



EPISODE 1: 2008: LAURA

History: teaching strategies

Unit focus: Australian History

Year level: Years 3–6

The Australian curriculum: History

The national history curriculum will be based on the interrelationship between historical knowledge, understanding and skills.

The history curriculum across Years 3–6 will be developed around four focus questions:

- 1 What do we know about the past?
- 2 How did Australians live in the past?
- 3 How did people live in other places?
- 4 How has the past influenced the present?

Historical knowledge and understanding

- **Historical significance:** The principles behind the selection of what should be remembered, investigated, taught and learned ...
- **Evidence:** How to find, select and interpret historical evidence ...
- **Continuity and change:** Dealing with the complexity of the past. This involves the capacity to understand the sequence of events, to make connections by means of organising concepts ...
- **Cause and consequence:** ... the ways that the legacy of the past shapes intentions and the unintended consequences that arise from purposeful action ...
- **Historical perspectives:** The cognitive act of understanding the different social, cultural and intellectual contexts that shaped people's lives and actions in the past ...
- **Historical empathy and moral judgement:** The capacity to enter into the world of the past with an informed imagination and ethical responsibility ...
- **Contestation and contestability:** Dealing with alternative accounts of the past. History is a form of knowledge that shapes popular sentiment and frequently enters into public debate ...
- **Problem solving:** Applying historical understanding to the investigation, analysis and resolution of problems ...

Students will develop historical skills that include:

- using common historical terms for describing time and sequencing events and developments in chronological order
- asking questions, finding relevant answers, and constructing informed responses
- developing a basic understanding of how evidence can be used to provide historical explanations
- developing appropriate techniques of organisation and communication.

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EPISODE CLIP: THE APOLOGY

ACTIVITY 1: THE STOLEN GENERATIONS

Subthemes: Culture; Historical events; Indigenous perspectives

Discover

- Ask students to discuss the following questions:
 - 1 What are the Stolen Generations?
 - 2 Why is the apology significant in Australian history?
- Refer to *Follow the Rabbit-Proof Fence* by Doris Pilkington Garimara. Students can also view the clip from the feature film at australianscreen, 'Rabbit-Proof Fence (2002)', <http://aso.gov.au/titles/features/rabbit-proof-fence/clip1>

[Please note that the clip from *Rabbit-Proof Fence* is rated PG (parental guidance) and permission should be gained from parents and the school principal before viewing. It is recommended that teachers view all film content before introducing it to students to ensure that it is appropriate for the class.]
- As a class, review the following websites and the information contained within them about the Stolen Generations:
 - 1 Australian Human Rights Commission, <http://www.hreoc.gov.au>
 - 2 —'Bringing them home: The "Stolen Children" report (1997)' http://www.hreoc.gov.au/social_justice/bth_report/index.html
 - 3 —'Bringing them home education module' <http://www.hreoc.gov.au/education/bth/index.html>
 - 4 ReconciliACTION Network, <http://reconciliaction.org.au>
- If possible, invite a local Indigenous Elder to the school to talk about reconciliation.
- Ask students to create a graphic organisational chart (a KWL Chart) about the Stolen Generations. A KWL Chart enables students to classify information based on prior knowledge. It will help students to organise information as they gather it and disseminate the data at the end of their research. The three basic areas of classification are:
 - 1 What I Know
 - 2 What I Want to know
 - 3 What I Learned.

Reflect

- Ask students to research personal accounts of Indigenous people who are part of the Stolen Generations. Collect their stories in an anthology to be displayed and read on National Sorry Day.
- Visit the National Sorry Day Committee on the website below: <http://www.nsdcc.org.au>

Download

- Student Activity sheet H1.1: Indigenous issues



Useful resources from The Le@rning Federation

R7150 Stolen Generations, 2000: Never the same again

R8950 Members of the Stolen Generations greet the Prime Minister after the Apology, 2008

R9158 Lousy Little Sixpence, 1982: Like one big family

R10316 Rabbit-Proof Fence, 2002: The wrong fence

R10332–R10337 Kevin Rudd's apology speech, 2008

ACTIVITY 2: REMEMBERING

Subthemes: Culture; Indigenous perspectives; Politics

In this clip, Laura looks at the faces of family and friends watching the apology at the local community centre and observes their reactions. The expressions on the faces of people in the clip demonstrate strong feelings about it. These facial expressions and gestures are emotional signposts.

Discover

- Ask students to brainstorm ideas on how both Laura and Aunty Bev are affected by the apology. Student responses can be mapped out on a class poster.

Reflection

- Ask students to write what they believe are the thoughts of Laura or Aunty Bev about the apology.
- Construct a hot seat role-play where students take on the role of significant people in the apology. For example, it could be Kevin Rudd, or an Indigenous person in parliament. Students stay in role and answer questions from the class about how they perceived the significance of the apology.

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- Student Activity Sheet H1.2: Investigating loss

ACTIVITY 3: GOVERNMENT POLICY

Subthemes: Culture; Indigenous perspectives

The removal of Aboriginal and Torres Strait Islander children from their parents was the accepted practice of state and federal governments. In 1997, the *Bringing them home* report focused on the practices of government from 1910–1970. On 13 February 2008, Prime Minister Kevin Rudd apologised for the pain caused by decades of state-sponsored mistreatment of Indigenous Australians and the continuing impact on Australian society.

