

The following unit of work is a sample only and does not necessarily represent best practice or the views of the ASA.

Unit of Work: Rights & Freedoms

Even to this day, Aboriginal Australians are still perceived to maintain less authority and control over their own history, particularly in regards to their ancestral heritage. The incredible efforts of Indigenous peoples to reclaim their land, culture, and heritage in the face of adversity has been largely overlooked in the study of history, with many units of work in secondary schools taking a tokenistic approach to teaching the course content. This unit has therefore been designed to encourage a recognition of and appreciation for the contribution that individuals and groups have made in recent years, and celebrating these achievements through meaningful connections with Country. A strong focus on the historical concepts of significance and contestability will aid students in their understanding of the events that have shaped modern Indigenous history, and how to critically examine the attempts to achieve self-determination that have unfolded over the years. The unit is catered towards a Stage 5, Year 10 History class and explicitly focuses on Depth Study 4: Rights & Freedoms (1945—present). The unit intersperses Life Skills outcomes with the course content, and particularly examines the history and culture of Aboriginal peoples. These concepts will be explored through a combination of site studies and opportunities to interact with members of the local community and hear the ways in which they share their stories in preparation for their final assessment task. Students will also be exposed to various examples of twentieth- and twenty-first century Indigenous activism, including the methods that activists used to achieve change for Aboriginal and Torres Strait Islander peoples, and the roles of different individuals and groups in the struggle for fairness and equality. In the summative assessment task, students are required to firmly establish the positive impact that campaigns conducted by Indigenous activists had on achieving their goals, using written techniques such as emotive and high modality language, and drawing from historical sources to support their statements. They will also practice performative skills such as gestures and facial expressions when verbally presenting their speech. This unit provides a number of opportunities for speaking, listening, reading and writing, skills which will all be consolidated and assessed in this task. Ultimately, a strong focus on Yunkaporta's *8 Ways of Learning* is addressed in this program, with students participating in activities which are centred around story-sharing, as well as links to the land and communities. Information is also presented through learning maps and non-linear formats to aid student understanding in a variety of different and meaningful ways.

Education Program

Unit Outline/Description

This 10-hour unit is a study of the modern Indigenous struggle for achieving equality in their own land following colonisation, and pays close attention to the events surrounding the rights and freedoms movement that took place in the mid-late twentieth century. Additionally, it analyses the role of individuals and groups in these events, and the different perspectives of key stakeholders in the pursuit of equality still to this day. Students will keep a reflective diary for the duration of this unit, which they will add observations, questions and comments to at the end of every lesson. Skills of historical inquiry and source analysis will aid students' understanding of events, and how to include factual information in their written work to support their statements in response to a number of questions about Indigenous rights and freedoms.

Big ideas / Key concepts:

The key concepts I want students to learn are:

- The complexity of the Indigenous belief system.
- The significance of and intrinsic connection to Country and ancestors.
- The impact that Indigenous stakeholders have had in rectifying issues concerning the reclaiming of rights and freedoms.
- The importance of sharing stories, asking questions, and reflecting on learning.

Why does this learning matter?

The learning matters because:

- Aboriginal personalities are often undervalued in the study of history, and it is important for students to gain a meaningful understanding of their impact on the community.
- Indigenous history plays a fundamental role in the events that have shaped the nation of Australia.
- There are often conflicting perspectives on issues pertaining to the Indigenous community, resulting in contention from different stakeholders.

Resources:

- Google Docs
- Yunkaporta's *8 ways of Aboriginal learning*
- Michael Long's *Walk the Talk* workshop: <http://www.walkthetalk.org.au/>
- YouTube videos to teach content e.g. 1967 Referendum: <https://www.youtube.com/watch?v=pz7hrwgcZPg>
- Teaching and learning resources from the *National Museum of Australia* [NMA]: http://www.nma.gov.au/education/resources/units_of_work/indigenous_australians_rights_and_freedoms
- Teaching and learning resources from *Behind the News*: <http://www.abc.net.au/btn/story/s4671220.htm>
- Teaching and learning resources from the Australian Electoral Commission [AEC]: <https://education.aec.gov.au/democracy-rules/files/topic4.pdf>
- Informative sites about the Indigenous civil rights movement in Australia: <https://www.australianstogether.org.au/discover/australian-history/civil-rights-movement/>

Target outcomes:**ACARA CCP Links:****Outcomes:**

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.

