# HSIE: History stage 3 learning sequence – Australia as a Nation

**Learning sequence description**

Students investigate the status, rights and freedoms of Aboriginal and Torres Strait Islander peoples in Australian democracy. They investigate the actions of individuals and groups that work to address inequities and instigate change.

## This learning sequence will give the students the opportunity to engage with historical concepts and skills.

The following historical concepts will be the focus in this learning sequence:

**Continuity and change** – some things change over time and others remain the same, for example, aspects of both continuity and change in Australian society throughout the twentieth century.

**Cause and effect** – events, decisions or developments in the past that produce later actions, results or effects, for example, events and other reasons that led to migration to Australia; reasons for the struggle for rights and freedoms for various groups in Australia.

**Perspectives** – people from the past will have different views and experiences, for example, differing attitudes of various groups to Federation or to granting rights and freedoms to women and Aboriginal peoples.

**Empathetic understanding** – an understanding of another's point of view, way of life and decisions made in a different time, for example, differing attitudes and experiences of living in an Australian colony; understanding the experiences of Aboriginal and Torres Strait Islanders, women and migrants throughout the twentieth century.

**Significance** – the importance of an event, development or individual/group, for example, determining the importance (significance) of various peoples' contributions to the development of a colony.

**Contestability** – historical events or issues may be interpreted differently by historians, for example, British ‘invasion’ or ‘settlement’ of Australia.

The following historical skills will be the focus in this learning sequence:

**Comprehension: chronology, terms and concepts**

* respond, read and write, to show understanding of historical matters
* sequence familiar people and events (ACHHS065, ACHHS081)
* use historical terms (ACHHS066, ACHHS082)

**Analysis and use of sources**

* locate relevant information from sources provided (ACHHS068, ACHHS084, ACHHS215, ACHHS216)

**Perspectives and interpretations**

* identify different points of view within an historical context (ACHHS069, ACHHS085)

**Empathetic understanding**

* explain how and why people in the past may have lived and behaved differently from today

**Research**

* pose a range of questions about the past (ACHHS067, ACHHS083)
* plan an historical inquiry

**Explanation and communication**

* develop texts, particularly narratives (ACHHS070, ACHHS086)
* use a range of communication forms (oral, graphic, written) and digital technologies (ACHHS071, ACHHS087)

## Syllabus outcomes and content

**HT3-3** – identifies change and continuity and describes the causes and effects of change on Australian society

**HT3-4** – describes and explains the struggles for rights and freedoms in Australia, including Aboriginal and Torres Strait Islander peoples

**HT3-5** – applies a variety of skills of historical inquiry and communication

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

## Lesson 1 – Experiences of Australian democracy and citizenship, including the status and rights of Aboriginal people and/or Torres Strait Islanders

Students are learning to:

* examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander people
* explain how Australian society has changed throughout the twentieth century for these groups
* investigate the significance of events, such as, the Stolen Generation, the 1967 Referendum or the Mabo Decision in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander people.

