

Historical Concepts & Skills



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| Curriculum focus | Analyse the long term causes, short term triggers and the intended and unintended effects of significant events and developments (VCHHC127– see http://tinyurl.com/j85w2pg) |
| Essential question (EQ) | What were the causes of the civil rights movement in Australia? What were some responses by Indigenous groups and individuals to conditions and attitudes that denied them rights and freedoms? |
| Victorian Curriculum elaborations | Suggestion: Using sources of evidence (perspectives and interpretations) identify causes and effects of the civil rights movement |
| Further information | Teachers will select the area of history that will form the main part of this curriculum focus. A suggestion has been offered here which can be adapted using different historical content. |
| Suggested resources | <ul style="list-style-type: none">• Refer to Year 9 and 10 History 'Background Notes' on the TRP website for pre-reading• Selected informative websites – also see useful links on the TRP website• Relevant graphic organiser worksheets on the TRP website, including:<ul style="list-style-type: none">- Analysing Cause and Consequence worksheet- Cause and Effect Chart worksheet- Fishbone Chart worksheet |

| 'E' level | Learning Activity Description | Learning Activity framework |
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| Engage | <ul style="list-style-type: none"> • Generate interest • Access prior knowledge • Connect to past knowledge • Set parameters of the focus • Frame the idea | <p>EQ: What were the causes of the Indigenous civil rights movement in Australia? What were some responses by Indigenous groups and individuals to conditions and attitudes that denied them rights and freedoms?</p> <p>Brainstorm 'Indigenous civil rights in Australia'.</p> <p>What are 'civil rights'? Why are they important? What was/is the Indigenous civil rights movement in Australia? What were/are some significant events/groups/individuals in this movement? How effective have these movements been over time?</p> |
| Explore | <ul style="list-style-type: none"> • Experience key concepts • Discover new skills • Probe, inquire, and question experiences • Examine their thinking • Establish relationships and understanding | <p>Watch/read the following clips/resources for some background:</p> <p>http://indigenousrights.net.au/civil_rights http://www.australia.gov.au/about-australia/australian-story/reconciliation</p> <p>After reading and viewing the sources, complete a basic cause and effect worksheet (select one) that captures the various causes of the Indigenous civil rights movement and some of the effects (responses) of the individuals/groups involved.</p> <p>- Cause and Effect Chart worksheet - Fishbone Chart worksheet</p> |
| Explain | <ul style="list-style-type: none"> • Connect prior knowledge and background to new discoveries • Communicate new understandings • Connect informal language to formal language | <p>From your reading of the sources (explore others in addition to those offered) detailing the Indigenous civil rights movement in Australia, evaluate the part that:</p> <ul style="list-style-type: none"> - social conditions (e.g. during the 1950s and 1960s) - key individuals and - relevant groups <p>played in creating change in Australian society regarding race relations and the development of rights and freedoms for Aboriginal people. Use the Analysing Cause and Consequence worksheet to help scaffold your research and thoughts.</p> |

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| <p>Elaborate</p> | <ul style="list-style-type: none"> • Apply new learning to a new or similar situation • Extend and explain concept being explored • Communicate new understanding with formal language | <p>Create a timeline of key events, groups and individuals involved in the struggle for Indigenous civil rights in Australia. Use the Annotated timeline worksheet or Colour-coded timeline worksheet to draft your selection of key events and groups – and make special note of the <u>responses</u> by those involved.</p> |
| <p>Evaluate</p> | <ul style="list-style-type: none"> • Assess understanding (Self, peer and teacher evaluation) • Demonstrate understanding of new concept by observation or open-ended response • Apply within problem situation • Show evidence of accomplishment | <p>Using your timeline drafts from above, create an online interactive timeline using a free online timeline builder such as http://timeglider.com or https://www.tiki-toki.com. Set up a free account and build a resource that can be displayed to the class (either working individually or in small groups).</p> <p>Compare your timelines with your classmates. Which events/groups/individuals did you select? Were they different from others'? What were the criteria when compiling your timeline?</p> <p>How did the responses by Indigenous rights activist vary? Did the responses change over time? What effect have these responses had on this issue in Australia?</p> <p>Other suggested activities:</p> <p>Analyse the numerous causes and effects that may have a varying of influence on a chosen historical event and rank these causes and effects according to their significance. Justify your ranking by defending your decisions with historical evidence.</p> <p>Some suggested topics include:</p> <ul style="list-style-type: none"> • The European settlement/invasion of Australia • The European system of missions and reserves in Australia and their impacts on Aboriginal people • The Stolen Generations – policies and ramifications <p>For your chosen topic, identify and differentiate between intended <u>and</u> unintended effects.</p> <p>Students could employ a PMI chart worksheet to identify the Pluses, Minuses and Interesting points when considering a topic from either a European OR Indigenous perspective. For example, for Europeans, what may have been the pluses of the Victorian Aboriginal mission/reserve system? What about the minuses?</p> <p>When considering this question from an Indigenous perspective, how might your conclusions differ?</p> |

