

- Which individuals, interest groups and community groups contributed to the Inquiry and what was their role?
- What were the main findings in the Report?
- How did the Report influence future government policy and legislation?
- What was the immediate impact and what were the long-term implications of the Report on the residents of Coranderrk and other interest groups?

Background Information

Comprehensive background information on the report can be found elsewhere in the online curriculum resources (see website) and in the book *Coranderrk: we will show the country* by Nanni & James (see resource list below).

Websites

<http://www.parliament.vic.gov.au/papers/govpub/VPARL1882-83No5.pdf>

www.parliament.vic.gov.au/vufind/Record/46211

www.parliament.vic.gov.au >Publications & research>Parliamentary Papers Data Base > Coranderrk Aboriginal Station

<http://www.abc.net.au/missionvoices>

www.trove.nla.gov.au

search- Coranderrk inquiry > Digitalised newspapers >The Australasian
search- Coranderrk inquiry > Digitalised newspapers >The Argus

www.trove.nla.gov.au

search- Coranderrk >Pictures, photos, objects

<http://trove.nla.gov.au/ndp/del/article/5987395>

(The Coranderrk Inquiry The Argus Thursday 3 Nov 1881)

<http://foundingdocs.gov.au/> >Documenting a democracy>Victoria>Aboriginal Protection Act 1869

<http://foundingdocs.gov.au/> >Documenting a democracy>Victoria>Aboriginal Act 1910 (Vic)

<http://foundingdocs.gov.au/> >Documenting a democracy>Victoria>Aboriginal Lands Act 1970 (Vic)

<http://www.emelbourne.net.au> >themes>Aboriginal Melbourne

<http://adb.anu.edu.au/>

Film resource

www.sbs.com.au

Program sites>First Australians>Episode 3 Freedom for our lifetime

Book resource

Giordano Nanni & Andrea James (2013) *Coranderrk: we will show the country*
Aboriginal Studies Press.

Other resources

Whiteboard or interactive board, poster paper, pens, access to computers for online research.

Activity One

Exploring the Coranderrk Report and Minutes of Evidence – an example of an Inquiry

This activity provides students with the opportunity to familiarise themselves with an Inquiry document.

- 1.1 Begin the activity by quickly recapping the essential information that explains the function of an inquiry, eliciting knowledge and understanding from the previous activity.

This can be quickly achieved with the whole class by asking students to each recall one or two pieces of information about Inquiries.

Ask each student to not repeat any information that has been previously given. Information gathered should include definition of an inquiry, types of Inquiries, purpose, composition and other interesting information. Prompt students if required. Alternatively a **Think, Pair, Share** discussion strategy could be used.

- 1.2 Show students a copy of the Coranderrk Aboriginal Station Report 1882, either in hard copy or online. Establish any prior knowledge by asking students if they have heard of Coranderrk, what they know about Coranderrk, Aboriginal missions/reserves, the Report, Minutes of Evidence, residents, petitions and its general history. The curriculum website will be very useful for background information.

Record any information provided by students on a white board or smart board, or on large poster paper.

As part of this initial discussion, ask students if there is any information recorded that they feel may be questionable or incorrect. Asterisk or put a large question mark against any such identified statements for potential amendment after teacher briefing and student research.

Provide further information as required for students to understand the background events, history and context of this Inquiry and Report, either verbally or in written form.

Provide students with access to a copy of the Report and Minutes of Evidence. Online at:

<http://www.parliament.vic.gov.au/papers/govpub/VPARL1882-83No5.pdf>

- 1.3 Allow students to spend time browsing and familiarising themselves with the document. Students could work either individually or in pairs to complete this activity. Use an appropriate graphic organiser (see website) to assist with this.
- 1.4 Draw students together to share information. Facilitate a discussion around student findings. Ensure that students revisit prior learning documentation summarised in lesson segment 1.1 on the whiteboard, smartboard or poster, and amend any information that is incorrect.
- 1.5 Following this discussion ask students to record information as a short written summary, a mind map, or use online applications such as Slingnote or bubbl.us.

Activity 2

Understanding the Report and Minutes of Evidence

The Report and Minutes of Evidence is a complex and significant document. It provides us with an insight into some of the thinking of the time. The 1881 Parliamentary Coranderrk Inquiry was the only occasion in nineteenth-century Victoria when an official commission was appointed to address Aboriginal peoples' calls for land and self-determination, and one of the few times that Aboriginal witnesses were called to give evidence on matters concerning their own lives and interests. As such, it is a rare and historically significant moment in the history of relations between Victoria's Indigenous and settler populations, in which Aboriginal peoples' claims to justice were addressed by the colonial government in an official forum.

