

## How have the Aborigine population fought to maintain their culture and lifestyle?

<b>Content</b>	<p>This instructional task engages students in content related to the following grade-level expectations:</p> <ul style="list-style-type: none"> <li>• WG.3.2 Determine the unifying characteristics that regions possess and explain changes that they have experienced over time</li> <li>• WG.4.1 Determine the physical and human characteristics that comprise the identity of a given place</li> <li>• WG.4.4 Evaluate the impact of historical events on culture and relationships among groups</li> </ul>
<b>Claims</b>	<p>In this instructional task, students develop and express claims through discussions and writing which examine the origins and experiences of the Aborigine people and evaluate their effectiveness in preserving their culture.</p>
<b>Unit Connection</b>	<p>This instructional task helps students explore and develop claims around the content from unit 4:</p> <ul style="list-style-type: none"> <li>• How have native populations in Oceania, Australia, and New Zealand maintained and/or integrated traditional customs and lifestyles? (WG.3.2, WG.4.1, WG.4.4)</li> </ul>

Supporting Question 1	Supporting Question 2	Supporting Question 3	Supporting Question 4
How have the cultural geographic features of the Aborigine culture changed over time?	How did Aboriginal rights vary regionally throughout Australia?	How did Aborigine's attempt to gain the rights promised to them?	How has the Australian government tried to make amends for past wrongdoings?
Formative Performance Task	Formative Performance Task	Formative Performance Task	Formative Performance Task
Students will read and examine the text to build background knowledge on Aboriginal culture.	Students will read the summary of the Australian Aborigine's situation to study the varying rights held by Aborigines in different parts of Australia.	Students will examine rights and responsibilities expected by the Aboriginal population and analyze a photograph depicting Aborigines protesting to preserve and reclaim what has been lost to their culture.	Students will read and analyze the newspaper article to determine Aborigine feelings and attitudes toward Australian apology.
Featured Source	Featured Source	Featured Source	Featured Source
<b>Source A:</b> <a href="#">Introduction to Aborigines</a> , Aboriginal Culture	<b>Source B:</b> <a href="#">The Australian Aborigines: a summary of their situation in all states in 1962</a> , The National Museum of Australia	<b>Source C:</b> <a href="#">Equal Rights and Responsibilities for Aborigines</a> , National Archives of Australia  <b>Source D:</b> <a href="#">Protestors at the Aboriginal Tent Embassy</a> , National Archives of Australia	<b>Source E:</b> <a href="#">The Hardest Word Newspaper Article</a> , Koori History Newspaper Archive

<b>Summative Performance Task</b>	<p>Using the sources and your knowledge of world geography, write an essay that evaluates why the Aborigines have fought to preserve their culture, assert their rights, and to maintain their traditional way of life.</p>
-----------------------------------	---

Formative Performance Task 1	
<b>Supporting Question</b>	How have the cultural geographic features of the Aborigine culture changed over time?
<b>Formative Performance Task</b>	Students read and examine text to build background knowledge on Aborigine culture.
<b>Featured Source</b>	<b>Source A:</b> <a href="#">Introduction to Aborigines</a> , Aboriginal Culture
<b>Content and Claims</b>	This formative performance task requires students to explore cultural geography of the Aborigines. (WG.3.2, WG.4.1, WG.4.4)

## Featured Source

---

**Source A:** [Introduction to Aborigines](#), Aboriginal Culture

## Steps

---

1. Have students read the article to gain background knowledge on the Aborigine population in Australia. Depending on student level, teachers may have students do this independently or with a partner.
2. As students read, they should be looking for the big ideas surrounding each topic listed on the split-pages notes below. Have students complete split-page notes to summarize what was learned from their reading. A sample of the split-page notes chart is included below.
  - For each topic, ask students to summarize events surrounding Aborigine history.
  - Upon completion, instruct students to write a one paragraph summary of their notes.

