: cultural sensitivity warning to be communicated:

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**Note**: controversial issues may be questions, subjects, topics or problems which create a difference of opinion, causing contention and debate within the school or the community. Controversial issues will differ across schools and communities.

The manner in which teachers approach the delivery of controversial issues in NSW public schools is guided by the Department of Education’s [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) and the [Code of conduct policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020). These documents call for a sensitive, objective and balanced approach to coverage of controversial issues. [Values in NSW public schools](https://education.nsw.gov.au/policy-library/policies/pd-2005-0131) is also a useful reference document which sets out the values to be promoted in classrooms.

**Note**: students to revisit prior learning and complete the table.

Revise what you have learned in this unit and complete the following table with examples of methods used throughout the civil rights movement.

Table 8 – methods of civil rights activists

|  |  |  |  |
| --- | --- | --- | --- |
| Method used by civil rights activists | Details | Example (with source) | Who was the audience and what was the aim? |
| Protest |  |  |  |
| Speech |  |  |  |
| Poster |  |  |  |
| Conference |  |  |  |

## Role of one individual or group

**Note**: this content is covered in Learning sequence 3 – the Freedom Rides.

# Learning sequence 6 – 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

**Note**: controversial issues may be questions, subjects, topics or problems which create a difference of opinion, causing contention and debate within the school or the community. Controversial issues will differ across schools and communities.

The manner in which teachers approach the delivery of controversial issues in NSW public schools is guided by the Department of Education’s [Controversial issues in schools policy](https://education.nsw.gov.au/policy-library/policies/pd-2002-0045) and the [Code of conduct policy](https://education.nsw.gov.au/policy-library/policies/pd-2004-0020). These documents call for a sensitive, objective and balanced approach to coverage of controversial issues. [Values in NSW public schools](https://education.nsw.gov.au/policy-library/policies/pd-2005-0131) is also a useful reference document which sets out the values to be promoted in classrooms.

## Syllabus content

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.

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.

## Learning intentions and success criteria

**Note:** this content is covered in the [Assessment task](#_Assessment_Tasktask).

Students learn to:

* develop historical texts, particularly explanations and historical arguments that use evidence from a range of sources
* select and use a range of communication forms, such as oral, graphic, written and digital, to communicate effectively about the past for different audiences and different purposes.

Students will be able to:

* identify current struggles for civil rights and the methods used to attain these rights and freedoms
* make a clear judgment about the methods used in a campaign and their effectiveness in gaining civil rights and freedoms.

# Assessment task

**Note:** when using this task, ensure it is placed on the school template and follows all assessment requirements.

## Outcomes

* **HT5-3** explains and analyses the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia
* **HT5-6** uses relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia
* **HT5-10** selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences

[History K–10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2012.

## Syllabus content

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.

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.

## Task

Watch Beyond Blue video [The Invisible Discriminator (1:00)](https://www.youtube.com/watch?v=7FUdrd0Mg_4) as a stimulus for the kind of educational campaign that can be created about a human rights issue.

Research one of the following civil rights issues:

1. women in Afghanistan
2. Uighur people in China
3. Indigenous peoples of Canada (reference individual nation)
4. Aboriginal and/or Torres Strait Islander peoples of Australia (reference individual group)
5. Tibetan peoples
6. child soldiers
7. Windrush generation in Britain
8. Amis peoples of Taiwan
9. Yemen civil war
10. LGBTQI+ persecution in Russia
11. or other issue approved by your teacher.

Create a video or other educational campaign drawing attention to the civil rights issue you have researched. This must include:

1. background on the issue
2. what civil rights are being violated, with reference to the articles of the UDHR
3. methods used so far to attempt to attain civil rights and freedoms
4. at least 3 primary sources with an analysis of the civil rights violation or methods used to attempt to improve civil rights
5. an assessment of why these methods have not been completely successful.

