# Aboriginal Studies Years 7-10: Core 2

## Table of contents

[Aboriginal Studies Years 7-10: Core 2 1](#_Toc53732302)

[Table of contents 2](#_Toc53732303)

[Core 2: Aboriginal self-determination and autonomy 3](#_Toc53732304)

[Outcomes 3](#_Toc53732305)

[Learning sequence 1: Key concepts 5](#_Toc53732306)

[Key terms and concepts 5](#_Toc53732307)

[Key aspects of human rights 5](#_Toc53732308)

[Learning sequence 2: Human rights, self-determination and autonomy 6](#_Toc53732309)

[Human rights, self-determination and autonomy 6](#_Toc53732310)

[Autonomy and cultural expression 7](#_Toc53732311)

[Aboriginal Peoples’ demands for self-determination 8](#_Toc53732312)

[Learning sequence 3: Denial of human rights 9](#_Toc53732313)

[Denial of human rights 9](#_Toc53732314)

[Human rights and children 10](#_Toc53732315)

[Ongoing reactions to human rights denial 11](#_Toc53732316)

[Extension task 12](#_Toc53732317)

[Learning sequence 4: Lands and waters, economic independence and self-determination 13](#_Toc53732318)

[Land rights and native title 13](#_Toc53732319)

[Mabo v Queensland (No 2) High Court 13](#_Toc53732320)

[Ownership and access to lands and waters 14](#_Toc53732321)

[Lands and waters, economic independence and self-determination 15](#_Toc53732322)

[Case study 17](#_Toc53732323)

[Aboriginal self-determination and autonomy case study 17](#_Toc53732324)

[Assessment task 19](#_Toc53732325)

[Outcomes 19](#_Toc53732326)

[Task 19](#_Toc53732327)

[Marking criteria 20](#_Toc53732328)

## Core 2: Aboriginal self-determination and autonomy

The focus of Core 2 is Aboriginal Peoples and human rights, with an emphasis on the importance of self-determination and autonomy. Students examine how Aboriginal Peoples’ human rights and the fundamental entitlement to self-determination have been denied. Core 2 also develops knowledge and understanding of the relationship between land rights and Aboriginal communities’ autonomy. A case study on the activities of organisations, movements and individuals who have worked towards Aboriginal Peoples’ autonomy, and the broader community response can form the basis through which Core 2 is studied, or it can be undertaken separately at any point throughout the core.

## Outcomes

A student:

* **AST5-1** describes the factors that contribute to an Aboriginal person’s identity
* **AST5-2** explains ways in which Aboriginal Peoples maintain identity
* **AST5-3** describes the dynamic nature of Aboriginal cultures
* **AST5-4** explains adaptations in, and the changing nature of, Aboriginal cultural expression across time and location
* **AST5-5** explains the importance of families and communities to Aboriginal Peoples
* **AST5-6** explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally
* **AST5-7** assesses the significance of the roles of Aboriginal Peoples locally, regionally, nationally and internationally
* **AST5-8** analyses the range of relationships between Aboriginal Peoples and non-Aboriginal peoples
* **AST5-9** analyse the factors that influence non-Aboriginal peoples’ range of perceptions of Aboriginal Peoples and cultures
* **AST5-10** identifies and applies appropriate community consultation protocols and ethical research practices to gather, protect and interpret data
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

**Related Stage 4 outcomes**: AST4-1, AST4-2, AST4-3, AST4-4, AST4-5, AST4-6, AST4-7, AST4-8, AST4-9, AST4-10, AST4-11

Outcomes referred to in this document are from [Aboriginal Studies Years 7-10 Syllabus](https://educationstandards.nsw.edu.au/wps/portal/nesa/k-10/learning-areas/hsie/aboriginal-studies-7-10-2020) © NSW Education Standards Authority (NESA) for and on behalf of the Crown in right of the State of New South Wales, 2020

## Learning sequence 1: Key concepts

Students:

* define and discuss key terms and concepts, including terra nullius, self-determination, autonomy, human rights, social justice and equity
* describe key aspects of human rights
* explain that there are many rights that apply to all people.

### Key terms and concepts

Complete the following table:

|  |  |
| --- | --- |
| Key term | Definition |
| terra nullius |  |
| self-determination |  |
| autonomy |  |
| human rights |  |
| social justice |  |
| equity |  |

Why is it important to understand these terms and how they relate to Aboriginal Peoples and communities?

### Key aspects of human rights

* [Think, pair, share](https://www.theteachertoolkit.com/index.php/tool/think-pair-share) - which fundamental [human rights](https://humanrights.gov.au/education/teachers/understanding-human-rights) should all people experience?
* Watch ‘[What are Human Rights’](https://www.youtube.com/watch?v=WJsUfck01Js&feature=youtu.be) (duration 5:11) as a class. Discuss the key points that emerge from the clip.
* As a class, discuss the key aspects of human rights that apply to all people.

