







Assessment description	Category
Students develop a script with references and deliver a spoken/signed presentation about a civil rights event that is significant to Aboriginal or Torres Strait Islander peoples.	Spoken/signed and written
	Technique
	Research
Context for assessment	Alignment
<p>Students complete a case study on the significance of one of the following civil rights events for Aboriginal or Torres Strait Islander peoples:</p> <ul style="list-style-type: none"> • 1962 right to vote federally • 1967 referendum • Yirrkala Bark Petition • Wave Hill strike • Tent Embassy • Mabo • tabling of the <i>Bringing Them Home Report</i> (The Stolen Generations) • reconciliation movement • 2008 <i>Apology to Australia's Indigenous Peoples</i>. <p>Students develop a hypothesis about the significance of one of these events, develop a referenced script and deliver a spoken/signed presentation.</p>	<p><i>Australian Curriculum v 4.0</i>, www.australiancurriculum.edu.au, ACARA — Australian Curriculum, Assessment and Reporting Authority</p>
	Connections
	<p>This assessment can be used with the QSA Australian Curriculum resource titled Year 10 unit overview — Australian Curriculum History exemplar (Rights and freedoms) available at: ">www.qsa.qld.edu.au/13659.html#overview.></p>
	Definition (in context)
	<p>Script: A written text to support a research presentation.</p> <p>Hypothesis: A position or standpoint that can be supported by an explanation based on evidence from historical sources.</p>
In this assessment	
Teacher guidelines	
Student booklet	
Task-specific standard: Continua	
Task-specific standard: Matrix	
Assessment resource: Historical inquiry process	
Assessment resource: Sample research questions for inquiry	
Assessment resource: Sample hypothesis and research questions	
Assessment resource: Evaluating historical sources	
Assessment resource: Example of a script with references	

Teacher guidelines

Identify curriculum

Content descriptions to be taught	
Historical Knowledge and Understanding	Historical Skills
<p>Rights and freedoms</p> <ul style="list-style-type: none"> The significance of the following for the civil rights of Aboriginal and Torres Strait Islander peoples: 1962 right to vote federally; 1967 Referendum; Reconciliation, Mabo decision; Bringing Them Report (The Stolen Generations), The Apology ACDSEH106 Methods used by civil rights activists to achieve change for Aboriginal and Torres Strait Islander peoples, and the role of ONE individual or group in the struggle ACDSEH134 	<p>Chronology, terms and concepts</p> <ul style="list-style-type: none"> Use historical terms and concepts ACHHS183 <p>Historical questions and research</p> <ul style="list-style-type: none"> Identify and select different kinds of questions about the past to inform historical inquiry ACHHS184 Evaluate and enhance these questions ACHHS185 <p>Analysis and use of sources</p> <ul style="list-style-type: none"> Evaluate the reliability and usefulness of primary and secondary sources ACHHS189 <p>Perspectives and interpretation</p> <ul style="list-style-type: none"> Identify and analyse the perspectives of people from the past ACHHS190 Identify and analyse different historical interpretations, including their own ACHHS191 <p>Explanation and communication</p> <ul style="list-style-type: none"> Develop texts, particularly descriptions and discussions that use evidence from a range of sources that are referenced ACHHS192
General capabilities and cross-curriculum priorities	
 Literacy  ICT capability  Critical and creative thinking	 Ethical behaviour  Intercultural understanding  Aboriginal and Torres Strait Islander histories and cultures
Achievement standard	
<p>By the end of Year 10, students refer to key events, the actions of individuals and groups, and beliefs and values to explain patterns of change and continuity over time. They analyse the causes and effects of events and developments to explain their relative importance. Students explain the significance of events and developments from a range of perspectives. They explain different interpretations of the past and recognise the evidence to support these interpretations</p> <p>Students sequence events and developments within a chronological framework, and identify relationships between events across different places and periods of time. When researching, students develop, evaluate and modify questions to frame an historical inquiry. They process, analyse and synthesise information from a range of primary and secondary sources and use it as evidence to answer inquiry questions. Students analyse sources to identify motivations, values and attitudes. When evaluating these sources, they analyse and draw conclusions about their usefulness, taking into account their origin, purpose and context. They develop and justify their own interpretations about the past. Students develop texts, particularly explanations and discussions, incorporating historical argument. In developing these texts and organising and presenting their arguments, they use historical terms and concepts, evidence identified in sources, and they reference these sources.</p>	
Source: ACARA, The Australian Curriculum v 4.0, www.australiancurriculum.edu.au	

Sequence learning

Suggested learning experiences

This assessment leads on from the learning experiences outlined in the QSA's Year 10 History Exemplar. The knowledge understanding and skills developed in the exemplar unit will prepare students to engage in this assessment.

