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 select and use appropriate oral, written, visual and digital forms to communicate effectively about the past for different audiences.

Summary of the Task

➔ At home, create a ‘graphic organiser’ about the topic being assessed (as per guidelines)

➔ Bring this ‘graphic organiser’ to your examination on the above date. (it is worth 10 marks)

➔ You will have 4 UNSEEN questions of different values. Your graphic organiser will assist you in answering these questions (25 marks)
Did you know that 55 years ago, indigenous Australians weren’t even counted as Australian citizens in the census? Yet in 1967 a Referendum was held whereby Australians overwhelmingly voted in favour of Aboriginal people being included! As young adults who will soon be eligible to vote, one of the first issues that you may be required to vote on is the **recognition** of Aboriginal and Torres Strait Islander (ATSI) peoples in the Australian Constitution as the First Peoples of Australia. This clip from *The Weekly* explains this (somewhat!)

[The Weekly on Constitutional Recognition](#)

This task is designed to get you thinking about how change has come about for the position of indigenous people in Australian society.
Constitutional recognition is a delicate undertaking. Note how the artist of this cartoon chose to depict Aboriginal people using stereotypes. Today most Aboriginal people live in urban areas. Cartoon: Liement


The Task

A 45 minute, in-class written examination with 4 questions.

To prepare for your assessment task, you will need to learn about

➔ How change for ATSI peoples in their rights and freedoms has been achieved since the end of World War 2 (ie. 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.

➔ The contribution of significant individuals to the process of change
2. Essential Learning

1. The ways in which changes to Aboriginal and ATSI peoples’ rights and freedoms from 1945 to 2019 have been achieved.
2. The significant people, groups, events and ideas which have led to changes in the rights of indigenous people since 1945

Preparation

WEEK 1: Preparation 1 lesson.

➔ Ensure that you understand the position of Aboriginal and TSI (indigenous) people in Australian society at the end of WW2. What laws ruled them? How did they live? Write a paragraph to explain this. This will help with your exam. This should have been covered in class already.

➔ After WW2, change began to occur.

➔ Make notes on some of the protests, awareness raising campaigns and legislation enacted which resulted in changes for indigenous people. You do not need to refer to every person, event, etc. You will cover some with your teacher. Choose some that you regard as significant as contributing to change. See list below.
### WEEK 2: Source analysis (1 lesson)

- Continue with your preparation.

### WEEK 3 - Create your ‘Graphic Organiser’ and revise (1 lesson)

- Create a graphic organiser to bring to your test. The graphic organiser should contain 6 sources on either of the following aspect of rights -

  **Land rights OR Civil rights**

- The purpose of this is to assist you in remembering essential learnings and to show that you can choose appropriate and useful sources to highlight aspects of the development of ATSI rights and freedoms.

- It should show a flow in the development of land rights or civil rights.

- Include quotes and primary source images about significant personalities/groups/events.

- For each source, write a sentence explaining the link between the source and the development of rights.

- You may only use **100 words on your graphic organiser** - these may include dates, names, places, statistics, quotes or other facts.

- At the top of your graphic organiser you should write

  **“The development of ATSI land rights/ civil rights since 1945”**

- This will be worth **10 marks**

### WEEK 4 - Bring your graphic organiser to class on the day chosen for your in-class writing task exam. Submit it at the end of the exam with your exam booklet. It will assist you in your exam.
You may choose to focus on these people, groups and events -

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<th>FOCUS AREA</th>
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<tbody>
<tr>
<td><strong>Civil Rights</strong> (raising awareness and legislation)</td>
<td>Freedom Rides&lt;br&gt;The Referendum (1957-67)&lt;br&gt;Equal Wages&lt;br&gt;Faith Bandler&lt;br&gt;Jessie Street&lt;br&gt;Charles Perkins&lt;br&gt;Racial Discrimination Act&lt;br&gt;Royal Commission into Aboriginal Deaths in Custody,&lt;br&gt;Bringing Them Home report,&lt;br&gt;Paul Keating’s Redfern Speech,&lt;br&gt;Federal Government Apology&lt;br&gt;Creation of ATSIC&lt;br&gt;Noel Pearson</td>
</tr>
<tr>
<td><strong>Land Rights</strong> (raising awareness and legislation)</td>
<td>Gove Peninsula Land Rights&lt;br&gt;Yirrkala Bark Petition&lt;br&gt;Lake Tyers&lt;br&gt; Vincent Lingiari, Wave Hill Walk-off&lt;br&gt;Woodward Royal Commission&lt;br&gt;Handing Back of Uluru&lt;br&gt;Gough Whitlam&lt;br&gt;Aboriginal Tent Embassy&lt;br&gt;Gary Foley&lt;br&gt;Mabo/Wik&lt;br&gt;Eddie Mabo</td>
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Useful Resources
