 Rights and Freedoms

This document supports NSW Syllabus for the Australian curriculum history years 7-10 and is developed for Inverell high school by Cath Jeffery.

History Stage 5 Depth Study 4

This unit is published as a guide to the teaching of Aboriginal history using a local resources model.

NSW Learning and Leadership Directorate have working with a number of schools on a programming project. The purpose of the project has been to explore the principles of curriculum planning and programming and to support teachers in the introduction of the new NSW NESA K-10 History Syllabus.

The programs are not lesson plans but they provide a number of tasks based on syllabus content.

Developing a scope and sequence – the school and learning context

* Inverell High School is a comprehensive high school located in the New England region. The school’s enrolment is 650 students, with 125 of those being of Aboriginal and Torres Strait Islander descent. The school is proud of its success in extra-curricular activities including debating, creative and performing arts and in a variety of both individual and team sports. An area of strength within the school is in the area of student leadership, with members of our Student Representative Council holding numerous leadership positions at regional and state level.
* Inverell High School is focused on utilising twenty-first century innovations in delivering an engaging and relevant curriculum. In 2014 the school introduced a whole school literacy program building upon the ‘Super 6 Comprehension Strategies’ and the History K-10 Stage 5: Rights and Freedoms program, making specific reference to these strategies, including visualising, summarising, predicting, monitoring, questioning and making connections. Inverell High School also utilises ‘Understanding by Design’ in assessment tasks to facilitate learning and to assist students to reach their academic potential.
* Year 10 History is taught via a semesterised model and the content in the Stage 5: Rights and Freedoms topic enables the school to utilise extensive local history resources. Students in the Year 12 Aboriginal Studies classes have produced several projects that illustrate changing rights and freedoms for our local Aboriginal community and these resources are integrated into the history programs. This has enabled the school to develop a positive relationship with many Aboriginal families who feel a strong connection with the school’s curriculum. Inverell High School looks forward to continuing to foster valued relationships through further resource developments across the curriculum. There are plans to use Inverell’s rich local oral history resources to produce clips that will be available state-wide and will also align with this Stage 5 History Program.

Depth Study 4: Rights and Freedoms

Suggested teaching time is 12 weeks (24 x 60 minute periods).

Key inquiry questions

* What are the key components of the Universal Declaration of Human Rights?
* How did specific government policies impede Aboriginal and Torres Strait Islander peoples’ human rights?
* What measures have Aboriginal and Torres Strait Islander peoples used to increase public awareness of their struggle for equality?
* Which events bought about significant change for Aboriginal and Torres Strait Islander peoples?

Links to the rest of the syllabus and overview

The primary focus of this unit of learning is developing an understanding of the concept of ‘human rights’. Students will examine the creation of the United Nations and the development of a universal agreement to protect these rights. Students will investigate how successive government policies effectively impeded the human rights of Aboriginal and Torres Strait Islander people. Students will also develop an understanding of the various campaigns initiated by Aboriginal and Torres Strait Islander people to improve their rights and freedoms. Students will also examine campaigns in the United States of America and the international dimension of calls for the protection of ‘human rights’.

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 context 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

Historical concepts

* continuity and change
* cause and effect
* perspectives
* empathetic understanding
* significance

Historical Skills

* comprehension: chronology, terms and concepts
* analysis and use of sources
* perspectives and interpretations
* empathetic understanding
* research
* explanation and communication

Assessment

As part of this unit there are two assessment tasks based on the ‘Understanding By Design’ model:

Task 1

Using the website ‘Stolen Generations Testimonies’, available at <http://www.stolengenerationstestimonies.com/>**,** research the biography of one member of the Stolen Generations

* write a speech outlining the individual’s life story, for delivery at a significant event on the history of the Stolen Generations
* write a song based upon the life journey of the chosen person
* design and deliver a PowerPoint presentation, using images and text
* create a short film on the person’s life, using MovieMaker or Cutpro
* design a story or picture book, to retell the chosen person’s experiences to children

The response must include details of the individual’s life journey but also reflect on the impact of removal on physical, social and emotional wellbeing.

