

## Unit 4: Citizens and Public Life (Secondary)

### At a glance

Content	Teaching and Learning Activities	Special Resources
<b>Focus Question 1: How are indigenous people portrayed in our society?</b>		
	Brainstorm Small group work Hypothesis testing  <b>Paragraph writing</b>	<i>ATSIC Matter of Fact</i>
<b>Focus Question 2: How has the democratic process impacted on Indigenous people?</b>		
	Link to DD materials (Upper Primary) page 114 Document Study Roleplay	<i>Getting Started</i> Curriculum Framework Support (WA) <b>Handout 2</b> A True Racist Law <b>Handout 3</b> Document Study
<b>Focus Question 3: What role have Indigenous people played in making Australia a fair and just society?</b>		
	Investigating the stories of people  <b>Biography or Story board</b>	Upper Primary DD materials Guest Speaker
<b>Focus Question 4: What is Australia's record on Indigenous people's rights?</b>		
<i>Please see page 44 Middle Secondary Units (Human Rights at a glance)</i>		
<b>Focus Question 5: Who protects the rights of Indigenous people?</b>		
Statistics on Indigenous people	Brainstorm Guest speaker Match it Problem Solving  <b>Brochure/Poster</b>	Guest speaker from one of the organisations listed in handout. <b>Handout 4</b> Match it ATSIC web site
<b>Focus Question 6: Is reconciliation important for the future of Australian society?</b>		
What is reconciliation?	Inquiry  Debate and Letter to the Editor	Council for Reconciliation Learning Circle Kit <b>Handout 5</b> Reconciliation <b>Handout 6</b> Investigating the issue

**The Unit:** Focuses directly on the experience of indigenous people in the Australian democratic process.

**AUDIENCE** Secondary Students

The main aim of this unit is for students to develop and demonstrate their own understandings of the concepts of democracy and citizenship. They should be encouraged to express their own opinions and it is important to ensure a safe, secure and trusting environment, free of racism. Therefore, teachers will need to explore their own cultural understandings and be able to encourage students to support a society that accepts all peoples and recognises the significance of Indigenous people and history in the development of the nation.

Please consult with your local Indigenous community, family groups and peoples to assist in the further development and implementation the unit. This could provide the opportunity for Educators to build meaningful relationships between themselves, the school, their Indigenous communities, family groups and other peoples. At all times, Indigenous cultural protocols will need to be respected. It is vitally important to create the space for students to hear the voices of experience.

**PURPOSE** Students will demonstrate an understanding that societies change over time that there are a number of factors which impact on the way cultures interact with the other. Students will also demonstrate an understanding of citizen ship, social justice and be able to suggest ways to preserve and ensure human rights in their society or community.

**LINKS & RESOURCES:**

Handout 1: Glossary

Handout 2: A true racist law

Handout 3: Document study

Handout 4: Match it

Handout 5: Reconciliation

Handout 6: Investigating the issue

[Council for Aboriginal Reconciliation Learning Circle Kit](#) this kit also has a series of information sheets relating to indigenous issues.

[General site for Aboriginal Studies resources](#)

[ATSIC](#)

[Racism NoWay](#)

[Matter of Fact](#)

**Links to local curriculum and Discovering Democracy:**

Please see tables included in the Introduction/Overview

## Unit 4: The Australian Nation (Secondary)

### Focus Question 1: How are indigenous people portrayed in our society?

#### Learning Activities

---

1. Individually, ask students to write down 5 statements (each statement to be written on strips of paper) about indigenous people. Collect the statements and place them in a box or something similar. Break the class into small groups of 2 to 3 students. Read out some of the statements in the box. Ask the class if they would consider it to be a positive or negative statement. Write each statement on the board as you go. Allow 2 to 3 minutes for group discussion and then get each group to record any evidence or information that proves or disproves the statement. It isn't necessary to read all of the statements, just until you think that students have got a good idea of the types of things people think about indigenous people.
2. Discuss what is meant by the terms Stereotype and Myth. Students to record their meanings for the terms on their glossary sheet. Use the following questions to guide your class discussion:
  - Were the statements read out in class examples of stereotypes?
  - What are some other examples of stereotypes common in the society in which we live?
  - What effect may stereotyping have on the individual; a group or community?
3. Get students to select 2 or 3 of the statements which were discussed in class. Let students know that they will test the statement to see whether it is true or false. Allow students to access the ATSIC publication [Matter of Fact](#). Alternatively, take the students to the document on the net - it is available in pdf format at [http://www.atsic.gov.au/fact\\_v\\_myth/amof/fact99/matterfact](http://www.atsic.gov.au/fact_v_myth/amof/fact99/matterfact). This document is available from ATSIC for \$9.95. The document addresses common myths and stereotypes about indigenous people.
4. Allow students to visit the [Racism NoWay](#) web site. There is a discussion group available on this site for students to lodge their comments.
5. Once students have collected evidence to support or disprove the statement, get them to share it as a whole class or small group activity.