**Aborigine Introduction Split Page Notes**

Arrival to Australia- European Contact	
Impact of European Contact	
Aborigine's Today	
Miscellaneous Information	
<b>Paragraph Summary:</b>	

**Student Look-Fors**

1. Students' notes should not be a detailed list or a recount of everything that was mentioned in the article about a topic. Example of How Notes for Arrival to Australia-European Contact might look:

Arrival to Australia-European Contact	<p>Oldest surviving culture in the world with the modern man moving here at least 60,000 years ago</p> <p>Use ancient stone tool technology and record culture using rock art</p> <p>Did not build large stone monuments, farm animals, farm, or form cities</p> <p>Law and order was strict and religion was very important</p> <p>Occupied all of Australia and overcame many problems that are still faced today</p>
Impact of European Contact	<p>European influence began in 1788 and expanded across Australia through the 1880s</p> <p>Some remote groups remained virtually unchanged by European influence until the 1940's</p> <p>The last traditional nomadic families moved from the desert regions to settlements in the 1960's</p>
Aborigine's Today	<p>Have the longest continuing religion in the world</p> <p>Customs and activities have ceased or changed following European contact, and as these new ways become passed down through the generations, they become considered as "traditional"</p> <p>Language and culture can vary by region</p> <p>Some family groups live in remote areas away from larger Aboriginal communities. They try to maintain traditional hunting, food gathering and ceremonial lifestyles.</p> <p>Some live in larger Aboriginal communities, buying most of their food and other needs from the local store, occasionally carrying out traditional hunting and food gathering, and trying to maintain traditional ceremonies and rituals.</p> <p>There are also urban Aborigines living European life styles</p>
<p><b>Paragraph Summary:</b></p> <p>The aborigines are the oldest surviving culture in the world. Law and order was strict and religion was very important. European contact has changed Aborigine custom and practice and these have become "tradition." There are 400 tribes in Australia, each with their own language and traditions. The use of the boomerang is limited to south-eastern Australia. The use of the digeridoo was widely used in ceremonies in northern Australia. Over time, there have been many changes and challenges to aboriginal life, such as loss of craft skills and tribal knowledge. Aborigines have varying ways of life that range from traditional culture to completely assimilated.</p>	

Formative Performance Task 2	
<b>Supporting Question</b>	How did Aboriginal rights vary regionally throughout Australia?
<b>Formative Performance Task</b>	Students will read the summary of the Australian Aborigines' situation to study the varying rights held by Aborigines in different parts of Australia.
<b>Featured Source</b>	<b>Source B:</b> <a href="#">The Australian Aborigines: a summary of their situation in all states in 1962</a> , The National Museum of Australia
<b>Content and Claims</b>	In this formative performance task, students will analyze how the rights of the Aborigine people varied by location. (WG.4.4)

## Featured Source

---

**Source B:** [The Australian Aborigines: a summary of their situation in all states in 1962](#), The National Museum of Australia

## Steps

---

1. Have students read the documents in student groups to examine the laws as they pertain to the Aboriginal population.
2. Have students complete the word grid such as the one below by indicating yes or no for each blank. A sample word grid is included below.

Aborigine Word Grid

	Northern Territory	Queensland	Western Australia	South Australia	New South Wales	Victoria
Are Aborigines free to move?						
Can they own property?						
Can they handle money?						
Are they free to marry?						
Do they have control of their children?						
Can they mix freely with non-Aborigines?						
Can they vote?						

3. Lead a discussion with the class about their findings. Possible guiding questions include:
  - Why is it difficult to estimate the population of the Aborigines?
  - What problems might this pose for demographers?
  - Where did the majority of Aborigines live?
  - How can it be justified to have different laws for the Aborigines than the rest of the Australian population?
  - Which regions would provide the most freedoms for Aborigines? Least?
  - Which of these laws do disagree with the most? Why?
  - What connections can you think of when other ethnic groups have had their freedoms limited? What did these groups do?
  - What would you do if you were in the position of the aborigine? What actions would you take to gain more rights and freedoms?

### Student Look-Fors

1. Students should note that these figures are estimates as Aborigines are not officially counted. Students should also note that all states have the right to make laws regarding Aborigine people.
2. Students should list and describe several problems that can arise from inaccuracies in the collection of population data.
3. In comparing the rights of Aborigines state to state, students should note where the most rights are granted to the Aborigines and which states are the most restrictive towards them.

	Northern Territory	Queensland	Western Australia	South Australia	New South Wales	Victoria
Are Aborigines free to move?	No	No	No	No	Yes, but Board can kick them off the reserves	Yes, except for going on and off Lake Tyers Reserve
Can they own property?	No	No	Commissioner has control of aborigine property	Yes, except for reserves	Yes, except for reserves	Yes, except on Lake Tyers reserves
Can they handle money?	Up to the Director	No	Yes, except social service benefits	Yes, except social service benefits	Yes, but Board can collect and spend on their behalf	Yes, except social service benefits
Are they free to marry?	Must get permission	Must get permission	Yes, except minors	Yes, except minors	Yes	Yes
Do they have control of their children?	No	No	No	No	Yes	Yes
Can they mix freely with non-Aborigines?	No	No	No	Yes, with exceptions	Only in some parts of the state	Yes, with exceptions
Can they vote?	Yes	Yes	Yes, federal only	Yes	Yes	Yes

