

Unit Plan

| School Name: | Unit Title: | Year Level: | Duration of Unit: |
|--------------|-------------------------------------------------------|-------------|-------------------|
| | Depth Study 3: Movement of Peoples (1750-1901) | 9 | 15 hours |

Beliefs

Learners:

- We prepare learners for spiritual, independent, reflective, self directed learning, *because we believe that learning continues throughout life.*
- We support learning activities that engage their interest and motivation, *because we believe that learners are the centre of curriculum.*
- We promote skills, knowledge and attitudes that are future focused, *because we believe in preparing learners of fulfilling, productive lives.*
- We seek ways to extend appropriate learning opportunities beyond existing boundaries, *because we believe in developing the potential of every learner.*

Learning:

- We proclaim that Jesus gives meaning to life and learning, *because we believe in Jesus as the way, the truth and the life.*
- We support increasing flexibility to accommodate individual learning needs, *because we believe in recognizing and meeting individual needs.*
- We accommodate diversity so that cultural and individual differences do not compromise learning opportunities, *because we believe in equity.*
- We support learning environments that sustain positive relationships, particularly between teacher and student, *because we believe people are our most valuable learning resource.*

Learning Communities:

- We strive to build learning communities in which faith, life and culture are integrated, *because we believe in the mission of the Catholic school to give witness to Jesus and the Gospel*
- We support sharing vision, decision-making and action with all education partners, *because we believe in shared responsibility.*
- We create conditions for positive change that in turn fosters positive learning environments, *because we believe in continuous improvement.*
- We support learning communities that promote these qualities, *because we believe that authenticity and relevance engage learners.*

Unit Overview

UNIT Summary:

The unit will consider the “Movement of peoples”, in particular the movement of European settlers, the vanguard of which was pastoralists whose march on the Herbert River Valley resulted in the displacement of the Indigenous peoples. (ACOKFH015) The clearing of their hunting grounds and the natural habitat for cattle grazing and crop growing had devastating effects on not only the Aboriginal population but the native fauna and flora. Furthermore, the resultant deculturation pushed the Aboriginal people to the margins of society and economic activity. (ACOKFH017)

Students will come to an understanding of the imperatives that drove European settlement and the cultural attitudes that underpinned the settlers’ relationship with the Aboriginal peoples whose lands they assumed. (ACOKFH017, ACOKFH019) Conversely students will gain an authentic opportunity to come to an appreciation of the effects of the displacement on the traditional landowners. While they will learn of how local Indigenous people were exploited by showmen such as the famous P.T. Barnum in his circus designed to show “all the uncivilised races in existence”, they will on the other hand, learn that there were Europeans, such as James Cassady, labelled a “black protector”, who were prepared to stand up to the authorities in order to protect the Indigenous people. (ACOKFH019)

In an excursion to Mungalla Station, students will experience firsthand, aspects of Queensland’s European pioneering history. They will learn about Nywaigi culture and particular traditional artefacts and their uses. They will hear stories told by the traditional owners about their people, the Nywaigi, James Cassady and his family and the Australian South Sea Islanders (Kanakas), indentured labourers, who also had encampments on the property. Students will tour the property and see not only a working cattle property but restored wetlands where native birds and other wildlife including crocodiles abound. They can view the *Captive Lives: Looking for Tambo and his companions* photographic exhibition housed in the Mungalla homestead and sample a Kup Murri – a feast cooked in an underground oven.

The overview answers the following questions for the teacher and student.

This unit will be focusing on student inquiry to the big questions of:

The unit specific big questions are:

Key question: What were the effects, short and long term, of the European incursion into Indigenous homelands, that became the Herbert River district, on not only the Indigenous peoples, but the flora and fauna?

- . What social and economic imperatives drove the movement of European settlers into such newly opened areas of colonial Australia as the Herbert River district?
- . What were the responses, both European and Indigenous to the conflict that resulted from the occupation of Nywaigi traditional lands by European pastoral and sugar plantation interests?
- . How do the contrasting opinions and beliefs typical of people of the 19th century, such as P.T. Barnum and James Cassady, reflect in and continue to shape our thinking in the 21st century?

These sit within the key inquiry questions at this year level which are:

- . What were the changing features of the movements of people from 1750 to 1918?
- . did new ideas and technological developments contribute to change in this period?
- . What was the origin, development, significance and long-term impact of imperialism in this period?

Roles of Lifelong

This unit provides the opportunity for my students to develop and practice the skills of a lifelong learner. This unit will focus on: (please tick 2 only)

Community Contributor Designer and Creator Effective Communicator A Knowledgeable person ×
 Complex Thinker Reflective Learner × Active Investigator Leader and Collaborator

Identifying Curriculum

General Capabilities

The GCs which learners will engage are:

Literacy

- a) Development of specialised vocabulary (glossaries) including developing recognition of language of bias, language characteristic of a time and place, language as it evolves with changing social attitudes and mores. (See Year 9 English Content Descriptions Language: Understand that Standard Australian English is a living language within which the creation and loss of words and the evolution of usage is ongoing (ACELA1550))
- b) Formative and summative tasks develop an ability to interpret text with an understanding that text is influenced by cultural perspectives and other texts (See Year 9 English Content Descriptions Literacy: Analyse how the construction and interpretation of texts, including media texts, can be influenced by cultural perspectives and other texts(ACELY1739)).

ICT

Cross Curriculum priorities

CCPs which will learners engage are:

Aboriginal and Torres Strait Islander (South Sea Islander) histories and culture

- a) Experience at Mungalla Station Nywaigi culture and particular traditional artefacts and their uses. Hear stories told by the traditional owners about their people, the Nywaigi, James Cassady and his family
- b) Learn of how local indigenous people were exploited by showmen such as the famous P.T. Barnum Circus
- c) Reflect on the Australian South Sea Islanders (Kanakas), indentured labourers' experience who also had encampments on the property.