- See unit overview — History exemplar (Rights and freedoms)
www.qsa.qld.edu.au/13659.html#overview

Adjustments for needs of learners

Section 6 of the Disability Standards for Education (The Standards for Curriculum Development, Accreditation and Delivery) states that education providers, including class teachers, must take reasonable steps to ensure a course/program is designed to allow any child to participate and experience success in learning.

- The *Disability Standards for Education 2005* (Cwlth) is available from www.ag.gov.au.

Resources

Online

- Activism for Aboriginal Rights: www.culturalsurvival.org/australia
- Australian Human Rights Commissions, Aboriginal and Torres Strait Islander Social Justice: www.hreoc.gov.au/social_justice/index.html
- Eniar for key indigenous issues: www.eniar.org
- Kev Carmody and Paul Kelly interview: <http://aso.gov.au/titles/documentaries/blood-brothers-little-things/clip1>
- Mabo, The Native Title Revolution: www.mabonativetitle.com
- Mind-mapping software: <http://bubbl.us>
- National Film and Sound Archive, Digital Resource Finder: <http://dl.screenaustralia.gov.au>
- National Museum of Australia, Collaborating for Indigenous Rights: <http://indigenoustrights.net.au>
- State Library of Queensland, Responses to the Apology on 13 February 2008 by Prime Minister Kevin Rudd: <http://onereach.slq.qld.gov.au> (search for "response to apology")
- ABC Teaching resources, Discovering democracy, Aboriginal struggle for citizenship: www.abc.net.au/civics/democracy/struggle.htm
- DEEWR, Civics and Citizenship Education, The Rights of Indigenous Australians www.civicsandcitizenship.edu.au/cce/ed_act_3b_australias_indigenous_people,30082.html

Develop assessment

Implementing	
Preparing for the assessment	
<p>Student role</p> <ul style="list-style-type: none"> • Discuss with others the influence of the US civil rights movements on Australia. • Discuss with others the background to the struggle of Aboriginal and Torres Strait Islander peoples for rights and freedoms before and after 1965. • Read and reflect with others on the task requirements, asking questions to clarify understanding. • Identify the meaning of key concepts such as civil rights, citizen rights and land rights. • Review the global events of the civil rights movements from 1918 to the present that have influenced Australian society. • Read widely and select one civil rights event to research. Reflect with others the reasons for your choice. 	<p>Teacher role</p> <ul style="list-style-type: none"> • Review the global events and developments of the civil rights movement from 1918 to the present, including the chronological sequencing of events in different times and places. • Review key terms and concepts about the civil rights movement that are relevant to this investigation. • Assist students to select a civil rights event that has sufficient source materials. • Provide the option of using significant case studies from a local area in Queensland, for example, the 1957 Palm Island strike. • Lead students through the <i>Student booklet</i> and explain the requirements of the task. • Work through the Task-specific standard (matrix or continua) with students to highlight the valued features of the task. • Make connections between the task requirements and prior learning experiences. • Use <i>Assessment resource: Historical inquiry process</i> to focus on the recursive nature of inquiry. Explain why reflection is needed to adapt questions and/or the hypothesis in relation to new information. • Provide a context for the presentation as required. For example, "You have been asked by the Museum of Brisbane to present an argument which justifies the inclusion of your case study in the upcoming exhibit: Securing Rights and Freedoms in Australia".

Implementing	
Section 1. Framing a hypothesis	
<p>Student role</p> <ul style="list-style-type: none"> • Develop a hypothesis that shows their point of view about the chosen case study. Consider these questions: <ul style="list-style-type: none"> – What have you learnt in class that could contribute to your research process? – What is your point of view about this case study as a civil rights event? – Do you have any bias or attitudes about this event that you need to consider before starting the investigation. 	<p>Teacher role</p> <ul style="list-style-type: none"> • Prompt students to consider their own point of view in framing the hypothesis. • Provide an example of a hypothesis to support student understanding if required.