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.
- 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.
- 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.

Source skills:

- Use skills of inquiry to investigate the life of one or more 'heroes' in history and how and why they are remembered e.g. *Alice Kelly, Eddie Mabo, Charles Perkins, Kath Walker (Oodgeroo Noonuccal)*.

Country/Place:

- OI.2: Aboriginal and Torres Strait Islander communities maintain a special connection to and responsibility for Country/Place.

Culture:

- OI.6: Aboriginal and Torres Strait Islander Peoples live in Australia as first peoples of Country or Place and demonstrate resilience in responding to historic and contemporary impacts of colonisation.

People:

- OI.8: Aboriginal and Torres Strait Islander Peoples' family and kinship structures are strong and sophisticated.
- OI.9: The significant contributions of Aboriginal Peoples and Torres Strait Islander Peoples in the present and past are acknowledged locally, nationally and globally.

Content:**Teaching/Learning Experiences****Lesson 1: (1 hour)**Introduction to the unit:

What do we already know about Indigenous rights and freedoms, and what would we like to learn?

Introduction & Quick Write (20 mins):

- Introduce new section of the *Rights & Freedoms (1945-present)* topic – Indigenous perspectives.
- Ask students: *What are human rights? What does it mean to be ‘free’?*
- Define key terms as a class using online dictionary and write definitions in diaries (which will be used for all of the written components of this unit).
- Students are then to participate in a quick write to encourage them to think about the issues that are to be addressed in the unit:
 1. What rights and freedoms do you have as an Australian?
 2. Imagine you had these rights and freedoms taken away from you. What would you do?
 3. What options would there be to make a positive change and reclaim these rights?
 4. Can you name some different rights and freedoms that Indigenous peoples have been denied of since European settlement?
- Class discussion about what students wrote down.

Collaborative Brainstorm (20 mins):

- The following ideas will be put on separate pieces of paper: *Stolen Generation, Right to Vote, Strikes & Protests, Referendum, Reconciliation*
- Students split into five groups and complete a collaborative brainstorm to test general knowledge of the ideas on the pages.
- Each group will be given 3 mins to write anything that comes to mind when they look at their designated phrase — associated events, prominent people involved, important facts etc.
- After the 2 mins is up, students will rotate the pieces of paper until each group has written on every page — it is okay if multiple groups write the same things.

Conclusion & Class Discussion (20 mins):

- One member from each group will then stick their page on the board.
- As a class we will then discuss what the common responses were among groups, and which phrases they had trouble explaining or don't know much about.
- *The sheets will be revisited at the end of the unit to see what students have learned.*
- Teacher explains that Aboriginal and Torres Strait Islander peoples have faced a great deal of adversity since colonisation and that there is still much progress to be made for equality amongst all Australian citizens.
- Students are to write in their diaries one thing they learned in today's lesson and reflect on how it has changed their perception of the rights and freedoms that we take for granted as white Australians.