## Learning sequence 2: Human rights, self-determination and autonomy

Students:

* explain the relationship and importance of human rights to Aboriginal Peoples’ self-determination and autonomy, for example:
	+ United Nations Declaration on the Rights of Indigenous Peoples
	+ Aboriginal-owned/controlled organisations and self-determination
* analyse examples of the ways in which Aboriginal Peoples exercise their autonomy, and the influence on cultural expression, for example:
	+ Aboriginal-owned/controlled enterprises
	+ advisory and advocacy groups
	+ community cultural activities, for example dance groups, arts centres
* identify, gather and interpret information from a variety of sources, about Aboriginal Peoples’ demands for self-determination, including:
	+ impacts on Aboriginal Peoples, such as emergence of Aboriginal organisations, 1972 policy of Aboriginal Self-determination
	+ impacts on non-Aboriginal people and the broader Australian community, for example responses to legislation, partnership agreements
	+ changes over time and a range of current issues

### Human rights, self-determination and autonomy

**Teacher note** - there is useful background reading on the [Right to Self-determination](https://humanrights.gov.au/our-work/rights-and-freedoms/right-self-determination) found on the Australian Human Rights Commission website.

* Separate into groups. Half of the groups are to read the [[Universal Declaration of Human Rights](https://www.un.org/en/universal-declaration-human-rights/index.html)](https://www.un.org/en/universal-declaration-human-rights/) (UDHR) and the other half should read the [United Nations Declaration on the Rights of Indigenous Peoples](https://www.un.org/development/desa/indigenouspeoples/declaration-on-the-rights-of-indigenous-peoples.html) (UNDRIP) (adolescent friendly version). While reading, each group should take notes on the key human rights that are mentioned. Once groups have finished reading, find someone from the other group and explain the key points from their document, making note of any overlaps.
* Discuss the documents from the previous activity and their overlaps, creating a shared [Venn diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X4ZAa-2VhZI.link).
* In your pairs from the previous activity, create an [infographic](https://visme.co/blog/how-to-make-an-infographic/) that shows what the UDHR and UNDRIP looks like in Australia and why they are important to Aboriginal peoples’ self-determination and autonomy.
* Give [feedback](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/549#.X2LCcwwWC4s.link) to at least two of your classmates on their infographic, making specific comment on the links between the UDHR and UNDRIP that they have highlighted. You should also provide suggestions for other information or ideas that could have been included to improve the document.

### Autonomy and cultural expression

**Teacher note: resources to support the following activities include:** [Birthing on Country program empowering Aboriginal women in NSW south coast](https://www.abc.net.au/news/2020-08-28/birthing-on-country-success-on-nsw-south-coast/12593534)**,** [What is birthing on Country and why is it crucial for Aboriginal women?](https://www.sbs.com.au/language/english/what-is-birthing-on-country-and-why-is-it-crucial-for-aboriginal-women) **and** [Birthing on Country – Best start to life](http://www.waminda.org.au/birthing-on-country)**. Read these articles and select sections to use with the class for the activities below. You may also need to create a short summary of the concept of ‘birthing on Country,’ depending on the prior knowledge of your cohort.**

* [Brainstorm](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/542?clearCache=c576d43-53c8-b78d-4063-43b6b8fc225) what autonomy means in connection with Aboriginal Peoples and their culture.
* List the various ways that Aboriginal Peoples express their culture, including through the arts, sport, enterprise, politics and industry. As a class, collate a list of responses and use an [affinity diagram](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/576?clearCache=6887bbad-20d6-e45a-ef80-ad5272012ba6) to group the various examples.
* Using the list, write a [PEEL paragraph](https://www.virtuallibrary.info/peel-paragraph-writing.html) explaining how cultural expressions supports autonomy for Aboriginal Peoples, using specific examples. Some examples you may use to demonstrate current issues around autonomy include the ‘free the flag’ movement or the inclusion of increased Aboriginal voice in the ‘close the gap’ campaigns and policies.
* Consider the article excerpts provided by your teacher about the cultural practice of ‘birthing on Country.’ Using the excerpts and your own research, write a [fact sheet](https://blog.bit.ai/how-to-create-a-fact-sheet/) that answers the following questions:
	+ Define ‘birthing on Country?’
	+ Outline why birthing on Country an important cultural practice for Aboriginal Peoples?
	+ Explain how birthing on Country supports autonomy for Aboriginal Peoples?
	+ Explain what the [Djab Warrung birthing trees](https://www.abc.net.au/news/2020-08-10/commonwealth-rejects-protection-for-western-highway-trees/12540782) legal battle suggest about the importance of cultural practices and autonomy for Aboriginal Peoples?
	+ Discuss ways that this particular form of cultural expression may have changed over time for Aboriginal Peoples. Is it the same for all Aboriginal Peoples or does it vary?
* Select another example of an expression of culture from the list you created as a class. Research that example and create a [Padlet](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/592#.X4ZCH_MIWSQ.link) demonstrating the link between the expression of culture and autonomy for Aboriginal Peoples. In your response, you should make particular note of the ways that the cultural expression have changed over time.