Sustainability

The clearing of the Aborigine's hunting grounds and the natural habitat for cattle grazing and crop growing had devastating effects on native fauna and flora.

- a) Explore today's Mungalla Station which boasts restored wetlands

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| <p>a) Completion of formative research tasks in Word document b) Completion of summative tasks in Word document c) Development of appropriate web search skills, for example the use of TROVE, State Library (Queensland).</p> <p>Critical and creative thinking Using evidence to evaluate prior knowledge and understandings, consider alternatives and reach conclusions related to Europeans settler and Indigenous relationships and interactions in the 19th century.</p> <p>Ethical understanding a) Reflect on elements of the European settler and Indigenous interaction in the 19th century, achieving empathy and balanced understanding of the values and priorities that shaped the behaviours and responses of either group</p> <p>Intercultural understanding a) Appreciate and understand the effects of European settlement on the Indigenous people and the long term effects that resulted from the clearing of their hunting grounds and the natural habitat for cattle grazing and crop growing. b) Appreciate and understand both, how the resultant deculturation pushed the Aboriginal people to the margins of society and economic activity, and the long term effects of that.</p> | <p>b) where native birds and other wildlife including crocodiles abound Appreciate the actions Indigenous people are taking today to rectify the damage done to traditional lands by pastoral activities and displacement of the Indigenous people.</p> |
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Relevant prior curriculum
Students already appreciate from their Year 4,5 and 6 studies *First Contacts, The Australian Colonies and Australia as a Nation*, the reasons why Australia was colonized, the push and pull factors that drove that colonization and the effects that colonization had on the Indigenous peoples that already inhabited the continent. The students discovered in their Year 8 studies of the *Western and Islamic world, the Asia-Pacific world and Expanding Contacts* that the movement of peoples is a constant characteristic of human endeavour. They have learnt that the movement of peoples has irrevocable consequences for the people that are encountered or conquered in waves of human movement.
.Historical skills development – location of sources; identification of origin and purposes of sources; use sources as evidence; draw conclusions on usefulness; identify points of view; attitudes and values; develop texts using evidence from a range of acknowledged primary and secondary sources.

Achievement Standards expected

By the end of Year 9, students refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments and make judgments about their importance. They explain the motives and actions of people at the time. Students explain the significance of these events and developments over the short and long term. They explain different interpretations of the past.

Students sequence events and developments within a chronological framework, with reference to periods of time and their duration. When researching, students develop different kinds of questions to frame an historical inquiry. They interpret, process, analyse and organise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students examine sources to compare different points of view. When evaluating these sources, they analyse origin and purpose, and draw conclusions about their usefulness. They develop their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. In developing these texts, and organising and presenting their conclusions, they use historical terms and concepts, evidence identified in sources, and they reference these sources.

Strands and Content descriptions:

THE MOVEMENT OF PEOPLE: (1750-1901)

Students investigate key aspects of the movement of peoples during the early days of the pastoral and agricultural development of frontier Australia, and the affects this movement of European pastoralists and planters, their families and livestock had on the Indigenous peoples and their traditional home lands. The nature and significances of these movements: that of the pastoralists and planters, and that enforced on the Indigenous people, will be explored. Both the short and the long-term impacts of the movement of peoples in frontier Australia will be investigated.

- 1) Changes in the way of life of a group(s) of people who moved to Australia in this period, such as free settlers on the frontier in Australia(ACDSEH084)
- 2) The short and long-term impacts of the movement of peoples during this period(ACDSEH085)

HISTORICAL SKILLS

Chronology (ACHHS164)

Time-line 1861 – 1901

- . taming of the north: pastoralists, planters and miners. Land selection, squatting and settlement: key events with focus northern Queensland

Historical terms and concepts (ACHHS165)

. overlander, overlanded, pioneering, plantation, pastoral conquest, pastoral enterprise, frontier, selection, run, station, squatter, planter, pastoralist, grazier, pioneer coloured labour, coolie labour, Kanaka, South Sea Islander, Indigenous, Aboriginal, Aborigine, blacks, gin, Natives, nomadic, traditional lands, homeland, displacement, displaced, homestead, hut, improvement, guerrilla warfare, punitive action, etc.

Historical questions and research (ACHHS166) (ACHHS167) (ACHHS168)

Task will require the selection and identification of different kinds of questions about the past to inform historical inquiry using relevant sources which have been identified and located using ICT and other methods after evaluation and enhancement of the inquiry questions.

Analysis and use of sources (ACHHS169) (ACHHS170) (ACHHS171)

Tasks will involve analysis of sources to reveal understanding of points of view conveyed.

Secondary sources:

- . Texts

Primary sources:

- . Photographs, letters, government documents

Perspectives and interpretations (ACHHS172) (ACHHS173)

- . of the European pioneering experience
- . of the Indigenous experience
- . of the Colonial Government actions and policies
- . of the South Sea Islander (Kanaka) indentured labour
- . of the Black v White debate

Explanation and Communication (ACHHS174) (ACHHS175)

Develop texts using evidence from a range of referenced sources and presented in a range of communication forms.