Task 2

Historical inquiry - choose Dr. Martin Luther King Jr., Charles Perkins, Eddie Mabo, Faith Bandler **or** Oodgeroo Noonuccal. Construct a reflection, from the perspective of the chosen identity, on how effective he or she felt their campaign was in securing social justice for their people. (see DEC Historical Inquiry framework, 2015)

This can be presented in a method that reflects the students’ talents and interests. Suggestions include:

* journal entry
* monologue presented in character
* an article intended to be published in the print media, written by the identity
* a letter to the person’s family
* creating a Weebly
* create an animation using PowToon.

(Note: cultural sensitivity needs to be shown in presenting these tasks. Aboriginal students need to be warned that references and images of deceased Aboriginal people will occur and an alternative task may be necessary).

Learning sequence 1 (2 lessons)

The origins and significance of the Universal Declaration of Human Rights (UDHR), including Australia's involvement in the development of the declaration (ACDSEH023)

Key inquiry question:

* What is the Universal Declaration of Human Rights?

1. Students:

* Outline the purpose of the United Nations and describe the origins of the Universal Declaration of Human Rights (UDHR)

Task:

* View a slideshow of images of human rights abuses during WWII, including the Holocaust and Japanese POWs.
* Brainstorm: what rights should all humans have from birth?
* Watch <https://www.youtube.com/watch?v=oh3BbLk5UIQ>
* Note five human rights that most countries agree to.
* Using a suitable textbook, the teacher is to guide students in reading about the history of the formation of the United Nations.
* Enrichment:

Construct a flow chart of events to illustrate the reasons for the formation of the United Nations. Add features to the flow chart (via a key or additional visuals) to indicate Australia’s involvement.

* Adjustment: provide students with key events to be included or with a simplified summary as well as appropriate diagram models, using Microsoft Word SmartArt as a guide.

1. Students:

* Students explain the significance of the UDHR

Task:

* Group work: each group is provided with an A3 poster of the UDHR and allocated a collection of articles (1 to 6, 7-12, 13-18, 19-24, and 25-30. See <http://zinnedproject.org/wp-content/uploads/2010/04/p512universalrights.jpg> for poster).
* Eestablish the significance of their articles in relation to working towards granting human rights.
* Findings are to be recorded on a sheet of A3 paper and then presented to the class.
* Record the information in a mind map entitled ‘Key themes of the UDHR’.
* Adjustment: students are given a photocopy of a mind map, with some terms and phrases plotted.

Learning sequence 2 (5 lessons)

Background to the struggles of Aboriginal and Torres Strait Islander People for rights and freedoms before 1965, including the Day of Mourning and Stolen Generation (ACDSEH104)

Key inquiry questions:

* How did specific government policies impede Aboriginal and Torres Strait Peoples’ human rights?
* What strategies did Aboriginal and Torres Strait Islander people employ in the struggle for human rights?

1. Students:

* Explain the purpose and significance of early 20th Century activism including the 1938 Day of Mourning protest for Aboriginal and Torres Strait Islander peoples?

Task:

* Discussion: In what ways have people, throughout history, been denied their rights as a human?
* Watch Ep 2 of The First Australians, available at <http://www.sbs.com.au/ondemand/video/11721795792/First-Australians-Ep2-Her-Will-To-Survive>
* Read section from an appropriate textbook, to develop an understanding of life on reserves and missions and the early protest movement, prior to 1939.
* Read extract from Closing the Gap in Indigenous Disadvantage see <https://www.coag.gov.au/closing_the_gap_in_indigenous_disadvantage>
* Class discussion and construction of a Venn diagram, comparing the challenges and denial of human rights facing Aboriginal people 1900-1939 to those facing Aboriginal people today. What are the ‘intersection issues’? Are there any challenges that occur today that were not present in early twentieth century?
* Adjustment: Use a reading scaffold to provide support for students whilst reading the texts: students make a list of ‘key words 1900-1939’ and ‘key words today’. Discussion: what is the subject of each text? What are the key events? What clues do we get from each paragraph’s topic sentence? What historical evidence appears in each paragraph? Is the evidence reliable? What does each text reveal about the values of people in different eras?