4. Possible responses for connections to other ethnic groups that have had their freedoms limited: segregation in the south US – antebellum period slavery, treatment of natives in North America by Europeans, Africans during Apartheid in South Africa)



## Formative Performance Task 3

<b>Supporting Question</b>	How did the Aborigines attempt to gain the rights promised to them?
<b>Formative Performance Task</b>	Students examine rights and responsibilities expected by the Aboriginal population and then analyze a photograph depicting Aborigines protesting to preserve and reclaim what has been lost to their culture.
<b>Featured Source</b>	<b>Source C:</b> <a href="#">Equal Rights and Responsibilities for Aborigines</a> , National Archives of Australia <b>Source D:</b> <a href="#">Protestors at the Aboriginal Tent Embassy</a> , National Archives of Australia
<b>Content and Claims</b>	This formative performance task requires students to identify the extent the government of Australia lived up to its promises of the Aborigine people. (WG.4.4)

### Featured Source

**Source C:** [Equal Rights and Responsibilities for Aborigines](#), National Archives of Australia

**Source D:** [Protestors at the Aboriginal Tent Embassy](#), National Archives of Australia

### Steps

1. Have students independently read the document.
2. As they read, ask students [to use this template to](#) identify the main components (i.e., the who, what, when, where, why, and how (5 W's and H)) of the document.
3. Then ask students to write a 20 word GIST to summarize the document. (Note that student GISTs do not have to address all 5 W's and H). Teachers should have student volunteers share their GISTs and allow students to offer constructive critiques to make improvements to the GISTs.
4. Next, display the photograph for all students to examine. The photograph will be used to evaluate the extent that Aborigines have achieved the same rights and responsibilities as other Australians.
5. Have students complete the [Photo Analysis Worksheet](#) independently. Possible guiding questions include:
  - Do you think the Aborigines have achieved equality? How do you know?
  - What is the goal of their protest?
  - What tactics are they employing to achieve their goals? What are the pros/cons of such tactics?
6. To answer student generated questions, information on land disputes with Australian government may be obtained from the following, if necessary:
  - <http://www.clc.org.au/articles/cat/land-rights-act/>
  - <http://australianmuseum.net.au/indigenous-australia-timeline-1970-to-present>
  - <http://indigenousrights.net.au/timeline/1970-79>
  - [https://www.qcaa.qld.edu.au/downloads/approach/indigenous\\_res006\\_0712.pdf](https://www.qcaa.qld.edu.au/downloads/approach/indigenous_res006_0712.pdf)

### Student Look-Fors

1. Students' summaries should identify that Aborigines will be granted rights to place them on equal footing with other Australians.
  - Students should note that this will be a voluntary engagement on the part of the Aborigines.

- Students should also discuss obstacles to overcome before granting these rights.
2. From the photograph, students should indicate that Aborigines are still fighting for rights, particularly land rights.
  3. Students should bring in outside information about protesting to discuss the pros/cons of protests and what makes them successful.

Formative Performance Task 4	
<b>Supporting Question</b>	How has the Australian government tried to make amends for past wrongdoings?
<b>Formative Performance Task</b>	Students will read and analyze the newspaper article to determine Aborigine feelings and attitudes toward Australian apology.
<b>Featured Sources</b>	<b>Source E:</b> <a href="#">The Hardest Word Newspaper Article</a> , Koori History Newspaper Archive
<b>Content and Claims</b>	In this formative performance task, students determine the impact a change in the feelings and attitude the Australian government had on the Aboriginal people. (WG.3.2, WG.4.4)

## Featured Sources

---

**Source E:** [The Hardest Word Newspaper Article](#), Koori History Newspaper Archive

## Steps

---

- Provide students with background on the apology issued to the Aborigine population either through reading the [apology](#) or by listening to the Prime Minister read a [shorter](#) or [longer](#) excerpt of the apology.
- Have students, in small groups, read the newspaper article and answer the following questions:
  - What was the intent of the apology? Was it successful? Why?
  - Overall, have the aborigines taken the apology as an act of reconciliation or an empty gesture? What leads you to this conclusion?
  - What could the government have done to please more Aborigines?
- Independently, students will complete a RAFT assignment.
  - Role-Aborigine
  - Audience-Australian government
  - Form-Letter
  - Topic-Write a letter either supporting or rejecting the apology issued by the Australian population. Use specific evidence from this and previous lessons in your letter to support your claims.