### Aboriginal Peoples’ demands for self-determination

**Teacher note** – one of the following tasks has been expanded at the end of this teaching framework as an assessment task with a marking criteria. You can complete the task as a class task or formal assessment depending on what suits your context.

* Watch ‘[Why is self-determination important to Aboriginal people](https://www.youtube.com/watch?v=f3_Dv5Kl1Ao)’ (duration 00:32). Write a by 2-3 sentence summary about why self-determination is important to Aboriginal Peoples.
* Read the section ‘[Self-determination and Australia’s first peoples’](https://humanrights.gov.au/our-work/rights-and-freedoms/right-self-determination) on the Australian Human Rights Commission’s website. Using the information contained on that page and the knowledge you have developed so far, create a [Jamboard](https://app.education.nsw.gov.au/digital-learning-selector/LearningTool/Card/593#.X2LGzF5gK68.link) explaining the importance of self-determination for Aboriginal Peoples.
* Complete a [Y-Chart](https://app.education.nsw.gov.au/digital-learning-selector/LearningActivity/Card/599#.X4ZFpYNOBAw.link) about what self-determination looks, feels and sounds like for Aboriginal Peoples in Australia.
* Create a [physical or digital museum display](https://museumsvictoria.com.au/learning/small-object-big-story/5-exhibition-basics/) for the theme ‘Aboriginal Peoples’ - self-determination and autonomy through time.’
* Your museum display must include:
	+ an opening statement explaining the purpose of the display and the importance of self-determination and autonomy to all Aboriginal Peoples across the world
	+ at least 5 display items – these could include: photographs, letters, cartoons, newspaper articles.
* You should also include a short paragraph for each display item, including:
	+ a description of the item and how it connects to Aboriginal Peoples and identity
	+ the time period of the item
	+ what the item demonstrates about the demand for self-determination
	+ the response to the demand for self-determination from non-Aboriginal people at the time
* The final element of your display will be a closing statement that reflects on the changes over time to Aboriginal People’s demands for self-determination shown through the display. This statement should also include discussion of factors that influenced non-Aboriginal Peoples’ perceptions of Aboriginal Peoples and cultures at the time.

## Learning sequence 3: Denial of human rights

Students:

* explain the issue of denial of human rights to Aboriginal Peoples and Torres Strait Islander Peoples, including the effects of dispossession of the land, massacres and genocide, for example:
	+ Declaration of Martial Law, Bathurst, 1824; and Myall Creek Massacre, 1838
	+ mission and reserve experiences
	+ Kinchela Aboriginal Boys Training Home, Cootamundra Aboriginal Girls Training Home, Bomaderry Aboriginal Children’s Home
	+ experiences of Aboriginal Peoples and Torres Strait Islander Peoples during times of war
	+ government inquiries, eg Royal Commission into Aboriginal Deaths in Custody, 1991, Bringing them Home: Report of the National Inquiry into the removal of Aboriginal and Torres Strait Islander children from their families, 1997
* identify ongoing reactions of Aboriginal Peoples and Torres Strait Islander Peoples to the denial of human rights, for example:
	+ Day of Mourning, 1938
	+ 1967 Referendum campaign
	+ Mabo Case, 1992
	+ Uluru Statement from the Heart, 2017

### Denial of human rights

**Teacher note** - **this part of the option overlaps significantly with the Stage 5 ‘rights and freedoms’ core topic in mandatory history. Depending on the timing of this unit, some of this content may have already been covered in mandatory history. Having a discussion with the history faculty in relation to their scope and sequence will help ensure the best learning outcomes in both courses.**

* Create an annotated [timeline](https://templates.office.com/en-au/timelines) of human rights and Aboriginal peoples in Australia from 1788 to 2020. Your timeline should include:
	+ a minimum of 10 key events or issues
	+ a paragraph explaining what each event/issue was and the reactions of Aboriginal peoples and Torres Strait Islander peoples at the time
	+ an image that represents the event
	+ key individuals in the event
	+ explanation of why each event was important.