Assessment

| Describe the assessment instrument | Assessment date | Purpose and conditions | Differentiated assessment | Valued Features |
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| <p>Formative</p> <p>Suggestions:</p> <p>a) Explore what attitudes are revealed in the letters from Letters to the Editor including those headed “The Way we Civilize” and “Black v White”. Compare and contrast the opposing views and speculate how those views conformed or diverged from the values and attitudes of the wider society at that time. Consider why some newspapers decided to include the writer of one letter’s initials only rather than his full name? Speculation should be substantiated by evidence from primary and secondary sources.</p> <p>AND/OR</p> <p>b) Land was a source of conflict following the arrival of the Europeans. Using primary and secondary sources write a speech speaking from the view point of an Indigenous person that explains what that person may have felt about the European invasion of the traditional homelands of Mungalla and what they foresaw as being the long term consequences for their people.</p> <p>AND/OR</p> <p>c) Conduct a web search of images – photographs, paintings and cartoons, to research the ways that Indigenous peoples appear and are portrayed in the 19th century. What do those images reveal about the deculturation of Aboriginal people? What do they reveal about Europeans’ attitudes to the Aborigines and on the other hand, the Aborigines’ attitudes to the Europeans? What roles are they</p> | | <p>Provide experiences and opportunities for students to develop their understanding of the movement of peoples during the early days of the pastoral and agricultural development of frontier Australia, and the affects this movement of Europeans, their families and livestock had on the Indigenous peoples and their traditional home lands through engaging activities. Feedback provided by the teacher will assist student learning by providing assistance and direction in their learning</p> | <p>Modifications may need to be made to assessment for it to be inclusive and cater for the needs of students who may have difficulty accessing the curriculum or those who achieve highly.</p> | <p>a) Explains actions and motives of people at the time. Examine sources to compare different points of view. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. Evidence identified in sources.</p> <p>b) Explains actions and motives of people at the time. Refer to key events and the actions of individuals and groups to explain patterns of change and continuity over time. Analyse the causes and effects of events and developments and make judgements about their importance. Develop texts incorporating historical interpretations.</p> <p>c) Explains actions and motives of people at the time. Examine sources to compare different points of view. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. Analyse the causes and effects of events and developments and make judgements about their importance. Evidence identified in sources.</p> |

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| <p>pictured as playing, and in what ways were they seen to be contributing to economic activity?</p> <p>AND/OR</p> <p>d) James Cassady mentions in his letters the actions of the Native Mounted Police in the Herbert River area. Their actions are also debated in the newspaper column “Black v. White”. What was the rationale behind the use of Native Police in raids on camps of Indigenous people? Why might Indigenous men have been prepared to be used in this way? What benefits might there have been in being a Native Policeman? What might have been the long term effects of their participation in the Native Police force and its raids? Conclusions should be substantiated by evidence from primary and secondary sources</p> <p>AND/OR</p> <p>e) At Mungalla Station can be seen metal breastplates once given to particular Aboriginal people or ‘chieftains’ as honorary badges by the Europeans. How did these honorary badges come about? Did it reflect any real leadership patterns in Aboriginal groups? What do you think the Aboriginal recipients felt about the badges?</p> | | | | <p>d) Explains actions and motives of people at the time. Examine sources to compare different points of view. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. Analyse the causes and effects of events and developments and make judgements about their importance. Evidence identified in sources.</p> <p>e) Explains actions and motives of people at the time. Examine sources to compare different points of view. Students develop texts, particularly explanations and discussions, incorporating historical interpretations. Analyse the causes and effects of events and developments and make judgements about their importance. Evidence identified in sources.</p> |
| <p>Summative</p> <p>. A PETITION for the Nywaigi people to be handed back their ancestral lands and waters comprised by MUNGALLA</p> <p>. RESEARCH ASSIGNMENT: Focus on how the Nywaigi people have been actively involved in addressing and redressing wrongs done to their people and their land</p> | | <p>PETITION: 350-400 words References to be included.</p> <p>RESEARCH ASSIGNMENT –DEPTH STUDY: 500-700 words Analytical essay genre Includes Research Journal, Research Notes and Rough Draft.</p> <p>References and bibliographies of at least 4-6 references to be included.</p> | | <p>Knowledge and Understanding – The effects, short and long term, of the European incursion into Indigenous homelands, that became the Herbert River district, on not only the Indigenous peoples, but the flora and fauna?</p> <ul style="list-style-type: none"> . the cause and effect of the movement of peoples . the Australian experience, in particular the European pastoralist sugar planter and Wywaigi people experience . interpretation of events of the past through the lens of what the Nywaigi |

