Year 10 History 2017
Assessment Task 3
Right and Freedoms of Aboriginal and Torres Strait Islander Peoples
Weighting - 30%
Due - Tuesday, September 5
Before 9 am, N block

Outcomes Assessed

HT5-3 explain and analyse the motives and actions of past individuals and groups in the historical contexts that shaped the modern world and Australia.
HT5-6 use relevant evidence from sources to support historical narratives, explanations and analyses of the modern world and Australia.
HT5-10 selects and uses appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

The Big Idea:

The proposed Recognition Referendum is a step in the continuation of the process of improving the rights and freedoms of Aboriginal and TSI peoples in Australia since the end of World War 2 (1945).

The Task:
Explain and analyse the process that has led to this point in our history.
Background Information

1. Preamble

As young adults who will soon be voting, one of the first issues that you may be required to vote on is the recognition of Aboriginal and Torres Strait Islander peoples in the Australian Constitution as the First Peoples of Australia.

2. Essential learning

1. The ways in which changes to Aboriginal and TSI peoples’ rights and freedoms from 1945 to 2017 have been achieved.
2. The significant people, groups, events and ideas which has led to changes in the rights of indigenous peoples since 1945.

3. Audience

To help voters understand the background to this referendum, an online platform has been created in which people contribute a short video which explains and analyses the process of change which has led to this point in time. You will be contributing to this platform.
The Big Idea:

Any changes to our Constitution must be agreed to by a majority of Australians in a vote called a *referendum*. The proposed Recognition Referendum is another step in the continuation of the process of improving the rights and freedoms of Aboriginal and TSI peoples in Australia since the end of World War 2 (1945).

Here is some more information on it -

- [https://www.youtube.com/watch?v=zwcROGbLgqc](https://www.youtube.com/watch?v=zwcROGbLgqc)
- [https://www.youtube.com/watch?v=YdnGXb7620M](https://www.youtube.com/watch?v=YdnGXb7620M)

The Task

**Explain and analyse** the process that has led to this point in our history. **Present** your findings as a *recorded speech* with supporting images that are relevant to the points you make in your speech.

Length of presentation 4 - 5 min.

To answer this question you will need to show an understanding of

- How change is achieved (the process)
- Some key points in the process of the changes which have occurred, such as significant protests, campaigns which raised awareness, and government legislation.
- These key points will include references to individuals, groups, events and ideas (the list below is a starting point for your investigation)
Overview of the Task and the Research Process

WEEK 1:

➔ Find out about the position of Aboriginal and TSI (indigenous) peoples in Australian society at the end of WW2. What laws ruled them? How did they live? Write a paragraph to explain this. You can use this paragraph in your recorded speech.

➔ After WW2, change began to occur. Investigate and make notes on some of the protests, awareness raising campaigns and legislation enacted which resulted in changes for indigenous peoples. You do not need to refer to every person, event etc. Choose some that you regard as significant as contributing to change. See list below.

WEEK 2:

➔ Continue with your investigation.
➔ ‘Mind map’ the links between significant people, events, groups, ideas and the developments that occurred. This may occur in your class.
➔ Suggestions are provided below
➔ Find visual sources that support your analysis in your speech. They could be images of people, groups, events, newspaper reports or even a law that highlights and supports the point you are making in your speech.
WEEK 3

➔ Write a speech that directly addresses the question
➔ Continue to find sources that support your speech
➔ Create a slideshow (5-10 slides) that aligns with your speech
➔ Record your speech on one of the platforms suggested (PowerPoint, Screencast O'Matic, Explain Everything)
➔ Save your PowerPoint, or video, as an MP4 and Upload to Google Classroom / share with your teacher.
➔ Print out a copy of the speech and hand in at N block on the morning that the assignment is due (for plagiarism checking).

You may choose to discuss these people, groups and events -

<table>
<thead>
<tr>
<th>Theme</th>
<th>These are some. Note that they can cross over</th>
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<tbody>
<tr>
<td>Land Rights</td>
<td>Yirrkala, Vincent Lingiari, Wave Hill Walk-off, Woodward Royal Commission</td>
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<td></td>
<td>Handing Back of Uluru, Gough Whitlam, Aboriginal Tent Embassy, Gary Foley, Mabo/Wik, Eddie Mabo</td>
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<tr>
<td>Human Rights</td>
<td>Racial Discrimination Act</td>
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<td></td>
<td>Royal Commission into Aboriginal Deaths in Custody, Bringing Them Home report</td>
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