Some examples that you could include in your timeline are included in the table below:

| [Declaration of martial law](https://hydeparkbarracks.sydneylivingmuseums.com.au/story/windradyne-and-the-bathurst-wars/), Bathurst | [Wave Hill walk off](https://www.nma.gov.au/defining-moments/resources/wave-hill-walk-off), 1966 | [Uluru Statement from the Heart](https://ulurustatement.org/), 2017 |
| --- | --- | --- |
| [Myall Creek Massacre](https://www.nma.gov.au/defining-moments/resources/myall-creek-massacre) | [Arrival of the First Fleet](https://aiatsis.gov.au/explore/articles/first-encounters-and-frontier-conflict), 1788 | [The closure of Uluru to climbers](https://parksaustralia.gov.au/uluru/discover/culture/uluru-climb/), 2019 |
| [Royal Commission into Aboriginal Deaths in Custody](https://www.naa.gov.au/explore-collection/first-australians/royal-commission-aboriginal-deaths-custody), 1991 | [Apology to the Stolen Generations](https://aiatsis.gov.au/explore/articles/apology-australias-indigenous-peoples), 2008 | [Black Lives Matter Australia protests](https://www.abc.net.au/news/2020-06-22/how-to-engage-with-indigenous-content-black-lives-matter/12373408), 2020 |
| [Day of Mourning, 1938](https://aiatsis.gov.au/exhibitions/day-mourning-26th-january-1938) | [Mabo v Queensland case](https://aiatsis.gov.au/explore/articles/mabo-case), 1992 | [1967 Referendum campaign](https://education.abc.net.au/home#!/digibook/624948/righting-wrongs-in-the-1967-referendum) |

* Select one of the events on your timeline to research in detail. Create a presentation outlining the importance of the event in the achievement of self-determination and autonomy for Aboriginal peoples in Australia. In your presentation, highlight key Aboriginal individuals that were central in the fight for human rights.

### Human rights and children

**Teacher note** – teachers should ensure they are familiar with the [Controversial Issues in Schools policy](https://policies.education.nsw.gov.au/policy-library/policies/controversial-issues-in-schools) when beginning this section of the learning sequence. The legislation and actions taken as a result of the Convention on the Rights of the Child may fall under this policy.

For the second half of these activities, students will need to be taught the basic facts and history of child removal policies and children’s homes for the next activity. It would be beneficial to consult on this section with the history faculty at your school, as there may be overlaps with content in the ‘rights and freedoms’ topic. Print a selection of sources (including text extracts and images) relating to the use of children’s homes as a form of human rights denial. You may find some at the following links as well as your own resources: Bomaderry children’s home article - ['Birthplace' of stolen generations opens healing room on 110th anniversary,](https://www.abc.net.au/news/2018-05-25/bomaderry-aboriginal-childrens-home/9796664) Kinchela Boys Home – [History of Kinchela Boys Home,](https://kinchelaboyshome.org.au/kinchela-boys-home/history-of-kinchela-boys-home/) [Kinchela Boys Home gate,](https://www.nma.gov.au/explore/collection/highlights/kinchela-boys-home-gate) Oral history of removal - [Vince Wenberg interviewed by Frank Heimans in the Bringing them Home oral history project](https://nla.gov.au/nla.obj-218480954/listen) (duration 57:00 and 34:00 – two recordings), Cootamundra domestic training home – ‘[Our stories’](https://www.cootagirls.org.au/our-stories).

* Watch the ‘[Rights of the Child animation’](https://www.youtube.com/watch?v=5KQGz-toMnk) (duration 3:08). Read the [[Convention on the Rights of the Child](https://www.unicef.org/child-rights-convention/convention-text) (child friendly version).](https://www.unicef.org/child-rights-convention/convention-text-childrens-version) Discuss each part of the convention as a class and respond to the following questions:
	+ What is the purpose of the convention?
	+ How does the convention define ‘child’?
	+ What is the significance of the convention for Aboriginal peoples?
* Using your understanding of the [UDHR](https://www.un.org/en/universal-declaration-human-rights/index.html), create a poster that shows the overlap between both this document and the Convention on the Rights of the Child.
* For each of the source extracts provided by your teacher, answer the following questions:
	+ Which children’s home is being discussed?
	+ Describe the person’s experience of child removal (if applicable).
	+ Explain possible ongoing impacts of the experience of child removal described in the source.
	+ Where could you go to find more information about the events and issues being discussed?
* Considering the sources and your own knowledge, write a [feature article](https://www.matrix.edu.au/how-to-write-a-amazing-feature-article/) for the local newspaper for one of the areas where the children’s homes were located. In your article:
	+ explain the varying experiences of children that were removed from their families and placed in the home
	+ use evidence from the sources (including direct quotes)
	+ include a comment about the ongoing impacts of the homes for the children that were taken from their families
	+ explain how the policy of child removal would have contravened the current Convention on the Rights of the Child, if it was in place at the time.