Websites

<http://www.parliament.vic.gov.au/papers/govpub/VPARL1882-83No5.pdf>

<http://www.abc.net.au/missionvoices>

<http://www.trove.nla.gov.au>

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search- Coranderrk >Pictures, photos, objects

<http://www.trove.nla.gov.au?ndp/del/tag?allTags=1&name=coranderrk>

<http://www.trove.nla.gov.au/ndp/del/article/5987395>

<http://www.trove.nla.gov.au/ndp/del/article/11526238>

<http://www.trove.nla.gov.au/ndp/del/article/11525264>

<http://www.trove.nla.gov.au/nla.news-article/11531302>

<http://www.trove.nla.gov.au/nla.news-article/5902486>

<http://foundingdocs.gov.au/> >Documenting a democracy>Victoria>Aboriginal Protection Act 1869

<http://foundingdocs.gov.au/> >Documenting a democracy>Victoria>Aboriginal Act 1910 (Vic)

<http://foundingdocs.gov.au/> >Documenting a democracy>Victoria>Aboriginal Lands Act 1970 (Vic)

<http://www.emelbourne.net.au> >themes>Aboriginal Melbourne

<http://adb.anu.edu.au/>

http://prov.vic.gov.au/wp-content/uploads/2014/04/walata-tyamateetj_web_final.pdf Historical Overview – Richard Broome pp 11-15

Film resource

www.sbs.com.au

Program sites>First Australians>Episode 3 Freedom for our lifetime

Book resource

Giordano Nanni & Andrea James (2013) *Coranderrk: we will show the country* Aboriginal Studies Press.

Other resources

- Access to computers for online research and presentations, whiteboard or interactive board, pens, poster paper
- Local newspapers

Note: The following activity sequences have been designed for the whole class to undertake or for students to be divided into pairs or small groups with information later 'jig sawed' together. This will be an organisational decision to be made by the teacher.

Teacher note: Jigsaw – see prior notes in Activity 1, 1.3

2.1 Exploring the Inquiry terms of reference and Report findings

Parliament, when initiating an Inquiry, includes terms of reference to direct the Board members in overseeing the Inquiry. This brief provides information to the Board and the public on the content, scope and parameters of the investigation.

1. Explain to the students that they will be examining the Coranderrk Report terms of reference and analysing whether the Report provided by the Board of Inquiry met its brief to *'Enquire into and Report upon the Present Condition and Management of the Coranderrk Aboriginal Station'*.
2. Provide students with access to a copy of the Coranderrk Report. Instruct students to read the Report and note the Board's description of the inquiry process, witnesses called, the Board's observations and recommendations. A 'Who, What, Why, Where and When' graphic organiser or a simple mind map with 'the Board and its brief' as the central point could assist with organising note taking.
3. Reconvene the class and facilitate a discussion about whether the Report fulfilled its brief. Questions could include:
 - Did the Report fulfil its brief? If so, how? If not, in what ways?
 - What else do they think should have been included or would have fulfilled the brief more extensively?

Encourage discussion on other points of interest related to this section.

2.2 The Addendums

Explain to students that when the Report was tabled, two addendums were included because the members of the Inquiry Board disagreed on some points. The initial report outlines the agreed recommendations, with the two addendums reporting disputed areas.

1. Provide students with access to a copy of the Report with Addendums. Ensure that students have time to read the initial report to provide them with background information.
2. Direct students to the Addendum sections and provide a T chart graphic organiser to assist them to identify the commonalities and differences within each addendum. Ask students to record the information on the T chart.
3. Draw students back together for a class discussion. Using the information gathered from the T charts, encourage students to discuss the differences recorded in the addendums. Pose the question: What does this tell you about the issue? Allow students to voice their thoughts and opinions on this issue.

2.3 Members of the Board

The members of the Board were prominent citizens of the day and were to lead the Inquiry, fulfill the Inquiry brief and write a Report outlining recommendations to the government.

1. Tell students that in this activity they will be researching members of the Board of Inquiry to try and understand the

positions that each board member took in the Report and addendums.

Explain to students that although each member would have heard the same evidence presented by witnesses, all people have backgrounds, interests and dispositions that can influence thought and decision-making processes.

To assist students with this concept, ask students to provide some examples where they may have differed with their friends and peers on some issues. Facilitate this short discussion.