Discover

- Ask students to research government policies that had a negative impact on Indigenous people. This information can be merged into a timeline to plot significant events affecting Indigenous rights in Australia.
- As a class discuss the significance of events leading up to the apology.
- Ask students to research stories and statements in newspapers and magazines from Indigenous people following the apology. Refer to the teachers' notes, activities and worksheets on the website below.



- 1 Australian Human Rights Commission, <http://www.hreoc.gov.au>
- 2 —'Bringing them home, education module',
<http://www.humanrights.gov.au/education/bth/index.html>
- 3 —'Bringing them home Community Guide 2007',
http://www.humanrights.gov.au/education/bth/community_guide/index.html

Reflect

- Share the stories with the class. They can be presented as short essays, or pictorial stories.

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- Student Activity Sheet H1.3: Government practice

ACTIVITY 4: SYMBOLISM

Subthemes: Culture; Historical events; Indigenous perspectives

Discover

- In the clip, the Aboriginal flag plays a major role, but people also have beads, necklaces, ribbons and arm bands displaying the colours of red, yellow and black. Many Aboriginal people identify with these colours. Research the designer of the flag, Harold Thomas, and collect information on his background.

Reflect

- As a class, research and discuss the symbolic significance of the colour and shape on the Aboriginal Flag. Ask students to find out where the flag originated and what the design means. Refer to the Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS), <http://www.aiatsis.gov.au/fastfacts/AboriginalFlag.html>
- As an extension activity, students could also investigate the meaning and significance of the Torres Strait Islander flag.

Download

- Student Activity Sheet H1.4: Symbols of unity

Aligned resources

Pilkington, Doris (Nugi Garimara) 1996, *Follow the Rabbit-Proof Fence*, University of Queensland Press, St Lucia, Qld.

Australian Human Rights Commission, <http://www.hreoc.gov.au>

—'Bringing them home, education module',

<http://www.humanrights.gov.au/education/bth/index.html>

—'Bringing them home Community Guide 2007'

http://www.humanrights.gov.au/education/bth/community_guide/index.html

—'Bringing them home: The "Stolen Children" report (1997)'

http://www.hreoc.gov.au/social_justice/bth_report/index.html

Australian Institute of Aboriginal and Torres Strait Islander Studies (AIATSIS)

<http://www.aiatsis.gov.au/fastfacts/AboriginalFlag.html>



australianscreen, 'Rabbit-Proof Fence', <http://australianscreen.com.au/titles/rabbit-proof-fence/clip1>
National Aborigines and Islanders Observance Committee (NAIDOC), 'Aboriginal Flag',
<http://www.naidoc.org.au/NAIDOC-about/aboriginalFlag.aspx/>
National Sorry Day Committee, <http://www.nsdcc.org.au>
ReconciliACTION Network, <http://reconciliation.org.au>

Useful resources from The Learning Federation

R7150 Stolen Generations, 2000: Never the same again
R8950 Members of the Stolen Generations greet the Prime Minister after the Apology, 2008
R9158 Lousy Little Sixpence, 1982: Like one big family
R10316 Rabbit-Proof Fence, 2002: The wrong fence
R10332–R10337 Kevin Rudd's apology speech, 2008



Indigenous issues

1 Create a KWL Chart on the topic: 'The Stolen Generations'.

What I Know	What I Want to know	What I Learned

2 Research a story that has been reported in the media about the impact of government policies on Indigenous people in Australia between 1910 and 1970. This can be about an individual or group of Indigenous Australians.



Investigating loss

In the clip, Laura looks at the faces of family and friends watching 'the apology' at the local community centre and observes their reactions. The expressions on the faces of people in the clip show strong feelings about the apology. These facial expressions and their body gestures are emotional signposts.

- 1 Choose Laura or Aunty Bev and write your thoughts about what you believe the character is feeling during the apology speech.

- 2 Select a character who was involved in the apology. It could Prime Minister Kevin Rudd, or an Indigenous person in parliament. Imagine you are this character for a hot seat role-play and write down your views about the event so you can answer questions from the class in character. Use the space below to prepare notes:

- 3 After watching the clip and parts of the apology, write a diary entry and explain how you feel.



Student Activity Sheet: H1.2
Activity 2: Remembering

Episode 1: 2008: Laura
Clip: The apology

Dear Diary,



Government practice

The removal of Aboriginal and Torres Strait Islander children from their parents was the accepted policy of state and federal governments. In 1997, the Bringing them home Report, which focused on these government practices between 1910 and 1970, was presented to the Parliament of Australia. On 13 February 2008 Prime Minister Kevin Rudd apologised for the pain caused by decades of state-sponsored treatment of Indigenous Australians.

- 1 Listen to or read the speech. It is available at:
http://www.aph.gov.au/house/rudd_speech.pdf
- 2 From your research for the timeline leading up to the apology, and in your own words, explain the significance of the apology for Indigenous people, and for all Australians.



Symbols of unity

In the clip, as well as the flag, people have beads, necklaces, ribbons and arm bands in red, yellow and black colours. Many Aboriginal people identify with these colours. Explore the significance and meaning as intended by Harold Thomas, who designed the flag.

- 1** Research the symbolism of the Aboriginal flag and the Torres Strait Islander flags.

- 2** In the clip, people have ribbons, arm bands, badges and jewellery to symbolise unity. Design your own piece of memorabilia that symbolises your support for the apology.