Section 2. Developing questions	
<p>Student role</p> <ul style="list-style-type: none"> • Develop questions to provide a focus for their research. Add additional research areas to develop their questions as required. • Use a graphic organiser to help organise ideas to develop questions. 	<p>Teacher role</p> <ul style="list-style-type: none"> • Provide models of good historical questions that guide the scope and scale of research. • Use <i>Assessment resource: Sample research questions for inquiry topics</i> to provide some advice about focus questions for inquiry topics. • Use <i>Assessment resource: Sample hypothesis and research questions</i> to provide examples of research questions to focus on a case study about the Freedom Rides.
Section 3. Locating, organising and evaluating sources	
<p>Student role</p> <ul style="list-style-type: none"> • Locate a selection of primary and secondary sources using ICT and other methods. • Select sources from a range of perspectives, including Indigenous and non-Indigenous perspectives. • Record notes about sources in the table to evaluate their usefulness in answering the research questions. • Use the questions in <i>Assessment resource: Evaluating historical sources</i> to help to draw conclusions about the selection of sources. 	<p>Teacher role</p> <ul style="list-style-type: none"> • Support students to find a range of primary and secondary sources from a range of perspectives. • Model how to use the questions in <i>Assessment resource: Evaluating historical sources</i> to assess the usefulness of a historical source. • Monitor students in their evaluation of their sources.
Section 4. Analysing and synthesising information	
<p>Student role</p> <ul style="list-style-type: none"> • Synthesise ideas from sources using evidence and quotes to respond to the research questions. • Adapt the table and use a different graphic organiser to represent ideas if required. 	<p>Teacher role</p> <ul style="list-style-type: none"> • Provide students with guidance and feedback to ensure they are on track with their responses. • Provide a different graphic organiser or format to represent ideas as required.
Section 5. Reflecting on research	
<p>Student role</p> <ul style="list-style-type: none"> • Use the checklist to reflect on the research process before planning the presentation. Complete revisions or refinements as required. • Seek feedback from others. 	<p>Teacher role</p> <ul style="list-style-type: none"> • Provide opportunities to seek and receive feedback on the completion of the research process.
Section 6. Developing historical arguments	
<p>Student role</p> <ul style="list-style-type: none"> • Plan and deliver a spoken presentation about a chosen civil rights event that is significant to Aboriginal and Torres Strait Islander people. • Use the plan as a guide to develop the arguments and annotate a bibliography. • Consider the audience in the delivery of the presentation by using evidence for a range of sources. 	<p>Teacher role</p> <ul style="list-style-type: none"> • Use <i>Assessment resource: Example of a script with references</i> (and visual sources within it) to show how a referenced script incorporates historical argument. • Provide the appropriate conditions for the delivery of spoken presentations. Consider individual needs as required. • Provide cues for students about timing and use of voice during delivery of presentations.

Make judgments

The following table identifies the valued features of this assessment. It makes explicit the demonstrations of understandings and skills as identified in the Australian Curriculum Achievement Standard and the Queensland Standards Elaborations for History.

A continua and matrix model of the Task-specific standard are provided for this assessment using the same valued features. Each model of a task-specific standard uses task-specific valued features and descriptors to identify the discernable differences in student work for A–E standards.

Dimensions	Valued features		Task-specific valued features
Understanding	Historical Knowledge and Understanding		Rights and freedoms Identifies a civil rights event that is significant to Aboriginal or Torres Strait Islander people. Identifies methods used by civil rights activists to achieve change, and the role of one individual or group in the struggle.
Skills	Historical Skills	Questioning and researching	Historical questions and research Selects and develops questions to frame an inquiry. Locates, organises and evaluates sources to answer inquiry questions.
		Analysing and interpreting	Analysis and use of sources Perspectives and interpretations Analyses, synthesises and draws conclusions about information from historical sources to answer inquiry questions.
		Communicating	Chronology, terms and concepts Explanation and communication Uses historical concepts and terms (such as change, continuity, perspectives, interpretations, significance, cause and effect, contestability, rights, freedoms) to develop and deliver historical arguments in a spoken presentation incorporating evidence from sources.