2. Ask students to choose a Member of the Board to investigate. Ensure that all members are included to gain a comprehensive knowledge of the composition of the Board.
3. Direct students to research the Board member. Instruct students to include information about background, role in society and politics, profession, interests and any other relevant information that they come upon. Suggest that notes be taken during the research phase to assist with presentation of findings.
4. Ask students to choose a way to present the information gathered. Some suggestions if required: profile poster, an oral or written information sheet, a timeline, web based applications including Glogster, Popplet, Voice threads could be used.

Alternatively, ask students to prepare a list of questions and discussion points that they would use during an interview with the chosen member of the Board. The rationale behind each question and discussion points would need to be provided as well.

5. Gather students together to share presentations. Encourage questions to the presenters from students who did not research that particular board member.

Facilitate a short discussion around the similarities and differences between each Board member, and discuss how this may influence the Report findings.

2.4 The Witnesses

Many people chose to attend the Inquiry as witnesses and the evidence given is recorded in the Minutes of Evidence that is attached to the Board's Report. These diverse witnesses were drawn from across the community representing various interests and agendas and hoped to influence the Boards findings and recommendations.

To help students understand the role of the witnesses, the reasons for attendance and their point of view, students will choose a group of like witnesses – for example Aboriginal residents, Coranderrk staff, local farmers, contractors and community. Ensure that each ‘witness group’ is researched so that a comprehensive understanding of the Minutes of Evidence can be developed.

1. Provide students with the Coranderrk Information sheet. Instruct students to review statements given by the ‘like group’ and make brief notes on the key content of each witness statement.
2. Ask students to use the witness notes to summarise the common point of view of the ‘like group’.
3. Ask students to choose one witness from within the like group to research. Explain that the research will need to focus on the background of the witness, their relationship to Coranderrk, their role in the Inquiry, who they collaborated with, i.e. ‘like group’, and any other information that they feel is important to understanding the witness. These focus points can be easily written on a whiteboard or smartboard to direct students.

Note: A simple note taking exercise will be the easiest form of recording information.

5. Instruct students to use the notes that they have made to develop a presentation. Some suggestions include:
 - A cartoon illustration with speech bubbles,
 - a short speech paraphrasing evidence,
 - a ‘mock conversation’ between a ‘witness’ and another explaining why they are going to appear at the Inquiry and what they intend to say,
 - alternatively web based applications such as Voicethreads, Show me, or Educreations could be used.

2.4 Public opinion

Outside the Inquiry process, many individuals, interest groups and the media presented a wide range of diverse opinions on the right of the residents of the Coranderrk mission to self manage the station, and generally about the standing of Aboriginal people in colonial Victorian society. Self-interest, religious, moral and political perspectives were often behind these views.

The wider community and the *Argus*, the *Leader* and the *Australasian* newspapers will form the basis of this ‘mini’ investigation.

1. Begin by explaining that there were wide ranging views held about Aboriginal people at the time of the Coranderrk Inquiry. These ranged from benevolent, paternalistic and racist to what

was considered 'progressive' at the time.

Different interest groups such as settlers, pastoralists, community leaders and residents of other Mission stations followed the inquiry and sought to influence public opinion at the time and comment on the Inquiry. The wider colonial community and the *Argus*, the *Leader* and the Australasian newspapers, are a few such examples.

2. **Colonial Victoria**

Working either in small groups or individually, instruct students to research and summarise the dominant views of groups within Victoria towards Aboriginal people at the time of the Inquiry and the lead up to it. Include Healesville residents, local landowners, pastoralists, politicians, and religious groups in the research.

Explain to students that these groups had vested interests in the findings of the Inquiry and sought to gain influence. Some gave evidence at the Inquiry whilst others sought to influence from behind the scenes and through alliances with others.

As part of the research, ask students to summarise each point of view, the reasoning behind these views and how influential these views and groups were on the proceedings of the Inquiry.

Draw students back together for a summative discussion, encouraging students to voice their thoughts on the role of the community interests and any subsequent effect on the Coranderrk Inquiry.

3. **Newspapers**

Provide students with the web addresses listed or download copies of the Australasian, the *Leader* and the *Argus* newspaper articles from these sources.

Ask students to read, summarise and analyse these articles to establish the information and any editorial or writer opinion within in each article.

To assist, an extended T chart graphic organiser could be used with headings such as the *Argus*, the *Leader* and the *Australian*; with sub headings, such as dates, summary of article, support/non-support of Coranderrk residents, reasons given, suggested action, readership basis and other interesting information or alternatively a preferred graphic organiser could be used to organise information from the articles.