Content:	Teaching/Learning Experiences
<p>Lesson 2: (1 hour)</p> <p><u>Historical inquiry:</u></p> <p><i>Knowledge of Indigenous activism will be examined and built upon through a research activity.</i></p>	<p><u>Introduction (5 mins):</u></p> <ul style="list-style-type: none"> • Explain that students are to complete a research activity today about specific events and issues pertaining to the rights and freedoms of Indigenous peoples. • Students are to divide themselves into the same groups as last lesson. <p><u>Research Activity (30 mins):</u></p> <ul style="list-style-type: none"> • Each group is given one of the five phrases on the collaborative brainstorm sheets and needs to research more information about it. • In their research, they are to consider the following questions: <ol style="list-style-type: none"> 1. What was the nature of the inequalities suffered by Aboriginal and Torres Strait Islander peoples? 2. How do these align with your understandings of human rights and citizenship rights? 3. In what ways would these inequalities be affected by the changes to the Constitution proposed in the 1967 referendum? • Students are to add their findings to a Google Doc which will be shared with the class so that everyone has access to the information. This document will be added to as more is learned about the rights and freedoms of Indigenous peoples, and acts as a source for students to refer back to throughout the unit. <p><u>Class Discussion (10 mins):</u></p> <ul style="list-style-type: none"> • Each group is to share their research findings with the class and discuss the rights that Indigenous Australians pursued in the period up until the 1967 referendum. • Class discussion about the differences they have noted about Indigenous peoples' rights and those of white Australians. <p><u>Question Creation (5 mins):</u></p> <ul style="list-style-type: none"> • Explain to students that next lesson will be an incursion, and a respected member of the Indigenous community will be coming to the school to visit them and talk to them about his contribution to the pursuit for achieving equal rights and freedoms for Aboriginal and Torres Strait Islander peoples. • Allow students a few minutes to write down any questions they would like to ask the visitor.

Content:	Teaching/Learning Experiences
<p>Lesson 3: (1 hour)</p> <p><u>Activism incursion:</u></p> <p><i>Michael Long's 'Walk the Talk' workshop</i></p>	<p><u>Introduction (5 mins):</u></p> <ul style="list-style-type: none"> • Desks have been moved and chairs have been set up in a circle around the room. The visitor is seated at the front of the classroom. • Acknowledgement of Country. • Introduce students to Michael Long and welcome him to the school. <p><u>'Walk the Talk' (45 mins):</u></p> <ul style="list-style-type: none"> • Students listen and interact with Michael as he <u>shares his story</u> about his walk to Parliament House to speak with PM John Howard about Indigenous rights. • As he shares his stories, encourage students to take notes and ask questions. • Allow time for discussion and reflection. <p><u>Conclusion (5 mins):</u></p> <ul style="list-style-type: none"> • Thank Michael for donating his time to the students. • Explain that next lesson will be an excursion to Parliament House in Canberra to learn more about the location where many key events in the rights and freedoms movement have taken place over time.

Content:	Teaching/Learning Experiences
<p>Lesson 4: (5 hours excl. travel time)</p> <p><u>Site study:</u></p> <p><i>Excursion to Canberra: Old Parliament House (nka The Museum of National Democracy), and the site of the Tent Embassy.</i></p>	<p><u>Session 1 (1.5 hours):</u></p> <ul style="list-style-type: none"> • Ensure students all bring a pen and their diaries for the day. • Arrive at the Museum of National Democracy and meet with local community member. • Welcome to Country conducted by the guide. • Tour of the museum with specific reference to Indigenous historical milestones. • Students participate in event sequencing and analysis activities through visual <u>learning maps</u>: <ol style="list-style-type: none"> 1. 1949: Indigenous ex-servicemen granted voting rights. 2. 1962: Voting rights granted to all Indigenous Australians 3. 1968: United Council of Aboriginal women 4. 1971: First Indigenous person in Federal Parliament 5. 1972: Aboriginal Tent Embassy opens 6. 1975: Racial Discrimination Act passed

- Local community member guides discussion about the key people involved in marshalling support for political action, which resulted in the enacting of these laws.
- Students encouraged to write down any questions or comments in their diaries to address in Session 3.

30 min break for morning tea.