Table 8 – marking criteria

|  |  |
| --- | --- |
| Mark | Marking criteria |
| **A** | * Demonstrates extensive knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia * Explicitly integrates evidence from the sources * Effectively communicates complex ideas and information by selecting and using appropriate oral, written, visual and digital forms to communicate about the past for different audiences |
| **B** | * Demonstrates thorough knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia * Integrates evidence from the sources * Clearly communicates complex ideas and information by selecting and using appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences |
| **C** | * Demonstrates sound knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia * Uses evidence from the sources * Communicates ideas and information in an appropriate way by selecting and using appropriate oral, written, visual and digital forms to communicate about the past for different audiences |
| **D** | * Demonstrates basic knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia * Describes the sources * Communicates ideas in a descriptive manner by selecting and using appropriate oral, written, visual and digital forms to communicate about the past for different audiences |
| **E** | * Demonstrates elementary knowledge and understanding of the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia * Makes some references to the sources * Demonstrates elementary skills in communicating ideas and selecting information |

# Additional information

The information below can be used to support teachers when using this teaching resource for Stage 5 history.

## Support and alignment

**Resource evaluation and support**: all curriculum resources are prepared through a rigorous process. Resources are periodically reviewed as part of our ongoing evaluation plan to ensure currency, relevance, and effectiveness. For additional support or advice contact the HSIE Curriculum team by emailing [hsie@det.nsw.edu.au](mailto:hsie@det.nsw.edu.au).

**Explicit teaching:** further advice to support explicit teaching is available on the [Explicit teaching](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fteaching-and-learning%2Fcurriculum%2Fexplicit-teaching&data=05%7C02%7CNadine.Cannings%40det.nsw.edu.au%7C808edb7cf62241544bc108dc7f8ff82d%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638525503519360488%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=l1q4T1aFFC1s%2BkZp7wAfkghbIa6Fy%2BQvmVTEEV%2F557U%3D&reserved=0) webpage. This includes the CESE [Explicit teaching – Driving learning and engagement](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fabout-us%2Feducation-data-and-research%2Fcese%2Fpublications%2Fresearch-reports%2Fwhat-works-best-2020-update%2Fexplicit-teaching-driving-learning-and-engagement&data=05%7C02%7CNadine.Cannings%40det.nsw.edu.au%7C808edb7cf62241544bc108dc7f8ff82d%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638525503519372426%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=x929hfKyBERQ1Fdmx96R7j2oH%2FnrpPLqZ8a5MneAuWk%3D&reserved=0) webpage.

**Alignment to system priorities and/or needs:** [School Excellence Policy](https://education.nsw.gov.au/policy-library/policies/pd-2016-0468), [Our Plan for NSW Public Education](https://aus01.safelinks.protection.outlook.com/?url=https%3A%2F%2Feducation.nsw.gov.au%2Fabout-us%2Fstrategies-and-reports%2Fplan-for-nsw-public-education&data=05%7C02%7CNadine.Cannings%40det.nsw.edu.au%7C808edb7cf62241544bc108dc7f8ff82d%7C05a0e69a418a47c19c259387261bf991%7C0%7C0%7C638525503519415805%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=otQanjKCdqyI5aCmVWKgvIHaH2ZXfX%2BSYow%2FmVgKw18%3D&reserved=0).

**Alignment to the School Excellence Framework**: this resource supports the [School Excellence Framework](https://education.nsw.gov.au/inside-the-department/directory-a-z/strategic-school-improvement/school-excellence-framework) element of assessment (formative assessment, summative assessment, student engagement).

**Alignment to Australian Professional Standards for Teachers**: this resource supports teachers to address [Australian Professional Standards for Teachers](https://educationstandards.nsw.edu.au/wps/portal/nesa/teacher-accreditation/meeting-requirements/the-standards/proficient-teacher) 5.1.2, 5.4.2.

**Consulted with**: Aboriginal Outcomes and Partnerships (AOPD)

**NSW Syllabus**: [History K–10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/history-k-10) © 2012 NESA

**Syllabus outcomes**: HT5-2, HT5-3, HT5-6, HT5-8, HT5-9, HT5-10

**Author**: HSIE Curriculum Team

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**Related resources**: further resources to support history Stage 5 can be found on the [HSIE K–12 curriculum page](https://education.nsw.gov.au/teaching-and-learning/curriculum/key-learning-areas/hsie).

**Professional learning**: relevant professional learning is available through the [HSIE Statewide staffroom](https://teams.microsoft.com/l/team/19%3ace47173b5fe14e16918eac8ca5e40913%40thread.skype/conversations?groupId=cc91cc45-b966-4333-b01f-31e78225fac4&tenantId=05a0e69a-418a-47c1-9c25-9387261bf991).

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