### Ongoing reactions to human rights denial

* Research the [Aboriginal Tent Embassy](https://www.deadlystory.com/page/culture/history/Tent_Embassy_formed) and answer the following questions:
	+ What is the Aboriginal tent embassy?
	+ When was it established and why?
	+ Who was involved in the establishment of the tent embassy?
	+ Explain the reaction of the Australian government, the media and the general population to the establishment of the tent embassy at the time
	+ Discuss how the tent embassy highlight about the sense of belonging Aboriginal peoples felt in Australia at that time
	+ Where is the tent embassy now?
	+ Why does it still exist? What does this tell us about Aboriginal peoples in Australia and their fight for human rights?
	+ Explain how reactions to the existence of the tent embassy changed over time
* Discuss the ongoing process of human rights activism by Aboriginal Peoples. List examples of current and past events and organisations that have worked for the improvement of human rights for Aboriginal Peoples in Australia.
* Research the Australian [freedom rides](https://aiatsis.gov.au/exhibitions/1965-freedom-ride) as an example of Aboriginal and non-Aboriginal activists working together. In pairs, create a presentation that outlines the role of the freedom rides in the development of rights and autonomy for Aboriginal Peoples. You should identify at least one Aboriginal activist and one non-Aboriginal activist and outline their role in the events.
* Watch the [Uluru Statement from the Heart](https://ulurustatement.org/the-statement) (duration 18:18), and read the statement along as it is read during the video.
* Discuss with the people near you the key points in the statement. Together, summarise the key points in no more than 3 sentences. As a group, share your key points summary with the class.
* Discuss the variances within the key points from each group and collate the ideas to form a whole class summary. What is the key message of the Uluru Statement from the Heart?

### Extension task

* Create a detailed profile of a prominent Aboriginal person who has participated in human rights campaigns, explaining their role and the significance of the campaigns in which they participated. You may choose someone with national or international prominence, or you may choose someone from your local community. The individual you choose to profile will determine the methods and style with which you conduct your research. For example, if you profile someone of national prominence, you won’t be able to conduct a personal interview, but if you select someone local that may be possible.
* Your profile can be presented in any format. Include an annotated bibliography that would provide a guide for others that wish to learn more about your chosen individual.

## Learning sequence 4: Lands and waters, economic independence and self-determination

Students:

* define the terms ‘land rights’ and ‘native title’
* describe the impact of the Mabo v Queensland High Court decision
* discuss the importance of ownership and access to lands and waters to self-determination and autonomy of Aboriginal Peoples and Torres Strait Islander Peoples
* investigate examples of self-determination and economic independence associated with ownership and access to lands and waters, for example Aboriginal Land Councils, Torres Strait Regional Authority, joint management agreements, Indigenous land use agreements
* explain the links between lands and waters, economic independence and self-determination

### Land rights and native title

* Watch the video ['Land Rights and Native Title: What’s the Difference?’](https://www.youtube.com/watch?v=Osf_r67liD4) (duration 1:32). Write a definition for each term and two sentences explaining how they are different.
* Brainstorm reasons why lands and waters are important to Australia. Discuss why lands and waters are specifically important for Aboriginal Peoples and their culture.
* Listen to [‘From Little Things Big Things Grow'](https://www.youtube.com/watch?v=dAONlfoNVuY) (duration 6:43) by Paul Kelly, reading the [lyrics](https://www.nma.gov.au/exhibitions/from-little-things-big-things-grow/song-lyrics) as you listen. Highlight anything in the lyrics that you think links with Aboriginal history, lands, waters or that you do not understand. With a classmate, research the meaning of the song and the aspects that you found confusing. Write a paragraph summarising what the song is about and what it means in relation to Aboriginal land rights.

### Mabo v Queensland (No 2) High Court

* Watch [Mabo Day & Native Title: Who was Eddie Mabo & what is his legacy?](https://www.youtube.com/watch?v=jBJ_OjnPgYA) (duration 3:28). Discuss the meaning of ‘legacy’ and how it relates to the Mabo case.
* In pairs, create a [knowledge map](https://www.mindmanager.com/en/features/knowledge-map/#:~:text=A%20knowledge%20map%20is%20a,where%20to%20look%20for%20information.) that captures everything that you already know about [The Mabo case](https://aiatsis.gov.au/explore/articles/mabo-case). Once you have written everything that you can recall, swap pages with another pair and add or change anything that is missing or incorrect. Repeat this process one more time and then find your original knowledge map. Add anything extra that you have remembered or discovered through the shared activity.
* Make a list of the groups of people that might have been affected by the Mabo v Queensland (No 2) High Court decision, generally referred to as The Mabo Case. Next to each name in the list, write a sentence about how the decision impacted them and how significant that impact was (large, medium, small).
* Watch [Mabo Anniversary](https://www.youtube.com/watch?v=XKTSHW1UzEM) (duration 7:45), taking notes on the long-term impacts of the decision. Answer the question – what does the Mabo decision mean today?
* Hold a class debate about the ongoing impact of the Mabo case. The statement for the debate will be ‘the decision in the Mabo v Queensland (No 2) case continues to be important today’. Divide students into two groups and give appropriate time to research and consider their arguments. Hold the debate during class and give adequate time for reflection and debriefing afterwards.
* Write a reflection statement about the debate – after listening to your classmates’ arguments, what do you think was the long-term impact of the Mabo v Queensland (No 2) High Court decision? Was the long-term impact as significant as the short-term impact? Explain your reasons for coming to your conclusion.
* What can we learn about the importance of access to lands and waters for Aboriginal Peoples from the Mabo case?