Session 2 (1.5 hours):

- Short bus ride to the site of the Aboriginal Tent Embassy — linking of content to local land and place = land links.
- Students sit in a circle on the lawn opposite Old Parliament House.
- Guide explains how and why the embassy came to be and shares stories of the events of protest and activism that have taken place there over the 40+ years since its creation.
- Explanation that the Tent Embassy was almost closed down by the government on multiple occasions, and that despite being a continual source of controversy, with many calls for its removal, the embassy has existed on this site since its re-establishment in 1992.
- Teacher asks students to open their diaries and find their own space on the lawn.
- Students are instructed to write a letter intended for the critics of the embassy, justifying the importance of its presence for the attainment of equal rights and freedoms for the Indigenous community.
- Class regroups and is asked if anyone wishes to read out their letter — if there are no volunteers, encourage students to share some of the main points they addressed.
- Guide reinforces the motivation to practice Aboriginal self-determination in the face of adversity — drawing community links to the real-life purposes and contexts of the activism.
- Students write any questions and comments in their diaries to address after lunch.

45 min break for lunch

Session 3 (45 mins):

- Yarning circle with local guide.
- Students share what they learned today, and are given an opportunity to ask the questions that they wrote in their diaries to the guide.
- Encourage note-taking during this process.
- Students thank the guide for sharing their knowledge and experience with them today.
- Depart for home.

Content:**Teaching/Learning Experiences****Lesson 5: (1 hour)**Review:

Consolidate knowledge and understanding through revision and journal sharing. Begin preparation/research for assessment task.

Introduction (10 mins):

- Ask students to fill out a feedback questionnaire about their excursion to Canberra.
- Series of personal questions numbered 1-5 (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree).
 - *My perception on Indigenous activism has changed since the excursion.*
 - *I think it was a valuable experience that helped my understanding of the unit.*
 - *The speaker taught me things I had never considered before.*
 - *The activities we completed were interesting and meaningful.*
 - *Overall, I enjoyed the excursion and my interaction with these historic sites.*
- Teacher collects sheets and uses to assist with evaluating the success of the unit of work.

Assessment Task Preparation (20 mins):

- Teacher distributes assessment task notification (see below).
- Go through as a class and ensure students understand the requirements of the task.
- Brainstorm possible individuals/groups and campaigns on the board and begin scaffolding the speech writing:
 - Emphasise that speeches are personal pieces of writing and therefore require emotive language and often use second person to connect the audience with the content.
 - When reading, gestures and facial expressions, as well as dramatic pauses are also commonly used.
 - Remember to address the audience described in the task outline, and think about what sort of language would be appropriate when making an address in this context.
 - Rhetorical questions, repetition of a key phrase/statement, and high modality language should be considered during the writing process.
 - Information is often theme-based rather than chronologically ordered, and therefore non-linear.
- Encourage students to use these features when creating their own speech.

Research & Concluding Reflection (30 mins):

- Provide students with time to pick their significant individual and the event they would like to write about in their speech (they are to check that it is appropriate with the teacher before they begin working on the task).
- Students are to open their journals and may now use some class time to read over their notes and conduct research that will help them write their speech, adding to the journal if they find new and relevant information.
- In the last 5 minutes of the lesson, allow students to reflect on the unit as a whole and any new information they have learned about Indigenous rights and freedoms. Write these observations in their journals.

Assessment Task: Speech



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.
- **HTLS-5** recognises the significance of people and events in the past.

Task: *You are a speaker at the next Australia Day event. You have been asked by your local Indigenous community to represent them on the day by explaining the important work of Indigenous activists to the public. They have asked that you make close reference to ONE individual/group of your choosing and the positive contribution they have made to the rights and freedoms movement for Aboriginal and Torres Strait Islander peoples.*

In your speech please include:

- An acknowledgement of Country
- A description of who your chosen individual/group is and what campaign they participated in
- Why this campaign was significant to the rights and freedoms of Indigenous peoples
- Historical evidence to support your assertions

Possible examples of case studies:

- * Charles Perkins // The Freedom Rides
- * Eddie Mabo // The Mabo Decision
- * Michael Anderson, Billy Craigie, Tony Coorey and Bertie Williams // The Aboriginal Tent Embassy
- * Wik Peoples // The Wik Decision
- * Alice Kelly // Repatriation of Indigenous human remains from archaeological study
- * Adam Goodes // 'I Stand With Adam' campaign against racism
- * Michael Long // Walk the Talk
- * Evelyn Scott // 1967 Referendum
- * Vincent Lingiari // Wave Hill Walk-off
- * Tom Calma // Close the Gap
- * Kath Walker (Oodgeroo Noonuccal) // Federal Council of Advancement for Aborigines and Torres Strait Islanders
- * Another of your choosing (*please check with your class teacher first*)