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| | | | | <p>people are achieving on Mungalla today.</p> <p>Skills –</p> <ul style="list-style-type: none"> . identify and select historical questions . evaluate and enhance questions . investigate and locate relevant sources . identify origin, purpose and context of both primary and secondary sources . process and synthesise information . evaluate reliability and usefulness of sources . identify and analyse different historical perspectives . develop text, explaining and communicating using evidence from a range of referenced sources. |
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| Learning experiences and teaching strategies | Adjustments for needs of learners | Resources |
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| <p>Key Question: What were the effects, short and long term, of the European incursion into Indigenous homelands, that became the Herbert River district, on not only the Indigenous peoples, but the flora and fauna?</p> <p>TEACHER EXPOSITION: Setting the scene: Settlement of North Queensland within the context of the wider settlement of Australia and movement of peoples from the British Isles and elsewhere in Europe</p> <p>Students will examine these sub-questions to establish the impact of European incursion into Indigenous homelands:</p> <p>a. What social and economic imperatives drove the movement of European settlers into the newly opened areas of colonial Australia, including the Herbert River district?</p> <ul style="list-style-type: none"> . occupance in order to affirm colonial possession . exploitation for economic gain . settlement in order to realize economic objectives: pastoralism, agriculture, mining, ports and townships <p>.belief that the continent was unoccupied by any people who had legitimate prior claim to the land; it was an empty land</p> <p>.belief that the Indigenous people were at best “noble savages” at worst a primitive race, doomed for extinction</p> <p>.the belief that the dispossession of the Indigenous inhabitants and the destruction of Indigenous society was inevitable</p> <p>LEARNING EXPERIENCES: Wordles, Venn diagrams; Cause and Effect sequencing; Brainstorming and mind mapping of ideas and concepts; Matching games: words-definitions; emotions-events; role playing</p> <p>b) What were the responses, both European and Indigenous to the conflict that resulted from the occupation of Nywaigi traditional lands by European pastoral and agricultural interests?</p> | <p>Teachers will need to be aware of cultural sensitivities of the Indigenous students in their class.</p> <p>These sensitivities may relate to photographic images of deceased persons or to content of the primary sources which may cause distress due to its explicit nature. It needs to be impressed on students that the potentially distressing language and images occurs in material drawn from nineteenth century authors and sources and reflects the social attitudes of that time.</p> | <p>PRIMARY SOURCES</p> <p>NEWSPAPERS, PAMPHLETS, DIARIES, MAPS</p> <p>(NOTE TO TEACHERS: THIS IS NOT AN EXHAUSTIVE LIST OF ARTICLES. ALL THESE ARTICLES ARE FOUND ON TROVE AND STUDENTS CAN LOCATE MORE AT TROVE ON THE TOPIC)</p> <p>(NOTE TO TEACHERS: THE ITEM MARKED * ARE HELD BY MUNGALLA STATION)</p> <p>A.N. and OUTIS (and another letter of identified authorship), contributor to “Black v.White.” The Queensland, Saturday 12 June 1880, p.775</p> <p>Armit, William E. contributor to “Black v. White.” The Brisbane Courier, Tuesday 14 September 1880 p.p.5-6</p> <p>*Brochure: The Human Circus and the Story of Mungalla</p> <p>Cassady, James, “Black v. White.” The Queenslander, Thursday 2 October 1880, page 5</p> <p>Cassady, James, “The Way We Civilise”, The Brisbane Courier , Wednesday 27 October 1880, p. 5</p> <p>“Colonial News”. Maryborough Chronicle, Saturday 19 September 1874 (see article regarding Aboriginal labour in the Herbert district)</p> <p>*The fauna & flora of Mungalla Station. Commemorating 10 years of the Handback of Mungalla Station to its Traditional Owners</p> <p>Hunt, Charles Henry, Herbert River Views, 1881, Sepia wash drawing printed in illustrated Sydney News, 29 October, 1881</p> <p>“Invader and Invaded: Point of View”, Western Mail, Thursday 22 August 1940, p.9</p> <p>J.C. “Letters to the Editor. The Way We Civilise.” The Queenslander Brisbane, 7 August 1880</p> <p>“Letters to the Editor. Whiter versus Black”, The Queensland, Saturday 8 May, 1880, p.p.594-595</p> <p>The Moreton Bay Courier, Saturday 11 December, 1858, p.2</p> <p>*Mungalla Past and Present</p> |

EUROPEAN

- . fear
- . incomprehension of Indigenous relationships with and use of the land's resources
- . violence and use of Native Police force to subdue and control Indigenous inhabitants

OR

- .sympathy
- . attempts to conciliate
- . provision of food, provision, area to camp, employment

OR

- .benevolence
- . removal to reserves, missions
- . removal of children (stolen generation)

INDIGENOUS

- .initial welcome
- .incomprehension of European concepts of ownership
- .fear
- . desperation in the face of loss of access to food sources
- . killing of European livestock for food
- . violence towards settlers
- . compromise in order to survive

LEARNING EXPERIENCES: Class or group readings of primary resources followed by summary writing and exposition of understandings to be shared with whole class. Historic photograph viewing and response activity. Visit to Mungalla for tour and information gathering to aid Formative and Summative task completion (see tour work sheet).

c) How do the contrasting opinions and beliefs typical of people of the 19th century, such as P.T. Barnum and James Cassady, reflect in and continue to shape our thinking in the 21st century?

PROGRESSIVE:

- . Aboriginal reserves remaining in 1983 were handed back to local Aboriginal communities with the Aboriginal Land Rights Act of 1983
- . the return of Aboriginal remains to their homelands
- . recognition of the STOLEN GENERATION and efforts made to compensate
- . acknowledgement of the rightful attribution of names e.g.: South Sea Islanders rather than Torres Strait Islanders for Kanaka descendants; ancestral group names e.g.: Nywaigi

"The Natives in the Far North by our special reporter", Sydney Morning Herald, Thursday 5 August, 1880 p.2

"The Natives in the Far North by our special reporter:", Sydney Morning Herald, Saturday 18 September, 1880, p.7

"The poor black", The Queenslander, Saturday 21 April 1877, p. 18

"Puffs, Pars, & Personals from our Contemporaries" Freeman's Journal, Thursday 31 July 1930 p. 15

"The Way we Civilize", The Queenslander, 1 May, 1880

"The Way we Civilize", South Australian Register, Monday 17 January 1881, p.p.4-5

"Wild Australia. Aboriginals in Queensland - a dying race", The Brisbane Courier, Wednesday 11 January 1893, p.6

*Photographic albums – Mungalla website

<http://www.mungallaaboriginaltours.com.au/gallery/event/historical>

UNPUBLISHED SOURCES

*Botanical Inventory of the Mungalla Coastal Habitats ACTFR Report NO. 08/15 September 2008

Mungalla Stud via Ingham

*Report on a cultural values and significance assessment at Mungalla Station, Ingham, North Queensland (a part of the Mungalla Coastal Habitat Management Project) for Nywaigi Land Corporation, Giringun Aboriginal Corporation and Australian Government Envirofund, March 2009