### Ownership and access to lands and waters

**Teacher note** - this article, [The history of Indigenous Australia is not written in books but it is engraved on the rocks in the landscape](https://adi.deakin.edu.au/news/the-history-of-indigenous-australia-is-not-written-in-books-but-it-is-engraved-on-the-rocks-in-the-landscape), provides some useful quotes and background information on some of the underlying legal issues associated with access to lands and waters in the case of mining. This will be explored in the following tasks in the context of autonomy and self-determination. This article, [The effects of land and water separation on First Nations Peoples](https://waterpartnership.org.au/the-effects-of-land-and-water-separation-on-aboriginal-people/), will also be useful as background reading for the following section.

* Investigate the role of [Aboriginal Land Councils](https://alc.org.au/) – create a [pamphlet](https://www.lucidpress.com/pages/learn/what-is-a-pamphlet) outlining the role Aboriginal Land Councils play nationally and locally. If you can, include a section about your local Aboriginal Land Council and explain the key issues within your local area.
* [Think, pair, share](https://www.theteachertoolkit.com/index.php/tool/think-pair-share) with a partner to come up with a list of examples, nationally and locally, that highlight the important of ownership and access to land and waters for Aboriginal Peoples. These examples could include issues and events previously discussed in this topic.
* Using the article [Mining company Rio Tinto apologises](https://www.theartnewspaper.com/news/mining-company-rio-tinto-apologises-for-destruction-of-46-000-year-old-aboriginal-site), investigate the Pilbara mining issue through the lens of Aboriginal Peoples and access and autonomy over land. Present the findings of your investigation in a speech to the class.
* Using the National Museum of Australia’s [Handback of Uluru to the Anangu people](https://www.nma.gov.au/defining-moments/resources/uluru-handback-anangu) page, write a paragraph explaining the reason that Uluru was handed back to the Anangu people. Share your paragraph with the class and discuss why the handback was significant in terms of autonomy and self-determination.
* Watch [Uluru Handback - 30 years on](https://www.youtube.com/watch?v=gdoZgnFGOts) (duration 17:46), read the [Handback – Uluru-Kata Tjuta National Park resource](https://www.environment.gov.au/resource/handback-uluru-kata-tjuta-national-park) by the Australian government, and watch [The climbing and closing of Uluru](https://www.youtube.com/watch?v=z-BBUc8s88E) (duration 3:14). Discuss why do you think ownership and access to Uluru over time has been such a contentious issue in Australia?
* Consider the role of economic independence in relation to ownership of Uluru – as a class, discuss the significance of economic independence as a result of the handover of Uluru to the Anangu people.
* [Write a letter to the editor](https://www.climatecouncil.org.au/how-write-effective-letter-editor/) or letter to your local Member of Parliament about either the Pilbara mining issue or Uluru, outlining how and why access and ownership to land are so important to Aboriginal Peoples.

### Lands and waters, economic independence and self-determination

**Teacher note** – the following articles and resources would provide useful background reading in preparation for this section, particularly around Aboriginal Peoples and water management: [How did Aboriginal people manage their water resources](https://www.qld.gov.au/environment/water/residence/use/education) (under heading ‘ATSI lesson plans and activities (at all year levels)’), [Aboriginal water knowledge and connections](http://www.clw.csiro.au/publications/general2010/Aboriginal-Water-Knowledge-and-Connections.pdf) and [Chapter 6: Indigenous peoples and water](https://humanrights.gov.au/our-work/aboriginal-and-torres-strait-islander-social-justice/publications/native-title-report-2008), [Living off our waters website](https://indigenousknowledge.unimelb.edu.au/curriculum/resources/living-off-our-waters). The third chapter of the NSW government [Our Water Our Country information manual](http://www.water.nsw.gov.au/__data/assets/pdf_file/0004/547303/plans_aboriginal_communities_water_sharing_our_water_our_country.pdf) is also very useful and may provide additional source material for this section.