You will be assessed on how well you:

- Demonstrate an understanding of the value that activism holds to achieving Indigenous goals in regards to rights and freedoms.
- Use oral, verbal, and non-verbal techniques (i.e. gestures and facial expression) to communicate your ideas.
- Speak and write clearly, concisely and cohesively.
- Research your topic in order to include source material and evidence to support your statements.

Marking Criteria

13-15	<ul style="list-style-type: none"> • Presents an <u>accurate</u> and <u>detailed</u> description of an individual or group campaign and its impact on Indigenous rights and freedoms in Australian society. • <u>Effectively</u> communicates the positive effects of Indigenous activism in a <u>creative</u> manner. • <u>Expert</u> use of speech features and conventions to present their writing verbally. • Uses <u>a wide range of highly relevant</u> evidence and source material to support their assertions.
9-12	<ul style="list-style-type: none"> • Presents an <u>accurate</u> description an individual or group campaign and its impact on Indigenous rights and freedoms in Australian society. • <u>Soundly</u> communicates the positive effects of Indigenous activism. • <u>Good</u> use of speech features and conventions to present their writing verbally. • Uses <u>a range of</u> evidence and source material to support their assertions.
5-9	<ul style="list-style-type: none"> • Presents a <u>mostly accurate</u> description an individual or group campaign and its impact on Indigenous rights and freedoms in Australian society. • Communicates the positive effects of Indigenous activism in a <u>basic</u> manner. • <u>Elementary</u> use of speech features and conventions to present their writing verbally. • Uses <u>some</u> evidence and source material to support their assertions.
1-4	<ul style="list-style-type: none"> • Presents a <u>limited</u> or <u>inaccurate</u> description of an individual or group campaign and its impact on Indigenous rights and freedoms in Australian society. • <u>Insubstantial</u> communication of the positive effects of Indigenous activism. • <u>Unsatisfactory</u> use of speech features and conventions to present their writing verbally. • Uses <u>minimal</u> or <u>irrelevant</u> evidence and source material to support their assertions.
0	<ul style="list-style-type: none"> • Non-serious attempt / plagiarism

Unit Evaluation

1. Reflective Journals:

As well as their speech transcript and recital, students will also submit their reflective journals as part of the assessment task. Though this component will not be marked, it will be invaluable to my evaluation of students' engagement with the unit as a whole, as it will include their thoughts, questions and comments about each lesson for teachers to study.

2. Assessment Task:

Students' performance in the summative assessment task will determine the effectiveness of the teaching activities conducted throughout the unit. Additionally, it will demonstrate their understanding of the concepts of activism, cause and effect, and rights and freedoms for Indigenous peoples that were taught in each lesson, and how they can apply these concepts in a speech format.

3. Student Evaluation:

In the final lesson of the unit, students will evaluate the practical activities, including the incursion with Michael Long, and the excursion to Canberra. This evaluation will assist me in ascertaining students' engagement with these aspects of the lessons, and help determine if this interactive method of distributing content — Learning through Country — was effective.

4. Peer Feedback:

Asking for the opinion of my peers on the teaching and learning activities throughout my unit of work would be a useful evaluation tool as they may notice some gaps in my understanding or point out some areas of potential improvement. As well as this, other teachers may seek to add information from their own experiences with the content to my lessons, which will inevitably benefit me when I begin teaching it to students.

5. Self-Reflection:

Perhaps the most important step in the evaluation process is self-reflection, as it will enable me to think about the strategies I used in class and corroborate it with the results and opinions of students and the feedback of my peers to improve my professional practice. Taking information from all of these sources will ultimately provide me with a greater understanding of the needs and interests of my students and the ways in which they learn best.

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