**Assessment: Paragraph Writing** Select ONE of the statements that you tested in class. Write 1 to 2 paragraphs on the following questions:

- Describe one perception or impression that people may have about indigenous people in our society/community.
- How accurate is the statement?

## Focus Question 2:      **How has the democratic process impacted on Indigenous people?**

### Learning Activities

---

1. Review the section in the Upper Primary *Discovering Democracy* materials on What makes a good law. (page 114).
2. A useful activity to demonstrate the effectiveness of a law is detailed in *the Getting Started: Curriculum Framework Support materials for Society and Environment (W.A)*. I have included in **Handout 2**, the resource that was used. The teacher in the study rewrote the 1905 Protection Act, replacing Aborigine or Aboriginal race with the term group X. The students read through each of the clauses, writing their responses and reflecting on the law. This activity allows students to understand the impact this type of legislation may have on a group of people.
3. After completing activity 2, ask students to consider the experience of indigenous people in Western Australia. Some questions to prompt discussion could include:
  - What do you think was the purpose of this law?
  - What aspects of the law would you consider to be unfair?
  - What would you do if you were a member of group x?
4. **LINK** to Upper Primary *Discovering Democracy* materials. Complete some of the activities on pages 117 to 120. These activities will allow students to demonstrate an understanding of the concepts of protest, citizenship and change.
5. **Handout 3** Alternatively, students may investigate primary documents that deal with the indigenous experience prior to 1967. Allow students to select from a range of materials including official documents, diary entries, old newspaper articles and text to gain an understanding of what it was like. Some other events or Acts might include:
  - 1936 Aborigines Act
  - 1829 Battle of PinjarraA useful resource for this activity. See Unit 5 *1901 and all that - A Federation Resource Kit* pages 134 to 139. This is available from the National Archives for \$34.95. This has a number of documents relating to the experience of indigenous people in W.A.

**Focus Question 3:           What role have Indigenous people played in making Australia a fair and just society?**

**Learning Activities**

---

1. Reflect back on the previous activity relating to the freedom rides focusing upon the role played by Charles Perkins. Ask students for the names of other people that may have assisted in achieving social justice for indigenous people in Australia. Some could include:
  - Charles Perkins
  - Neville Bonner
  - Faith Bandler
  - Eddie Mabo
  - Mandawuy Yungpingu
  - Don MacLeod
  - WC Wentworth
  - Pat Dodson
  - Fred Hollows
  - Nugget Combs
  - Rob Riley
2. Invite a guest speaker from the local community to talk about their life experiences or their thoughts on this topic.

- Assessment**   Research and write a 2 to 3 page biography on a person who you believe has helped to make Australia a fair and just society for Indigenous people. Select your person from the list produced in class or from your local community. Your information should include:
- Background information (family, education, early life)
  - Actions and achievements
  - Significance

**Focus Question 4:**      **What is Australia's record on Indigenous people's rights?**

**Learning Activities**

---

**LINK:** The activities for this section are included in the Middle Secondary *Discovering Democracy* materials, please see page 44

## Focus Question 5: Who protects the rights of Indigenous people?

The Governor General, Sir William Deane has said 'Aboriginal and Torres Strait Islander disadvantage... is devastating in its extent and entrenched in its nature. It extends across the whole spectrum of human life'. Statistics show that Indigenous Australians are worse off than any other identifiable group of Australians.