1. Students:

Outline the rights and freedoms denied to Aboriginal and Torres Strait Islander Peoples before 1965 and the role of the policies of the Aborigines Protection Board. E.g. control of wages, reserves

Task:

* View local resource: Uncle Dick Blair discusses his father’s ‘Certificate of Exemption’.
* Class discussion: why did Uncle Dick’s dad apply for the certificate? What is the significance and ramifications of the application?
* View local resource produced by student Rebecca Cook: documentary on Aboriginal workers on local farming properties in the 1960s.
* Write an essay using a suitable writing scaffold: ‘To what extent were Aboriginal and Torres Strait Islander people denied human rights prior to 1965?’ (For information, use the videos above and National Museum of Australia’s webpage ‘From Little Things Big Things Grow. 1920-1970 Memories of Mission Life’, available at <http://www.nma.gov.au/exhibitions/from_little_things_big_things_grow/home>
* Enrichment: Students use MovieMaker to produce a newsreel clip on Aboriginal life in rural Australia, c. 1950.

Learning sequence 3 (6 lessons)

1. Students:

* Using a range of sources, describe the experiences of Aboriginal and Torres Strait Islander people who were forcibly removed from their families (Stolen Generations)

Task:

* Watch excerpt from film Rabbit Proof Fence, Neville explaining concerns for an “unwanted third race”. Teacher leads discussion to establish an understanding of the purpose of the government’s assimilation policy.
* Brainstorm: what are the likely impacts of such a policy for Aboriginal families living on reserves and missions?
* Watch excerpt from Rabbit Proof Fence: forced removal of the girls from Jigalong.
* Teacher explanation/class discussion: the effect of filming this scene on cast and crew (for ideas see ‘The making of Rabbit Proof Fence’ at <https://www.youtube.com/watch?v=QWblj80ZTYk>)
* Read relevant sections on the Stolen Generations from a suitable textbook.
* Construct a cluster diagram, outlining the short and long term effects of the policy of child removal.
* Assessment Task 1: Students access website ‘Stolen Generation Testimonies’, available at <http://www.stolengenerationstestimonies.com/>
* research the biography of ONE member of the Stolen Generations and choose ONE of the following tasks:
  + - write a speech, outlining the individual’s life story
    - write a song based upon the life journey of the chosen person
    - design a PowerPoint presentation, using images and text
    - create a short film on the person’s life, using MovieMaker or Cutpro
    - design a story or picture book, to retell the chosen person’s experiences to young children.
* The response must include details of their life journey but also reflect on the impact of removal on physical, social and emotional wellbeing.

(Note: cultural sensitivity needs to be shown in presenting this task to Aboriginal students due to references and images of deceased Aboriginal people.)

1. Students:

* Describe the effects of the Assimilation policy for rights and freedoms of Aboriginal and Torres Strait Islander Peoples

Task:

* Watch former Aboriginal Studies student Tilly Witherdin’s documentary Strong Aboriginal Women. Teacher invites a couple of elders who lived at Goonoowiggal to watch the film with the class (Aunt Elizabeth Weiderman and Aunt Linda) and encourage them to contribute to the discussion: How did the assimilation policy restrict the rights and freedoms of Aboriginal people?
* Develop a Y-Chart of the effects of the Assimilation Policy on the local Aboriginal community, noting sights, sounds and feelings.
* Complete multimedia task on the local site at Goonoowiggal reserve during the 1960s, compiling and annotating a variety of visual images.
* Enrichment: Read the Goonoowiggal section in Holding its’ Own by local historian Elizabeth Weidermann andcomplete the essay question “To what extent should Goonoowiggal be classified as an Aboriginal reserve?” Provide a scaffold for an ‘80/20’ answer.

Learning sequence 4 (4 lessons)

The Civil Rights Movement in the United States and its influence on Australia (ACDSEH105)

Key inquiry question:

* How did the Civil Rights Movement in the United States influence the struggle for rights and freedoms by Aboriginal and Torres Strait Islander people?