## Student Look-Fors

---

- In their RAFTs, students should clearly identify whether they support or reject the apology presented by the Australian population.
- Since the aborigine population is divided on this topic as long as student letters are presenting clear and valid evidence to support their claims, their answer is acceptable. A sample RAFT writing is included below.

To whom it may concern:

I am writing today on behalf of my fellow Aborigines. Mr. Rudd's apology speech seemed sincere and was emotional for us all. Despite the deep desire to accept this apology, there are too many issues that still remain. I write today to inform you that we cannot accept this apology.

For many Aborigines, life is still very difficult. Nothing has really changes to improve the lives of our people. In some cases, things continue to get worse. There is still a great degree of racial discrimination.

There are no new jobs for our people, and indigenous people are not seeing any benefits in basic needs such as food and education. Aboriginal people still have no representative body to have a voice in the government.

The promises made in that speech need to come to be. From what we can see, the apology was merely words. What we need, however, is action. We need for the voices of Aborigines to be heard in the decision-making. Other places, such as South Africa, have made efforts to make change to benefit their indigenous people. In the past year, we have yet to see these types of changes.

It will take more than pretty words to begin to make things right, but we are hopeful that day will come.

Respectfully Yours,

*Nigel Adoni*

Nigel Adoni

## Summative Performance Task

<b>Compelling Question</b>	How have the Aborigine population fought to maintain their culture and lifestyle?
<b>Summative Performance Task</b>	Using the sources and your knowledge of World Geography, write an essay that evaluates why the Aborigines have fought to preserve their culture, assert their rights, and to maintain their traditional way of life.

### Teacher Overview

---

In this summative performance task, students are asked to write a response to the compelling question using evidence from the sources they explored throughout the four formative performance tasks.

Throughout this instructional task, students have explored how Aborigines have struggled to preserve their culture while pursuing equal treatment under the law; this information will be an essential part of a well-developed essay. Before the summative performance task, it may be helpful for students to review the sources provided and the writing/graphic organizers created during the formative assessment tasks. Doing so should help them to develop their interpretations and to highlight the appropriate examples and details to support their writing.

### Student Prompt

---

Using the sources and your knowledge of World Geography, write an essay that evaluates why the Aborigines have fought to preserve their culture, assert their rights, and to maintain their traditional way of life.

### Student Look-Fors

---

1. Scoring Notes:
  - a. Students responses should make reference to and provide detailed information on:
    - Students should address that the Australian Aborigines represent one of the oldest surviving cultures in the world.
    - Aborigines lived a traditional lifestyle with strict laws and holding their religion in high regard.
    - European contact occurred gradually as Europeans settled across Australia.
    - There is no accurate population data recorded.
    - Address Aborigines varying rights across Australia.
    - Discuss plans to develop equal rights and responsibilities for Aborigine people.
    - Aborigine protests for rights, especially to reclaim lost land.
    - Australian government attitudes toward Aborigine today, including apology issued by Australian government about mistreatment of Aborigines.
    - Aborigine attitudes toward government today are widely varied.
    - Some have rejected the Australian government’s apology and are still seeking to regain the rights and privileges they believe are owed to them.
    - Others have accepted the apology and feel that they have gained rights.
    - Aborigine status today is much more improved than it was in the past. Aborigines have been granted many of the same rights as other Australians. However, some struggle still remains, especially over the issue of land. The federal government was pushing for integration, and Governor Jimmie Davis was pushing the legislature to pass bills to prevent this from happening.
2. A strong response:
  - a. References documents appropriately
    - Aborigines represent one of the oldest surviving cultures in the world (Source A)
    - Across Australia, varying legislation regarding Aborigines was passed demonstrating discrepancies in the rights held by Aborigines region by region. (Source B)
    - Explains necessary strategy to facilitate equal rights and responsibilities for Aborigines (Source C)
    - Aborigines protest for the reclamation of land rights (Source D)
    - Aborigine attitudes toward government today are widely varied. (Source E)
      - Some have rejected the Australian government’s apology and are still seeking to regain the rights and privileges they believe are owed to them.
      - Others have accepted the apology and feel that they have gained rights.
  - b. Applies the provided evidence as well as additional information about Aborigines.
    - Changing attitude of Australian government toward Aborigine.
    - Impact of Europeans on Aborigine population and culture
    - Varying reactions of Aborigines toward Australian actions