- Indigenous people die on average 15-20 years earlier than other Australians, and are far more likely to suffer infectious diseases or chronic diseases such as diabetes, trachoma, ear disease and renal failure.
  - The unemployment rate for indigenous people is an estimated 26%, as against about 8% for the general community, and incomes are approximately two thirds of the Australian average.
  - Fewer than one third of Aboriginal and Torres Strait Islanders students are finishing secondary school, compared with a national retention rate of around 70%
  - Aboriginal people are over-represented in the criminal justice system by a factor of at least 15.
  - Aboriginal people are far more likely to live in poor and overcrowded housing without essential services.
- (Taken from page 16, *Matter of Fact* ATSIIC)

## Learning Activities

---

1. Brainstorm and blackboard some of the issues confronting indigenous people in today's society.
2. Read through the social indicators from the notes. Allow students to work in pairs, assign one main point to each pair. Students are to work together to identify the main problem and to put forward some ideas or suggestions which would address the problem. Students then join another pair group and present their ideas. The main idea of this activity is for students to identify a need for the existence of particular organisations.
3. **Handout 4** Explain to students that there are many organisations that have been formed to deal with some of the issues confronting indigenous people and communities. Students to match the organisation with their role. Students are to identify which organisation would attempt to deal with the problems and issues highlighted in the previous activity.
4. Invite a speaker from one of the organisations to speak to students.
5. In pairs, students are to select ONE organisation. Conduct an inquiry into the role, aim and function of the organisation.

**Assessment:** Create a brochure or poster that aims to inform people in your community of one of the organisations (the role, aim and function) identified in class.



## **Focus Question 6:        Is reconciliation important for the future of Australian society?**

### **Learning Activities**

---

1.     Initiate a discussion based upon previous studies in the unit, in particular the freedom rides, the 1905 Protection Act, the significance of the 1967 Referendum. Introduce them briefly to the term **RECONCILIATION**. Individually, students are to read through the information on the **Handout 5** and complete the questions. Let them know that they will not to share this information until near the end of the unit.
2.     Divide the class into 2 to 4 groups. Instruct them on the process of debate. Explain that reconciliation is a fairly controversial issue and that the class is going to consider the question: "Is Reconciliation important for the future of Australia?"
3.     Assign groups the affirmative and negative. **Handout 6** Allow time for students to investigate the issue further. Students might be encouraged to conduct a survey to obtain a gauge of opinion in their community.
4.     Conduct the debate

**Assessment:** Write a letter to the Editor of a local/state/national newspaper giving your view on the Reconciliation debate.

Use the table below to record **YOUR** meaning of the terms (You might like to add some of your own):

<b>Term</b>	<b>Our Group Definition OR My Definition</b>
Act of Parliament	
Protest	
Indigenous	
Freedom Rides	
Biography	
Autobiography	
Primary Document	
Secondary Document	
Reconciliation	
Organisation	
Human Rights	
United Nations	
Covenant	
Democracy	
Torres Strait Islander	
Citizen	
Referendum	
Stereotype	
Myth	
Unanimous	
Sovereignty	
Dispossession	
Native Title	

**Focus Question 2: How has the democratic process impacted on Indigenous People?****A True Racist Law**

*This law was established in 1905 and lasted until 1967. In this law a Government minister from country B called the Chief Protector, was chosen to see that the law was carried out. The law started by saying that it was "to make provision for the better protection and care of the people in group x" Read the clauses of the law below and see if you agree.*

Clause	Your View
The Chief Protector, not their parents, will be the legal guardian of all children from group x.	
The Chief Protector can move anyone in group x to a reserve and keep them there.	
No one is allowed to employ anyone from group x without permission.	
If employing anyone from group x only rations, clothing, blankets and medicines can be used as payment.	
Anyone in group x that quits his or her job is breaking the law.	
The Chief Protector can take the property of anyone in group x.	
Anyone from group x that camps in or near a town is breaking the law.	
Anyone from group x found loitering in a town can be told to leave.	
No one from group x can marry anyone from outside group x without the permission of the Chief Protector.	
Anyone who supplies a person in group x with alcohol is breaking the law.	
It is illegal to sell a gun to anyone in group x.	
Anyone in group x who breaks this law can be arrested without a warrant.	
With permission from the Chief Protector a person from group x can be exempt from this law if they agree not to associate with anyone from group x.	
The Chief Protector can provide the care, custody and education of any children in group x. any child can be taken away	

Clause	Your View
from their parents and sent to an institution, industrial school or orphanage.	
Every person breaking this law will be imprisoned.	
If anyone from group x is said to have broken this law they are considered guilty unless they can prove their innocence.	