1. Students:

* Outline the aims and methods of the Civil Rights Movement in the United States

Task:

* Complete a glossary of terms to aid understanding, including: discrimination, desegregation, Fifteenth Amendment, Jim Crow laws, lynching, passive resistance, segregation, the South, Thirteenth Amendment.
* Using the relevant chapter from a suitable textbook, as well as various websites, research the civil rights movement in the United States from 1958 to 1965. Use an online webtool or app to create a timeline of the Civil Rights movement.
* Enrichment: Each event on the timeline must include a hyperlink to an evaluation of the significance of the event in Civil Rights history.
* Adjustment: this can also be completed in a sheet of cardboard, incorporating printed images provided by the teacher.

1. Students:

* Explain how the Freedom Rides in the U.S.A. inspired civil rights campaigns in Australia

Task:

* Read an overview of the inspiration for the Australian Freedom Ride from Chapter 1 of Ann Curthoys’ Freedom Ride - A Freedom Rider Remembers.
* Write a response to the question: ‘Explain how the Freedom Rides in the United States inspired civil rights campaigns in Australia.’ Use a suitable writing scaffold as a model.

1. Students:

* Discuss the impact of the NSW Freedom Ride on the civil rights of Aboriginal and Torres Strait Islander peoples

Task:

* View NITV ‘Freedom Ride – Living Black’, available at <http://www.sbs.com.au/ondemand/video/11763267695/Freedom-Ride>
* Plot the route and dates of the NSW Freedom Ride onto a blank state map, route available at <http://www.australiangeographic.com.au/topics/history-culture/2010/05/a-journey-to-fight-racial-discrimination/>
* Receive copies of relevant newspaper articles from the Inverell Times and the Moree Champion, from the time of the Freedom Ride’s visit to these towns (this is available on Microfiche at the Inverell Shire Library and the Moree Regional library).
* Enrichment: Interested students may attend a Rotary or Lions Club meeting in Inverell and ask for volunteers to be interviewed about their memories from the time of the Freedom Ride. Students report back to the class their findings.
* Adjustment: Write an imaginary article for the University of Sydney newspaper Honi Soit, written by one of the Freedom Riders, from the time of the Freedom Ride. Teacher to provide a scaffold for writing a news article.

Learning sequence 5 (3 lessons)

1. Students:

* Investigate the significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples:
  + 1962 right to vote
  + the 1967 Referendum
  + reconciliation
  + Mabo decision
  + Bringing Them Home report
  + the Apology

Task:

1. The class is divided into five groups, with each group provided with a laptop, butchers’ paper and coloured textas. Each group is allocated ONE of the following options:
   * 1962 right to vote federally/1967 Referendum (see <http://www.abc.net.au/archives/80days/stories/2012/01/19/3411520.htm> and <http://splash.abc.net.au/media/-/m/29241/australia-s-1967-referendum>)
   * Reconciliation (see <http://www.shareourpride.org.au/>)
   * Mabo decision (see <http://foundingdocs.gov.au/item-did-33.html>)
   * *Bringing Them Home* report (see <http://www.nsdc.org.au/stolen-generations/history-of-the-stolen-generations/the-bringing-them-home-report>)
   * the Apology (see <https://www.youtube.com/watch?v=xiLnsFyAVqE>)
2. Each group reads through their information and prepares for class presentation:
   * a summary of the key features of the historical event
   * an explanation as to why the event was significant in the civil rights campaigning of Aboriginal people.

Extension: Read Faith Bandler’s speech “Faith, Hope and Reconciliation” and answer the question: How was Faith Bandler’s role as a human rights activist inspired by her environment? in any medium that the students choose (speech available at <http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-advanced-speeches-2009-2014.pdf>).

1. Students:

* outline common methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander Peoples

Task:

* To consolidate the learning from previous lessons, students are to create a collage of images (with captions) on the struggle of Aboriginal people for civil rights, using Glogstar.