* Using the [Cultural Flows](http://culturalflows.com.au/), [Livelihood values of Indigenous customary fishing](https://aiatsis.gov.au/research/current-projects/livelihood-values-indigenous-customary-fishing) and [Fishing Rights](https://alc.org.au/fishing-rights/) websites, write a summary about water and Aboriginal Peoples rights and autonomy for each of the following subheadings:
	+ [a brief history of Indigenous fishing](https://aiatsis.gov.au/exhibitions/brief-history-indigenous-fishing)
	+ [the right to fish](https://aiatsis.gov.au/exhibitions/right-fish)
	+ [researching Indigenous fishing values](https://aiatsis.gov.au/exhibitions/researching-indigenous-fishing-values).
* Watch [Baiames Ngunnhu - the story of Brewarrina Fish Traps](https://www.youtube.com/watch?v=7uYKg1M6PRk) (duration 6:19) and discuss the link between the Brewarrina Fish Traps and Aboriginal fishing practices.
* Use the [Baiames Ngunnhu Brewarrina Fish Traps](file:///C%3A/Users/krich/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/8QUHEVFX/%E2%80%A2%09http%3A/www.riverspace.com.au/item/baiames-ngunnhu-brewarrina-fish-traps/) and [National Heritage Places - Brewarrina Aboriginal Fish Traps](file:///C%3A/Users/krich/AppData/Local/Microsoft/Windows/INetCache/Content.Outlook/8QUHEVFX/%E2%80%A2%09https%3A/www.environment.gov.au/heritage/places/national/brewarrina) websites as a starting point to create a podcast about the importance of waters and Aboriginal fishing practices both historically and currently. Your podcast should also discuss the link between access to lands and waters and Aboriginal Peoples economic independence and self-determination.
* Read the information contained in the [A Yarn on the River](https://www.mdba.gov.au/publications/mdba-reports/yarn-river-getting-aboriginal-voices-basin-plan) ebook about Aboriginal Peoples and their connection to the Murray Darling Basin plan. The [Aboriginal Waterways Assessment Program](https://www.mdba.gov.au/publications/mdba-reports/aboriginal-waterways-assessment-program) website may also be useful. Research the plan and write a report summarising the key issues for Aboriginal Peoples in relation to lands and waters.
* Consider the lands and waters in your local area. With your classmates, discuss the major issues regarding lands and waters and Aboriginal Peoples for your local Aboriginal community. List the issues on the board. Discuss issues regarding lands and waters nationally.
* Select one local land or water issue and create a presentation outlining the key information about the issue. Your presentation should address the following questions:
	+ Outline the issue, its location and who is most affected?
	+ Explain what has been done about the issue in the past?
	+ Explain what is being done about the issue currently?
	+ Outline how the issue demonstrates the importance of ownership or access to lands and waters for Aboriginal Peoples?
	+ Explain any links between the issue and economic independence for Aboriginal Peoples.

## Case study

In the planning, delivery and evaluation of case studies, schools should work in partnership with their local Aboriginal community, or appropriate knowledge holders to identify suitable resources, including additional contacts and appropriate publications. The study of a contrasting community allows students to develop an understanding of the diversity of Aboriginal cultures and Torres Strait Islander cultures and expressions of identity.

### Aboriginal self-determination and autonomy case study

Students explore the activities of organisations, movements and individuals that have worked towards Aboriginal Peoples’ autonomy, through the context of a case study that focuses on:

* significant individuals and organisations/movements involved in moves towards self-determination, including:
	+ the Aboriginal protest movement
	+ Aboriginal Peoples’ autonomy
	+ key Aboriginal organisations, such as land, health, disability, housing, legal, education, employment
* responses of Aboriginal Peoples, non-Aboriginal people, and the wider Australian community, for example:
	+ personal/individual responses
	+ political responses
	+ corporate responses
	+ media responses

Students may choose to create their own event, movement or response in their own school, and use this experience as the basis of the second part of the case study, which is the broader community response.

Students:

* apply ethical research skills, including protocols for consultation to work effectively with Aboriginal Peoples and communities
* demonstrate understanding of ethical responsibilities surrounding Indigenous Cultural and Intellectual Property (ICIP)
* investigate significant individuals and organisations/movements involved in moves towards self-determination, and the responses of Aboriginal Peoples, non-Aboriginal people, and the wider Australian community
* communicate findings and conclusions of the case study effectively and appropriately

**Teacher note** – before engaging with this case study, please ensure you have engaged with the principles and protocols for working with Aboriginal and Torres Strait Islander communities. You can find more information about this process in relation to Aboriginal Studies 7-10 in the Aboriginal Studies 7-10 Case Study Guide. The teacher should make the connection with the organisation and arrange a meeting with the class as outlined in these activities, facilitating a respectful dialogue in line with protocols for working with Aboriginal communities.