*Richard Wallace, Mungalla, Aboriginal Language Legends and notes

*A Strategy for the Management of the Mungalla Wetlands

*Talking Points for Elements of the Captive Lives Exhibition

LECTURES AND JOURNAL ARTICLES

Allingham, Anne, "Pioneer Squatting in the Kennedy District" in Lectures on North Queensland History, Second Series, James Cook University, 1975, p.p.77-96

Loos, N.A. "Aboriginal Resistance on the Mining, Rainforest and Fishing Frontier" in Lectures on North Queensland History, James Cook University, 1974, p.p.163-176

Loos, N.A. "A Conflict of Faiths: Aboriginal Reactions to Christian Missions in North Queensland" in

- . Indigenous people included on census in 1967
- . in 1969 legislation repealed that allowed for forcible removal of children from their families
- . land rights – native title issues. the Aboriginal Land Rights Act (Northern Territory) passed by Commonwealth Parliament in 1976

In 1992 the High Court of Australia handed down its decision in *Mabo v Queensland* that Australia was never **terra nullius**, or empty land and that native title exists over particular kinds of lands being unalienated Crown Lands, national parks and reserves. This was followed by the Native Titles Act of 1993

- . 1999 the Federal Parliament passed a motion of ‘deep and sincere regret over the removal of Aboriginal children from their parents’. In 2008 Prime Minister Kevin Rudd on behalf of the Commonwealth Parliament made a national apology.
- . traditional ownership is now routinely acknowledged in documents and at public events

REGRESSIVE:

- . continued residence in former *reserves* such as Palm Island.
- . the continuing display by museums of Indigenous peoples’ remains
- . the disproportionate number of Indigenous people in custody
- . deaths in custody
- . paternalistic Government policies beginning with the Aborigines Protection Act of 1869 (Victoria) which controlled where Aboriginal people could live and gave the Governor the power to order the removal of a child from its family. While these legislations have been repealed much of Government legislation governing Aboriginal people is paternalistic in nature
- . the Stolen Generation

LEARNING EXPERIENCES: compare statistics suggested by Advance Courier, P.T. Barnum for Aboriginal population in 1884 and Aboriginal population in 2014 and preceding censuses. Remark on predicted and actual trends. Construct a TABLE to list and contrast Issues facing Indigenous people in 1800s/Issues facing Indigenous people in 2014. Look at the reverse face of Australian coins: 5c 10c 20c \$1 \$2 – what about these coins could be construed as perpetuating the type of stereotyping exemplified by P.T. Barnum. Do a NET search of images of 21st Aborigines – do these images truly represent how

Lectures on North Queensland History, Second Series, James Cook University, 1975, p.p. 47-56

Loos, N.A. “Aboriginal Resistance in North Queensland” in Lectures on North Queensland History, Third Series, James Cook University, 1979, p.p.233-246

Loos, Noel, The History of North Queensland in Black and White: A Personal Retrospective, Lecture presented at CitiLibraries-Thuringowa, 7 July 2008

Mercer, Patricia, “Pacific Islanders in Colonial Queensland, 1863” in Lectures on North Queensland History, James Cook University, 1974, p.p. 101-120

Moore, C.R. “Whips and Rum Swizzles” in Lectures on North Queensland History, James Cook University, 1975, p.p. 119-134

Reynolds, Henry, “Settlers and Aborigines on the Pastoral Frontier” in Lectures on North Queensland History, James Cook University, 1974, p.p.153-162

Reynolds, Henry, “Racial Violence in North Queensland” in Lectures on North Queensland History, Second Series, James Cook University, 1975, p.p.21-30

Reynolds, Henry, “Fringe Camps in Nineteenth Century Queensland” om Lectures on North Queensland History, Third Series, James Cook University 1979, p.p. 247-260

SECONDARY SOURCES

(NOTE TO TEACHERS: BOOKS/VIDEOS IN THE INITIAL LIST MARKED ## ARE IN THE GILROY SANTA MARIA LIBRARY, INGHAM)

GSM

BOOKS

Aboriginal Reconciliation, Issues in Society, V. 234, 2006

Aboriginal Studies, Many Nations, 1998

Australia and its peoples, Cambridge Junior History, Gold, 2003

Identity Anthology, Yarning Strong, 2011

Indigenous Australians and the Law, Issues in Society, V.248, 2007

Indigenous Disadvantaged, Issues in Society, V.271, 2008

Native Title and Land Rights, Issues in Society, V.256, 2007

Stolen Generations: the way forward, Issues in Society, V.289, 2009

Towards Reconciliation, Issues in Society, V. , 200

Anderson, Mark and Ashton, Paul, Australia in the 20th Century. Working historically. Chapter 6 Changing rights and freedoms

Darlington, Robert, Greer, Vicki, Hospodargk, John, History Zone 2, Stage 5. Australia Since 1901, 2004, Chapter 7. Changing Rights and Freedoms. Aboriginal Australians

Douglas, Josie, Untreated: Poems by Black Writers, 2001

Ellis, J.A. Australia’s Aboriginal Heritage, 1999

Indigenous people are living today or do they perpetuate a stereotype?

ADDITIONAL FOCUS:

AUSTRALIAN SOUTH SEA ISLANDERS or KANAKAS

Australian South Sea Islanders are Australian descendants of people from the islands in the Western Pacific area – including the Solomon Islands and Vanuatu (formerly the New Hebrides) in Melanesia and the Loyalty Islands, Samoa, Kiribati, Rotuma and Tuvalu in Polynesia and Micronesia – who were recruited between the mid to late 19th century as labour for the sugarcane fields of Queensland. Some were kidnapped or "blackbirded" for indentured service.