Use feedback

Feedback to students	<p>Evaluate the information gathered from the assessment to inform teaching and learning strategies. Focus feedback on the child's personal progress and the next steps in the learning journey.</p> <p>Specific feedback to progress research skills could direct students to:</p> <ul style="list-style-type: none">• become aware of the wide range of sources that can be used in research including websites, virtual and real museums, oral histories, books, posters, documentaries, illustrations and artwork, poetry and music• determine and locate sources which are reputable and authoritative on a topic by identifying differences between URL addresses (i.e. .com, .gov) and authentication details, i.e. name of author, or professional identifiers such as Doctor, Professor, journalist• use the research audit phase in the <i>Student booklet</i> to make decisions for "where to next"• use search terms which are focused and narrow in order to return more relevant results, and if the results don't work, try different combinations• become familiar with an appropriate manner of referencing and acknowledging information. <p>Specific feedback to progress a student's understanding could direct students to:</p> <ul style="list-style-type: none">• be explicit about how the evidence that was found led historians to construct theories• consider the most relevant and effective evidence to prove or corroborate a statement in a speech• consider what information the student most trusts and be able to clearly explain why one interpretation is favoured over another.
Resources	For guidance on providing feedback, see the professional development packages titled <i>Seeking and providing feedback</i> : www.qsa.qld.edu.au/18076.html .

Rights and freedoms in Australia

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Image: Aboriginal flags tent embassy, Canberra ,12 December 2005, Roke, Creative Commons Attribution 2.0, Wikimedia Commons, http://commons.wikimedia.org/wiki/File:Aboriginal_flags_tent_embassy_canberra.jpg

Develop a script with references and deliver a spoken/signed presentation about a civil rights event that is significant to Aboriginal or Torres Strait Islander peoples.

You will:

- investigate the significance of a civil rights event
- analyse and synthesise information from a range of primary and secondary sources
- plan and deliver a spoken presentation which incorporates historical arguments based upon referenced sources of evidence.

Section 1. Framing a hypothesis

Read the following inquiry question:

What is the significance of a particular event in the Aboriginal or Torres Strait Islander people's struggle for rights and freedoms and the methods used by activists to achieve change?

Select **one** of the following civil rights events that is significant to Aboriginal or Torres Strait Islander people to investigate.

Possible case studies could include:

1962 right to vote federally; 1967 referendum; any land rights event, e.g. Yirrkala Bark Petition, Mabo decision; Wave Hill strike; Tent Embassy; the tabling of the *Bringing Them Home* Report (The Stolen Generations); reconciliation movement; and 2008 *Apology to Australia's Indigenous Peoples*.

Write a hypothesis about your chosen case study to respond to the inquiry question.

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In researching your case study, gather information about:

- background events and key dates
- the role of one individual or group
- methods used by civil rights activists
- events that represent changes and continuities (what has remained the same)
- the significance of the event.

Identify the meaning of these terms and concepts that relate to this historical inquiry:

Historical terms	Historical concepts
civil rights	continuity and change
land rights	significance
citizens' rights	contestability
campaign	perspectives

Section 2. Developing questions

Develop questions to provide a focus for your research. Write a question for each research area in the table below. If required, create a concept map of your ideas to help you plan your questions.

Research area	Research question	Sub-questions (where appropriate)
Background events and key dates		
Methods used by civil rights activists		
The role of one individual or group		
Events that represent changes and continuities		
Significance of the event		

Section 3. Locating, organising and evaluating sources

Locate a range of primary and secondary sources from different perspectives to help you answer your research questions.

Consider different modes of sources — visual, written and multimodal. Use the heading in this table to evaluate sources for usefulness and reliability. Use the questions in *Assessment resource: Evaluating historical sources* to help you draw conclusions about the usefulness of the sources. Add additional comments about the sources where appropriate. This will help you to write an annotated bibliography.

Name, origin and purpose of source	Detail for bibliography	Type of source (Primary/secondary)	Identify whose perspective is represented in the source. Is there any bias by the author?	Identify the inquiry question/s this source will help you to answer. How will this source help you answer the questions?
		Mode of source (Written/visual/spoken)		

Section 4. Analysing and synthesising information

Use the historical sources to analyse and synthesise information to answer the research questions.

Research question	Summary notes	Quotes and evidence from the source to support the answer	Answer to the research question

Section 5. Reflecting on research

Use the questions below to reflect on your research. Record the changes that you make.

Ask yourself:

- Is there sufficient information in my notes to support my hypothesis? Do I need to undertake further research?
- Have I included ideas that may challenge my hypothesis? Do I need to revise my notes?
- Have I reflected on the original inquiry question? Is a change to my hypothesis needed?
- Did my research questions help me to answer the chosen inquiry question? Do I need to modify my research questions?
- Have I used a range of accurate, relevant and reliable primary and secondary sources?
- Have I identified different perspectives? Do I need to review my research?