Learning sequence 6 (2 lessons)

1. Students:

* Investigate and explain the role of one individual or group in the struggle for Aboriginal and Torres Strait Islander Peoples rights and freedoms

Task:

Assessment task 2 - Historical inquiry:

Choose Dr. Martin Luther King Jr., Charles Perkins, Eddie Mabo, Faith Bandler or Oodgeroo Noonuccal.Construct a reflection from the perspective of the chosen identity in relation to how effective they felt their campaign was in securing social justice for their people.

This can be presented in a method that reflects the students’ talents and interests. Suggestions include: journal entry, monologue presented in character, an article intended to be published in the print media written by the identity, a letter to their family, creating a Weebly or create an animation using PowToon (see DEC Historical Inquiry framework, 2015)

(Note: cultural sensitivity needs to be shown in presenting this task to Aboriginal students due to references and images of deceased Aboriginal people).

Learning sequence 7 (2 lessons)

The continuing nature of efforts to secure civil rights and freedoms in Australia and throughout the world such as the United Nations *Declaration on the Rights of Indigenous Peoples* (UNDRIP) (ACDSEH143)

Key inquiry question:

* What are the current issues and efforts in the fight for human rights within Australia and the World?

1. Students:

* Identify current struggles for civil rights and freedoms throughout the world such as United Nation’s Convention on the Rights of the Child and UNDRIP
* Identify different methods used globally to attain civil rights and freedoms

Task:

* Access UNICEF’s ‘Know Your Rights - UNDRIP for Indigenous adolescents’, available at <http://www.unicef.org/policyanalysis/rights/files/HRBAP_UN_Rights_Indig_Peoples.pdf>
* In pairs, research various non-government organisations and construct a Wordle identifying the various methods such organisations use to raise awareness of civil rights and freedoms.

Suggested resources

Map Skills

* <http://www.australiangeographic.com.au/topics/history-culture/2010/05/a-journey-to-fight-racial-discrimination/>

Source Work

* <http://www.nma.gov.au/exhibitions/from_little_things_big_things_grow/home>
* <http://www.stolengenerationstestimonies.com/>
* <http://www.nsdc.org.au/stolen-generations/history-of-the-stolen-generations/the-bringing-them-home-report>
* <http://www.shareourpride.org.au/>
* <http://foundingdocs.gov.au/item-did-33.html>
* <http://www.boardofstudies.nsw.edu.au/syllabus_hsc/pdf_doc/english-advanced-speeches-2009-2014.pdf>

Video Footage

* Phillip Noyce, Rabbit Proof Fence
* <http://splash.abc.net.au/media/-/m/29241/australia-s-1967-referendum>
* <http://www.australia.gov.au/sites/default/files/global_site/library/videos/national_apology.wmv>
* <http://www.abc.net.au/4corners/stories/2012/05/03/3494661.htm>
* <http://www.abc.net.au/archives/80days/stories/2012/01/19/3411520.htm>
* <http://www.sbs.com.au/ondemand/video/11763267695/Freedom-Ride>
* <http://www.sbs.com.au/ondemand/video/11721795792/First-Australians-Ep2-Her-Will-To-Survive>
* <https://www.youtube.com/watch?v=gP7DCG31OJM&feature=player_detailpage>
* <https://www.youtube.com/watch?v=xiLnsFyAVqE>

Local History Resources

* Tilly Witherden, Strong Aboriginal Women
* Rebecca Cook, The Way It Was
* Oral histories of Uncle Dick Blair and Mrs Elizabeth Weiderman

Note for teachers:

Inverell is fortunate to have a wealth of historical knowledge that directly relates to this unit. There are numerous elders and local identities that are willing to regularly attend lessons, to share their extensive life experiences that relate directly to so many of the events outlined in this depth study. It is recommended that schools in other areas should contact their local Aboriginal Education Consultative Group or local Aboriginal Land Council. These organisations advise teachers on local resources that could be used in this unit. Such consultation not only increases the relevance of the curriculum but also assists in building relationships between the school and their local Aboriginal community.