These South Sea Islanders have commonly been referred to as Kanakas, which means "man" and comes from a Polynesian word, 'tangata'. The term today is considered derogatory for its connotations of exploitation of Islander people by white planters.

Owing to intermarriage, many Australian South Sea Islanders claim a mixed ancestry which can include Aboriginals, Torres Strait Islanders and immigrants from the South Pacific Islands.

However, the Australian South Sea Islander community has been recognised as a unique minority group since 1994 following a report – *Call for Recognition Report* - by the Human Rights and Equal Opportunity Commission which investigated their social and economic situation compared to that of wider Australian community.

While some of the people brought to work in the sugar fields as indentured labour –Kanakas, were from the Torres Straits most were from outside that area and not from land that was under the political jurisdiction of Queensland

Torres Strait Islanders, on the other hand, are the indigenous people of the Torres Strait Islands which are part of Queensland, Australia (see the Coral and Arafura Sea). Like the people of Papua New Guinea they are culturally and genetically Melanesian people.

French, Jackie, Rotters and Squatters, Fair Dinkum Histories, Book 3, 2009
Gibbs, R.M. Aborigines, 1990
Harris, Joseph, Aboriginal Rights Movement, World Book's Documenting History, 2012
Healey Justine, Aboriginal Land Rights, Issues in Society, V.169, 2001
Healey, Justin, Aboriginal Disadvantage, Issues in Society, V.175, 2002
Healey, Kaye, Native Title, Issues in Society, 1998
Kelly, Wayne John, Aboriginal Australia: a traditional culture in an organic world, 2005
Mafi-Williams, Lorraine, Spirit Song, A Collection of Aboriginal Poetry, 1993
Mason, K.J. Experience of Nationhood. Modern Australia since 1901 - Chapter 6 Aboriginal Peoples. The Struggle for justice and equality
Native Title and Land Rights, Issues in Society, V.256, 2007
Poignant, Roslyn, Professional Savages: Captive Lives and Western Spectacle, 2004
Pyne, Michael, Bowe, Julie and Connolly, Diane, One Land Many Stories, A History of Australia in the 20th Century – Chapter 5 The Aboriginal Experience
Reynolds, Henry, Why weren't we told? A Personal Search for the Truth about our History
VIDEOS
Australia's Shame, 2000
Mabo, (Sue Smith, writer; Rachel Perkins, director), 2012
Make Indigenous Poverty history, 2006
Message stick: White people's business, 2001 **## GSM**

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They are distinct from the Aboriginal people of the rest of Australia, and are generally referred to separately since 1990 when their status as a separate Indigenous group within Australia was acknowledged with the formation of the Aboriginal and Torres Strait Islander Commission.

. It was the strength of conviction of Eddie Mabo whose people were the traditional owners of Mer Island (Murray Island), in the Torres Straits, that led him to challenge the Queensland Supreme Court, questioning the government's right to prevent his people using their land. When the Court ruled against him he took his battle to the High Court of Australia which in ruling in 1992, that the Meriman People did have native title of their traditional lands, Mer Island, effectively recognized under law that Australia was not, and had never been a *terra nullius* and that European settlement did not automatically wipe out native title.

.James Cassady allowed time expired Kanakas (Australian South Sea Islanders) to camp on Mungalla and the location of their former camp sites and burial sites can be identified by the traditional owners today.

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(NOTE TO TEACHERS: THIS IS NOT AN EXHAUSTIVE LISTING AND STUDENTS AND TEACHERS ARE ENCOURAGED TO SEARCH OUT OTHER SITES)

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LAND RIGHTS/HUMAN RIGHTS:

High Court decision on *Mabo* at: <http://www.austlii.edu.au/au/cases/cth/HCA/1992/23.html>

RECONCILIATION:

‘Whatever happened to Reconciliation?’ speech by Dr William Jonas at the media conference to launch the *Social Justice Report 2001* and the *Native Title Report 2001*:http://www.humanrights.gov.au/about/media/speeches/social_justice/what_happened_reconciliation.html

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Report: http://www.humanrights.gov.au/social_justice/sj_report/sjreport01/chapter6.html

National Apology transcript – AIATSIS –

<http://www1.aiatsis.gov.au/exhibitions/apology/sorry.html>

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2008:www.humanrights.gov.au/about/media/speeches/social_justice/2008/20080213let_the_healing_begin.html

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See Skirwk Online Education: Year 9 NSW Changing rights and freedoms – Aboriginal people – The Aboriginal Experience – Paternalism and Protection Policy

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The ethics of paternalism in Aboriginal Policy

<http://www.eurekastreet.com.au/article.aspx?aeid=38226#.VEhtMPmSwQk>

Sydney Morning Herald: Indigenous welfare policy wrong: bishops

<http://news.smh.com.au/breaking-news-national/indigenous-welfare-policy-wrong-bishops->

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ABC Kimberly 15 May 2013 Federal Budget's income management leaving Indigenous people hungry: health worker

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News ABC 5 August 2014 Noel Pearson disputes Nova Peris's view on income management in Aboriginal communities

<http://www.abc.net.au/news/2014-08-05/nova-peris-noel-pearson-debate-aboriginal-income-on-qanda-nt/5649010>

Australian Government Department of Social Services Families and Children Myths and Facts about income management

<https://www.dss.gov.au/our-responsibilities/families-and-children/programs-services/income-management/myths-and-facts-about-income-management>

Solidarity.net.au Abbotts attitude to Aboriginal people show a new paternalism

<http://www.solidarity.net.au/aboriginal/abbotts-attitude-to-aboriginal-people-shows-a-new-paternalism/>

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Australia's Health 2014 Indigenous health

<http://www.aihw.gov.au/australias-health/2014/indigenous-health/>

ABORIGINAL POPULATION STATISTICS:

Australian Indigenous Healthinfonet The context of Indigenous health

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Australian Bureau of Statistics Estimates of Aboriginal and Torres Strait Islander Australians

<http://www.abs.gov.au/ausstats/abs@.nsf/mf/3238.0.55.001>

ABORIGINAL STEREOTYPES:

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<http://www.creativespirits.info/aboriginalculture/people/stereotypes-prejudice-of-aboriginal->

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| | | <p>australia Photo: https://www.facebook.com/mungalla.tours/photos/a.490133134370042.129745.479616018755087 Article :https://www.facebook.com/mungalla.tours/photos/a.490133134370042.129745.479616018755087 The story of Jack Ado in the article is in the same vein as the Darktown Cartoons about American negroes. This is a reinforcing racial stereotypes good article about them: http://mulattodiaries.com/2010/02/18/darktown/</p> <p>SOUTH SEA ISLANDERS:</p> <p>Australian Human Rights Commission: eRace Archives – A History of South Sea Islanders in Australia https://www.humanrights.gov.au/erace-archives-history-south-sea-islanders-australia</p> <p>Australian Human Rights Commission: eRace Archives – Australian South Sea Islanders – A century of race discrimination under Australian law https://www.humanrights.gov.au/erace-archives-australian-south-sea-islanders</p> <p>Australian South Sea Islanders Port Jackson – Australian South Sea Islander Chronology http://www.assipj.com.au/australian-south-sea-islander-historical-chronology/</p> <p>ABC North Queensland – Mungalla A Meeting of Cultures 8 April 2009 http://www.abc.net.au/local/stories/2009/04/08/2538633.htm</p> <p>MUNGALLA:</p> <p>Rebirth of Country for Mungalla Wetlands. News @ CSIRO http://csironewsblog.com/2013/07/10/naidoc-week-rebirth-of-country-for-mungalla-wetlands/</p> |
| | | |

Use
feedback

Assessment alone will not contribute significantly to improved learning. It is what teachers and students do with the assessment information that makes a difference.

At the end of the unit, teachers identify what worked well. This is an opportunity to self-reflect and to improve student learning.

Australian Curriculum Year 9 History Standard Elaborations

Task: A PETITION for the Nywaigi people to be handed back their ancestral lands and waters comprised by MUNGALLA

Purpose of assessment: Summative – to make judgements about student’s response based on the process of historical inquiry

| | | A | B | C | D | E |
|---------------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The folio of student work has the following characteristics: | | | | | | |
| Understanding and skills dimensions | Historical knowledge and understanding | Comprehensive explanations of why the Nywaigi people should be handed back their ancestral land and waters: patterns of change and continuity over time with reference to key events and the actions of individuals and groups the causes and effects of events and developments the motives and actions of people at the time the significance of these events and developments over the short and long term different interpretations of the past | Explanations of why the Nywaigi people should be handed back their ancestral land and waters: patterns of change and continuity over time with reference to key events and the actions of individuals and groups the causes and effects of events and developments the motives and actions of people at the time the significance of these events and developments over the short and long term different interpretations of the past | Descriptions of why the Nywaigi people should be handed back their ancestral land and waters: patterns of change and continuity over time with reference to key events and the actions of individuals and groups the causes and effects of events and developments the motives and actions of people at the time the significance of these events and developments over the short and long term different interpretations of the past | Partial descriptions of why the Nywaigi people should be handed back their ancestral land and waters: changes and continuities over time with reference to key events and the actions of individuals and groups the causes and effects of events important events and developments | Statements of why the Nywaigi people should be handed back their ancestral land and waters: changes and continuities over time some causes and effects of events |

| | | A | B | C | D | E |
|---------------------------------------------------------------------|------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|
| The folio of student work has the following characteristics: | | | | | | |
| Understanding and skills dimensions | Questioning and researching | Development of discerning focus questions to frame a historical inquiry when researching | Development of effective focus questions to frame a historical inquiry when researching | Development of focus questions to frame a historical inquiry when researching | Development of questions connected to a historical inquiry | Development of obvious inquiry questions |
| | Analysing and interpreting | Systematic organisation of information from a wide range of primary and secondary sources used as evidence to answer inquiry questions | Effective organisation of information from a range of primary and secondary sources used as evidence to answer inquiry questions | Organisation of information from a range of primary and secondary sources used as evidence to answer inquiry questions | Identification and selection of information from a narrow range of primary and secondary sources used to answer inquiry questions | Identification of information from obvious sources connected to inquiry questions |
| | | Discerning evaluation of sources that: compares different points of view and explains motivations, values and attitudes analyses origins and purposes, and draws conclusions about their usefulness that include reference to accuracy, reliability and relevance identifies and analyses different perspectives and interpretations | Effective evaluation of sources that: compares different points of view and identifies motivations, values and attitudes analyses origins and purposes, and draws conclusions about their usefulness that include reference to accuracy describes interpretations about the past | Evaluation of sources that: compares different points of view analyses origins and purposes, and draws conclusions about their usefulness identifies interpretations about the past | Interpretation of sources that identifies different points of view, and their origins and purposes | Identification of some characteristics of sources and different interpretations |