For those without a local example of an organisation working in the land and waters space, the [North Australian Indigenous Land and Sea Management Alliance (NAILSMA)](https://nailsma.org.au/programs) is an example that could be used. In particular, the document ‘[Are we looking after Country right’](https://nailsma.org.au/resource-library/are-we-looking-after-country-right-integrating-measures-of-indigenous-land-and-sea-management-effectiveness) would be a useful example to share with students for this case study.

* Research Aboriginal protest movements and create a [timeline](https://templates.office.com/en-au/timelines) of protest through Australian history. Your timeline should include protests relating to self-determination and autonomy.
* Identify a local or national [Aboriginal Land Council](https://alc.org.au/) or Aboriginal organisation advocating for self-determination through lands and waters.
* Write a report about your chosen organisation. Your report should include:
	+ key information – who is involved, when established, where located
	+ goals of the organisation
	+ actions and events undertaken so far
	+ connection to Country
	+ interactions with the wider community
	+ significant achievements.
* Connect with the organisation and arrange a meeting with your class. Prepare a series of questions that you would like to discuss to learn about the organisation. Make sure some of your questions relate to the way that their goals and achievements have supported autonomy and self-determination for Aboriginal Peoples, and what that means to them. You should also ask the representative about the responses of different groups to their organisation and movement, for example the media, local community or non-Aboriginal people.
* Create a [promotional campaign](http://www.businessdictionary.com/definition/promotional-campaign.html#:~:text=A%20series%20of%20advertisements%20using,%2C%20radio%2C%20and%20print%20advertising.) to provide the local school and community with information about the organisation and to foster support for their work. Your campaign can be digital or non-digital – you may like to consider using audio, video, social media (with teacher and parental guidance), posters, a webpage or other medium to engage the community with your campaign.

## Assessment task

### Outcomes

* **AST5-2** explains ways in which Aboriginal Peoples maintain identity
* **AST5-6** explains the importance of self-determination and autonomy to all aspects of Aboriginal Peoples’ participation nationally and internationally
* **AST5-11** selects and uses a range of research techniques and technologies to locate, select, organise and communicate information and findings

### Task

Create a [physical or digital museum display](https://museumsvictoria.com.au/learning/small-object-big-story/5-exhibition-basics/) for the theme ‘Aboriginal Peoples’ - self-determination and autonomy through time.’

Your museum display must include:

* An opening statement explaining the purpose of the display and the importance of self-determination and autonomy to all Aboriginal Peoples around the world.
* At least 5 display items – these could be photographs, letters, cartoons, newspaper articles etc.
* A short paragraph for each display item, explaining:
	+ what the item is and how it connects to Aboriginal Peoples and identity
	+ the time period of the item
	+ what the item demonstrates about the demand for self-determination
	+ what was the response to the demand for self-determination from non-Aboriginal people at the time?
* A closing statement that reflects on the changes over time shown through the display.

### Marking criteria

|  |  |
| --- | --- |
| Criteria | Grade |
| * Demonstrates extensive knowledge of content and understanding of course concepts by explaining ways in which Aboriginal Peoples maintain identity.
* Demonstrates extensive knowledge of content and understanding of course concepts by explaining the importance of self-determination and autonomy to Aboriginal Peoples’ participation both nationally and internationally.
* Effectively communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings.
 | A |
| * Demonstrates thorough knowledge of content and understanding of course concepts by outlining ways in which Aboriginal Peoples maintain identity.
* Demonstrates thorough knowledge of content and understanding of course concepts by outlining the importance of self-determination and autonomy to Aboriginal Peoples’ participation both nationally and internationally.
* Clearly communicates complex ideas and information by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings.
 | B |
| * Demonstrates sound knowledge of content and understanding of course concepts by describing ways in which Aboriginal Peoples maintain identity.
* Demonstrates sound knowledge of content and understanding of course concepts by describing the importance of self-determination and autonomy to Aboriginal Peoples’ participation both nationally and internationally.
* Communicates ideas in an appropriate manner by selecting and using a range of research techniques and technologies to locate, select, organise and communicate information and findings.
 | C |
| * Demonstrates basic knowledge of content and understanding of course concepts by identifying ways in which Aboriginal Peoples maintain identity.
* Demonstrates basic knowledge of content and understanding of course concepts by describing the importance of self-determination and autonomy to Aboriginal Peoples’ participation either nationally or internationally.
* Communicates ideas in a descriptive manner by attempting to select and use a range of research techniques and technologies to locate, select, organise and communicate information and findings.
 | D |
| * Demonstrates elementary knowledge of content and understanding of course concepts by listing ways in which Aboriginal Peoples maintain identity.
* Demonstrates elementary knowledge of content and understanding of course concepts by listing the ways that self-determination and autonomy are important to Aboriginal Peoples’ participation in the world.
* Demonstrates elementary skills in communicating ideas and selecting information.
 | E |