(taken from Page 56 *Getting Started; Society and Environment Curriculum Framework Support Curriculum Council Western Australia*)

**Complete these tasks in sentences:**

1. Write down how you feel about the law.

---



---

2. Many people affected by this law are still alive in the world today, how do you think they feel?

---



---

3. As citizens of the world, what responsibilities do we have towards these people, what should we do?

---



---

4. Try and guess the country that established this law.

---

5. Who do you think group x are?

---

**Investigating the Past****Step 1: Have a good look at the document.**

Study the document closely, read any writing on the document carefully. Describe the document briefly.

---

---

---

**Step 2: Understand the document.**

a. Who created the document?

---

---

b. When was the document produced? What evidence gives you this information?

---

---

c. Where was the document created? What evidence gives you this information?

---

---

d. Why was the document produced? What was the purpose of the document?

---

---

**Step 3: Background information**

What information can you find out about the events leading up to the creation of this document?

---

---

---

---

#### **Step 4: Drawing conclusions**

a. Is this a PRIMARY (first hand) source? Explain.

---

---

b. Is this document a reliable source of information?

---

---

c. What did the original writer, photographer or illustrator intend the document to be used for?

---

---

d. What other conclusions can you draw about the person/s who produced the document?

---

---

Focus Question: Who Protects the Rights of Indigenous People?

Can you match these organisations with their role?

<b>Organisation</b>	<b>Role</b>
1. ATSIC (Aboriginal and Torres Strait Islander Commission).	a. Established in 1995, to assist indigenous people to acquire land and manage indigenous held land.
2. Aboriginal Legal Services	b. A non-government independent body that aims to provide leadership in the reconciliation process.
3. Aboriginal Land Councils	c. Represents indigenous people and assists in legal matters.
4. Registrar of Aboriginal Corporations	d. The official body responsible for all Aboriginal and Torres Strait Islander Affairs including national policy making and the delivery of services.
5. Department of Education, Training and Youth Affairs	e. Represents the interests and affairs of Aboriginal and Torres Strait Islanders in the Federal Parliament.
6. Aboriginal Medical Services	f. National body which is concerned with the education and training of all young people.
7. Department of Health and Aged Care	g. Helps in the making of agreements among indigenous people, governments, industry and other groups, especially in terms of land matters.
8. Indigenous Land Corporation	h. Federal body which looks after the health and aged care of all Australians.
9. Minister for Aboriginal and Torres Strait Islander Affairs	i. Government department that is concerned with the affairs of Aboriginal and Torres Strait Islanders at a State level.
10. National Native Title Tribunal	j. Set up to assist Aboriginal Corporations to operate effectively.
11. Aboriginal Affairs Department (State)	k. State based services which aim to provide medical services to indigenous people and communities.
12. Council for Aboriginal Reconciliation	l. Groups set up locally to discuss and decide issues relating to land and other issues confronting indigenous communities.

**Focus Question:** How important is reconciliation for the future of Australia?

**What is Reconciliation?**

In August 1991, the Federal Parliament unanimously passed an ACT that set up the Council for Aboriginal Reconciliation. Its aim was to;

*"Promote reconciliation, including the fostering of a continuing national commitment from governments at all levels to redress the Aboriginal and Torres Strait Island disadvantage."*

Its vision:

*"... is for a United Australia which respects this land of ours, values the Aboriginal and Torres Strait Islander heritage and provides justice and equity for all. Our goal is to have the nation share this vision by the year 2001. The challenge for the nation is to work at making this vision a reality."*

1. What do you think is meant by the term RECONCILIATION?

---

---

2. What do you know about Aboriginal reconciliation?

---

---

---

3. What is your view about Reconciliation? Do you think that it is important for reconciliation to take place?

---

---

4. How important do you think Reconciliation is for:

a. People your age? \_\_\_\_\_

b. Indigenous communities? \_\_\_\_\_

c. Your parents and other adults? \_\_\_\_\_

d. The future of the nation? \_\_\_\_\_



**Focus Question: How important is reconciliation for the future of Australia?**

**Conduct research into the reconciliation debate using a range of resources. (text books, newspapers, magazines, the internet etc.)**

**Use the following questions as a guide for the gathering of information.**

1. What is RECONCILIATION?

---

---

2. When and why did the move for RECONCILIATION begin?

---

---

---

---

---

---

3. What groups in society support moves towards reconciliation?

---

---

4. Why do they think reconciliation is important?

---

---

---

---

---

5. What groups oppose reconciliation?

---