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 1.1 | **Source 1** – [‘Yes’ campaign](https://www.nma.gov.au/exhibitions/a-change-is-gonna-come/timeline#showMoment), National Museum Australia – timeline  Students view the image and information in source 1.  Students read about the ‘Yes’ campaign and 1967 referendum that resulted in inclusion of Aboriginal and Torres Strait Islander peoples in the Australian constitution.  Students use the visible thinking strategy **think-puzzle-explore** to list what they think they know about the topic, what questions they have and ways in which they can investigate the topic. |  | **Source 1** – [‘Yes’ campaign](https://www.nma.gov.au/exhibitions/a-change-is-gonna-come/timeline#showMoment)  National Museum Australia - timeline  **Student workbook** |
| 1.2 | With reference to students’ **think-puzzle-explore** questions, formulate a set of inquiry questions. Sample questions could include:   * What are the experiences of democracy for Aboriginal and Torres Strait Islander Peoples? * In what ways have Aboriginal and Torres Strait Islander people experienced discrimination and inequality in Australia? * How have people fought for equal rights for Aboriginal and Torres Strait Islander peoples? |  | **Student workbook** |
| 1.3 | Share the two books in **source 2** with the students. This can be a shared reading in the classroom or on-line.  *Be sensitive to Aboriginal students who may be impacted by the effects of intergenerational trauma caused by removal of family members. Provide time for quiet personal reflection on the books and the opportunity for discussion.*  Students view the videos in **Source 3** – [The Apology](http://myplace.edu.au/teaching_activities/2008/1/the_apology.html?idSubtheme=), My place for teachers’ video (3:15min) and **Source 4** – [Stolen Generations](https://www.abc.net.au/btn/classroom/stolen-generations/10542138), Behind the News video (3:58min).  Students compile key information into table 1, in their student workbook. |  | **Student workbook**  **Source 2** – ['The Burnt Stick' by Anthony Hill](https://safeyoutube.net/w/GlcH)  Safe YouTube  ‘The Burnt Stick’ by Anthony Hill, Puffin Books, Australia, 1996 and/or  ['Stolen Girl' by Trina Saffioti](https://safeyoutube.net/w/QmcH)  Safe YouTube  ‘Stolen Girl’ by Trina Saffioti and Norma MacDonald, Magabala Books, Australia, 2011 (can be a shared reading)  **Source 3** – [The Apology](http://myplace.edu.au/teaching_activities/2008/1/the_apology.html?idSubtheme=), My place for teachers’ video (3:15min)  **Source 4** – [Stolen Generations](https://www.abc.net.au/btn/classroom/stolen-generations/10542138), Behind the News video (3:58min) |
| 1.4 | **Opportunity for monitoring student learning**  After sharing the stories in **source 2** and viewing the videos in **sources 3 and 4** students use a series of speech bubbles to state experiences and losses for Aboriginal and Torres Strait Islander people due to the Stolen Generations. Statements should demonstrate empathetic understanding and cause and effect.  **What to look for**   * recognise and differentiate between primary and secondary sources of information * identify and describe the timeline of key events * demonstrate empathetic understanding * identify and describe cause and effect |  |  |

## Lesson 2 – Aboriginal activism

Students are learning to:

* examine Australian human rights, past and present, affecting Aboriginal and/or Torres Strait Islander people
* explain how Australian society has changed throughout the twentieth century for these groups
* investigate the significance of events, such as, the Stolen Generation, the 1967 Referendum or the Mabo Decision in the struggle for the rights and freedoms of Aboriginal and Torres Strait Islander people

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| Item | Learning experience | Differentiation strategies and/or adjustments | Resources |
| 2.1 | Students examine the photograph in **source 5**, Freedom Rides, Student Action For Aboriginals (SAFA) outside Moree Artesian Baths, 17-26 February, 1965. Students read the banners people are holding. Students make inferences about the actions of the people in the photograph.  Students view the video in **source 6** – Freedom Ride, Behind the News video (3:54min). Using information from **sources 5 and 6**, students write a detailed caption for the photograph in **source 5.** |  | **Source 5** – [Freedom Rides - Student Action for Aborigines (SAFA) 1965](http://digital.sl.nsw.gov.au/delivery/DeliveryManagerServlet?dps_pid=FL449167&embedded=true&toolbar=false)  State Library of NSW  **Source 6** – [Freedom Ride](https://www.abc.net.au/btn/classroom/freedom-ride/10527008?jwsource=cl)  Behind the News video (3:54min) |
| 2.2 | 1967 Referendum  Shared reading of the book in **source 7**, ‘Say Yes: a story of friendship, fairness and a vote for hope’ by Jennifer Castles and Paul Seden.  Once students have read the picture book in **source 7**, they locate a reliable online source (such as the National Museum of Australia) that verify the information about the 1967 referendum provided in **source 7**. Students list three reasons the 1967 Referendum was significant to Aboriginal and Torres Strait Islander people. |  | **Source 7** – [Say Yes: a story of friendship, fairness and a vote for hope](https://safeyoutube.net/w/6vWG)  ‘Say Yes: a story of friendship, fairness and a vote for hope’ by Jennifer Castles and Paul Seden, Allen and Unwin, Crows Nest, NSW, 2017 |
| 2.3 | **Opportunity for monitoring student learning**  Students create a timeline of a key events in the struggle for the rights and freedoms of Aboriginal people. Students devise a way to share their key events in a short, sharp and engaging manner.  Suggestions: Pecha-kucha presentation, role play, talking statues, walking ‘tour’, audio visual, poster, PowerPoint, artworks.  **What to look for**   * Timeline of significant events to include:   + Name of events   + Dates   + Key people   + Key messages   + Significance   + Sources of information – are they primary or secondary sources   + Reliability of sources |  |  |

**Reflection and evaluation**

These simple questions may help you reflect on your students’ learning and plan for next steps.

What worked well and why?

What didn’t work and why?

What might I do differently next time?

What are the next steps for student learning based on the evidence gathered?