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| The folio of student work has the following characteristics: | | | | | | |
| Understanding and skills dimensions | Communicating | <p>Clear and purposeful communication in explanatory texts and discussions that:</p> <ul style="list-style-type: none"> uses historical terms and concepts effectively in appropriate contexts sequences events and developments within a chronological framework references periods of time and their duration organises and presents logical and valid historical arguments following format, style and referencing conventions integrates evidence from sources correctly and consistently references sources of information | <p>Effective communication in explanatory texts and discussions that:</p> <ul style="list-style-type: none"> uses historical terms and concepts effectively sequences events and developments within a chronological framework references periods of time and their duration organises and presents valid historical arguments following format, style and referencing conventions incorporates evidence from sources correctly references sources of information | <p>Communication in explanatory texts and discussions that:</p> <ul style="list-style-type: none"> uses historical terms and concepts appropriately sequences events and developments within a chronological framework references periods of time and their duration organises and presents historical arguments generally following format, style and referencing conventions uses evidence from sources acknowledges sources of information | <p>Communication in explanatory texts and discussions that:</p> <ul style="list-style-type: none"> uses historical terms partially sequences events and developments within a chronological framework presents historical arguments uses evidence from sources | <p>Communication in explanatory texts and discussions that:</p> <ul style="list-style-type: none"> uses simple historical terms partially sequences events presents fragmented historical arguments and some evidence |

Australian Curriculum Year 9 History Standard Elaborations

Research Assignment: How the Nywaigi people have been actively involved in addressing and redressing wrongs done to their people and their land.

Purpose of assessment: Summative – to make judgements about student’s response based on the process of historical inquiry

| | | A | B | C | D | E |
|---------------------------------------------------------------------|-----------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| The folio of student work has the following characteristics: | | | | | | |
| Understanding and skills dimensions | Historical knowledge and understanding | <p>Comprehensive explanations of how the Nywaigi people have been actively involved in addressing and redressing wrongs done to their people and their land:</p> <ul style="list-style-type: none"> patterns of change and continuity over time with reference to key events and the actions of individuals and groups the causes and effects of events and developments the motives and actions of people at the time the significance of these events and developments over the short and long term different interpretations of the past | <p>Explanations of how the Nywaigi people have been actively involved in addressing and redressing wrongs done to their people and their land:</p> <ul style="list-style-type: none"> patterns of change and continuity over time with reference to key events and the actions of individuals and groups the causes and effects of events and developments the motives and actions of people at the time the significance of these events and developments over the short and long term different interpretations of the past | <p>Descriptions of how the Nywaigi people have been actively involved in addressing and redressing wrongs done to their people and their land:</p> <ul style="list-style-type: none"> patterns of change and continuity over time with reference to key events and the actions of individuals and groups the causes and effects of events and developments the motives and actions of people at the time the significance of these events and developments over the short and long term different interpretations of the past | <p>Partial descriptions of how the Nywaigi people have been actively involved in addressing and redressing wrongs done to their people and their land:</p> <ul style="list-style-type: none"> changes and continuities over time with reference to key events and the actions of individuals and groups the causes and effects of events important events and developments | <p>Statements of how the Nywaigi people have been actively involved in addressing and redressing wrongs done to their people and their land:</p> <ul style="list-style-type: none"> changes and continuities over time some causes and effects of events |

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| The folio of student work has the following characteristics: | | | | | | |
| Understanding and skills dimensions | Questioning and researching | Development of discerning focus questions to frame a historical inquiry when researching | Development of effective focus questions to frame a historical inquiry when researching | Development of focus questions to frame a historical inquiry when researching | Development of questions connected to a historical inquiry | Development of obvious inquiry questions |
| | | Systematic organisation of information from a wide range of primary and secondary sources used as evidence to answer inquiry questions | Effective organisation of information from a range of primary and secondary sources used as evidence to answer inquiry questions | Organisation of information from a range of primary and secondary sources used as evidence to answer inquiry questions | Identification and selection of information from a narrow range of primary and secondary sources used to answer inquiry questions | Identification of information from obvious sources connected to inquiry questions |
| | Analysing and interpreting | Discerning evaluation of sources that: <ul style="list-style-type: none"> compares different points of view and explains motivations, values and attitudes analyses origins and purposes, and draws conclusions about their usefulness that include reference to accuracy, reliability and relevance identifies and analyses different perspectives and interpretations | Effective evaluation of sources that: <ul style="list-style-type: none"> compares different points of view and identifies motivations, values and attitudes analyses origins and purposes, and draws conclusions about their usefulness that include reference to accuracy describes interpretations about the past | Evaluation of sources that: <ul style="list-style-type: none"> compares different points of view analyses origins and purposes, and draws conclusions about their usefulness identifies interpretations about the past | Interpretation of sources that identifies different points of view, and their origins and purposes | Identification of some characteristics of sources and different interpretations |

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| The folio of student work has the following characteristics: | | | | | | |
| Understanding and skills dimensions | Communicating | <p>Clear and purposeful communication in explanatory texts and discussions that:</p> <ul style="list-style-type: none"> uses historical terms and concepts effectively in appropriate contexts sequences events and developments within a chronological framework references periods of time and their duration organises and presents logical and valid historical arguments following format, style and referencing conventions integrates evidence from sources correctly and consistently references sources of information | <p>Effective communication in explanatory texts and discussions that:</p> <ul style="list-style-type: none"> uses historical terms and concepts effectively sequences events and developments within a chronological framework references periods of time and their duration organises and presents valid historical arguments following format, style and referencing conventions incorporates evidence from sources correctly references sources of information | <p>Communication in explanatory texts and discussions that:</p> <ul style="list-style-type: none"> uses historical terms and concepts appropriately sequences events and developments within a chronological framework references periods of time and their duration organises and presents historical arguments generally following format, style and referencing conventions uses evidence from sources acknowledges sources of information | <p>Communication in explanatory texts and discussions that:</p> <ul style="list-style-type: none"> uses historical terms partially sequences events and developments within a chronological framework presents historical arguments uses evidence from sources | <p>Communication in explanatory texts and discussions that:</p> <ul style="list-style-type: none"> uses simple historical terms partially sequences events presents fragmented historical arguments and some evidence |