Once completed draw students back together to discuss ideas about the role of newspapers in the Coranderrk Inquiry. The

following questions could be used to facilitate the discussion.

- Were the newspapers supportive of the Coranderrk residents? Why? Why not?
- Did the newspapers use 'facts' or were the articles based mainly on opinion? Or a mixture of both?

Did the newspapers change positions over time?

- What role do you think newspapers had in the Coranderrk Inquiry – was it a reporting function, an influencing role or a combination of both?
- Do you think newspapers play a role in influencing public opinion today? Can you give some contemporary examples?

4. Drawing upon the knowledge and skills from the two previous sections of the activity, ask students to investigate a current local issue highlighted in the local newspaper. Provide students with some current local papers for them to browse through to help identify an issue of interest. For example, this could be an environmental, planning, transport, heritage or other identified local issue.

Ask students to identify the key points of the issue and features of the campaign, personnel involved, opposing positions and rationale. Instruct students to also include the role of the media in the issue, and evaluate its role in the issue.

Assessment point: This could be an assessment point, as students will use knowledge and skills from the previous task and transfer it to a new learning activity, and will critically examine the role of community and media in informing and influencing public opinion.

2.5 Evaluating the Inquiry- a report card

Instruct students to evaluate the Inquiry. This could include a 1-10 scale, with comments on the following criteria:

Inquiry meeting brief, the extent of the goals being met, methods used, bias, influences, each decision, addendums and also other areas identified.

Also include any outcomes, identified problems, recommendations, and possible outcomes.

Assessment point

The report card activity will be the summative assessment task for section two. Each student will need to complete this activity independently to assess depth of knowledge and understanding of key concepts, definitions, information, research skills, responses to posed key questions.

Going further: Other missions or Inquiries today

In this activity, students can choose to investigate either 'Other Missions' or 'Inquiries today'. Students will apply their knowledge and understanding of the Inquiry process to research and critically analyse another Inquiry. They draw upon knowledge and understanding, the skills process and tools from the previous examination of the Coranderrk Inquiry and apply them to another Inquiry of their interest.

Teacher note/assessment: potential assessment point for depth of understanding and ability to transfer knowledge, skills, and understanding to a new area of research.

Inquiries today

This extension activity allows students to apply their knowledge, skills and understanding to investigating a contemporary Inquiry.

Following on from the research undertaken on the Coranderrk Inquiry students may wish to further investigate issues related to this inquiry such as the *Stolen Children – Bringing them home report*, Yorta Yorta 2004, or alternatively other Inquiries into areas such as Forced Adoption, Euthanasia, Asbestos or students' personal interests could form the basis for this investigation.

Teacher Note: potential areas of research will need to be discussed with each group to ensure that the Inquiry chosen is suitable and age appropriate.

Provide students with the following prompt sheet to assist with the investigation.

- Era of the Inquiry
- Inquiry into...
- Background information on reason for inquiry/why the inquiry has taken place
- Key Witnesses – groups and individuals/summary of ideas
- Findings
- Other influences – media, international groups
- Consequences and outcomes – Inquiry as an agent of change
- Other interesting facts or information gathered

Presentation

Allow students to select how they present their work, encouraging them to use a medium that best suits the information gathered and the intended audience. Some suggestions: a report, visual display, booklet, multimedia, film, poster, poem, web-based applications such as Glogster, Wordle, Tagxedo, or Prezi.

Other Missions

The Coranderrk Inquiry was not the only Inquiry taking place during this time. Throughout the Colonies similar Inquiries were taking place. These Inquiries can provide students with further understanding of Indigenous issues during colonial times. These inquiries influenced government policy and legislation as well as public opinion. The results of these inquiries have had long-term implications that still resonate today, and have at times resulted in further inquiries to readdress some of the consequences of earlier legislation.

Instruct students to investigate other inquiries that took place during the mission period. Students will draw upon the knowledge, skills, and understandings developed during the Coranderrk Inquiry activity and apply these to research and present the 'Other Missions' learnings.

To assist students a prompt sheet could be provided, including for example:

- Mission/s
- Inquiry brief
- Representations
- Prominent people involved
- Public opinion
- Outcomes – at the time, future
- Commonalities and differences between mission inquiries
- Other information

Suggested presentation: a flow chart showing developments at each Mission investigated chronologically or a mind map showing interlinking with other Missions and Inquiries with the Coranderrk Station and Inquiry. The online graphic organizer creator [Bubbl.us](https://www.bubbl.us/) could be used.