Section 6. Developing historical arguments

Plan your text using the guide below.

Your research questions will provide the starting points for your arguments.

Introduction Include: <ul style="list-style-type: none">• hypothesis about the significance of your case study• background and key events.	
Paragraph to evaluate and synthesise information to answer each research question should include: <ul style="list-style-type: none">• topic sentence• evidence and quotes from sources• identification of perspectives• evaluation and discussion• link to hypothesis.	
Paragraph to evaluate and synthesise information to answer each research question should include: <ul style="list-style-type: none">• topic sentence• evidence and quotes from sources• identification of perspectives• evaluation and discussion• link to hypothesis.	

<p>Paragraph to evaluate and synthesise information to answer each research question should include:</p> <ul style="list-style-type: none"> • topic sentence • evidence and quotes from sources • identification of perspectives • evaluation and discussion • link to hypothesis. 	
<p>Paragraph to evaluate and synthesise information to answer each research question should include:</p> <ul style="list-style-type: none"> • topic sentence • evidence and quotes from sources • identification of perspectives • evaluation and discussion • link to hypothesis. 	
<p>Conclusion should include:</p> <ul style="list-style-type: none"> • link to the hypothesis • summary of responses to research questions. 	
<p>Annotated bibliography Prepare a bibliography of your sources using your preferred school format. Use Section 3 to help you to respond to the following questions about each of the sources:</p> <ul style="list-style-type: none"> • How useful was the source in your inquiry? • Has the source been verified by an academic? How accurate and reliable is the information in the source? • Did the source help you to understand a particular perspective? • Did it have more than one interpretation of the event? • Did it agree or disagree with other sources? 	

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Name

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Purpose of assessment: To develop a referenced script and deliver a spoken/signed presentation about a civil rights event that is significant to Aboriginal or Torres Strait Islander peoples.

Historical Knowledge and Understanding	Historical Skills			
	Questioning and researching	Analysing and interpreting	Communicating	
Identifies an Australian civil rights event that is significant to Aboriginal or Torres Strait Islander people. Identifies methods used by civil rights activists to change and the role of one individual or group in the struggle (Section 4 and 6)	Selects and develops questions to frame an inquiry; locates, organises and evaluates sources to respond to an inquiry (Sections 2, 3 and 5)	Analyses, synthesises and draws conclusions about information from historical sources to answer inquiry questions (Sections 3 and 4)	Uses historical terms and concepts to develop and deliver historical arguments in a spoken/signed presentation incorporating evidence from visual and written sources (Section 6)	
<p>Justifies the significance of a chosen case study and methods used by civil rights activists to achieve change for Aboriginal or Torres Strait Islander peoples. Justifies the role of an individual or group in that case study in achieving change.</p> <p>Describes the significance of the chosen case study and methods used by civil rights activists to achieve change for Aboriginal or Torres Strait Islander peoples. Explains the role of an individual or a group in achieving change.</p> <p>Describes aspects of the chosen case study. Identifies aspects of the role of an individual or a group in that case study.</p>	<p>Develops, evaluates and enhances questions to frame an historical inquiry in response to a hypothesis. Evaluates the origins, purpose and context of historical sources that determines their relevance and reliability as evidence for the inquiry</p> <p>Develops and evaluates questions to frame a historical inquiry in response to a hypothesis. Evaluates the origins, purpose and context of historical sources.</p> <p>Uses obvious questions to respond to a historical inquiry and identifies some information from historical sources.</p>	<p>Analyses, synthesises and draw conclusions from a range of historical sources, including the identification of different perspectives, to answer inquiry questions.</p> <p>Identifies meanings and patterns from historical sources to answer inquiry questions.</p> <p>Uses questions and lists information from historical sources.</p>	<p>Presents a convincing argument which determines the significance of chosen case study. Validates argument through correct acknowledgement of a range of sources of evidence from a variety of perspectives. Uses historical terms and concepts in a manner that builds a convincing standpoint.</p> <p>Presents an argument which determines the significance of chosen case study. Validates argument through acknowledgement of sources. Uses appropriate historical terms and concepts.</p> <p>Presents a description of the chosen case study. Bases argument on some sources. Uses some historical terms and concepts to state a personal opinion.</p>	<p>A</p> <p>B</p> <p>C</p> <p>D</p> <p>E</p>

Rights and freedoms in Australia

Name

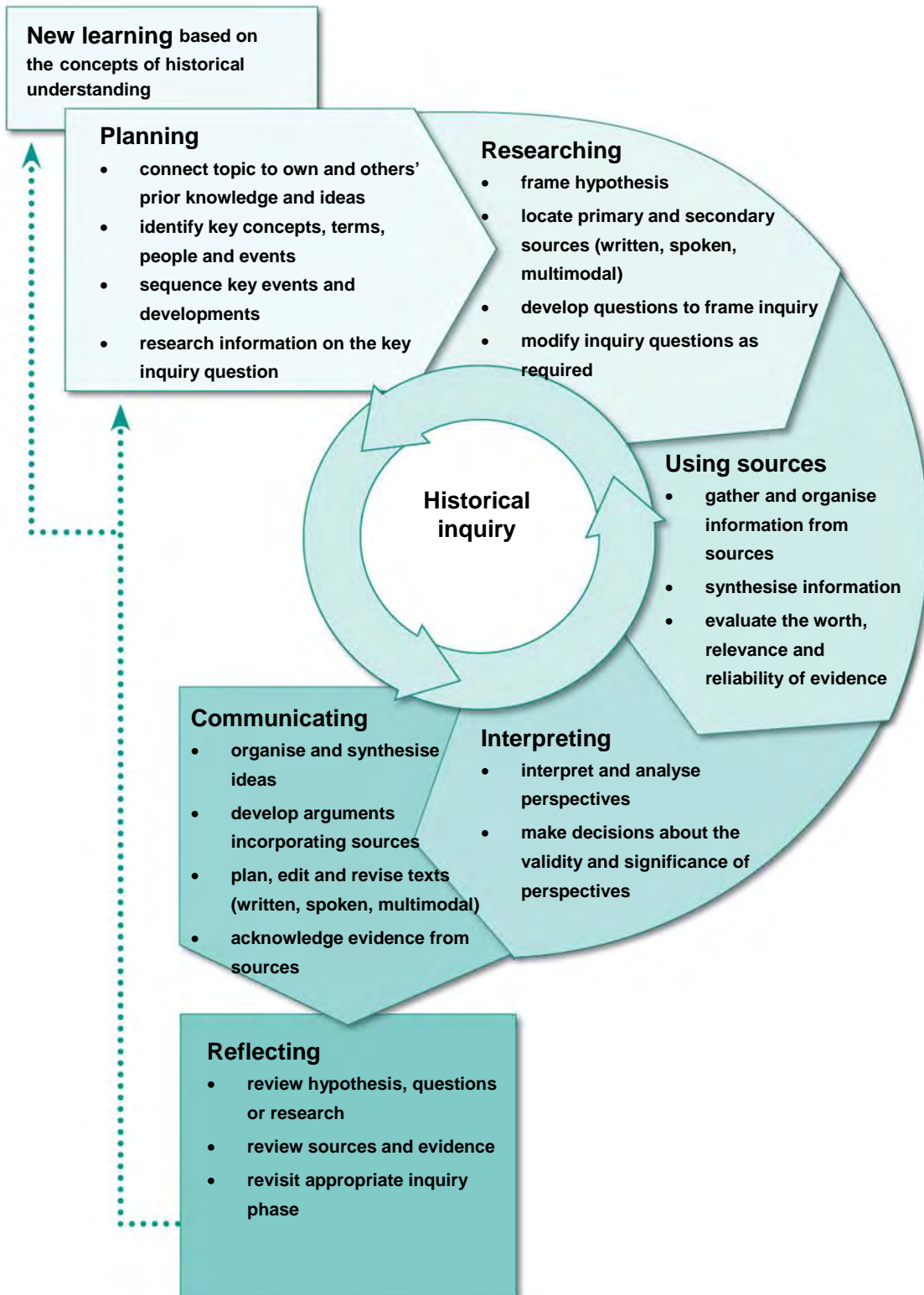
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Purpose of assessment: To develop a referenced script and deliver a spoken/signed presentation about a civil rights event that is significant to Aboriginal and/or Torres Strait Islander peoples

		Task-specific valued features						
		A	B	C	D	E		
Understanding and skills	Historical knowledge and understanding	Identifies a civil rights event in Australian history that is significant to Aboriginal or Torres Strait Islander peoples.	Justifies the significance of a chosen case study and methods used by civil rights activists to achieve change for Aboriginal or Torres Strait Islander peoples.	Explains the significance of a chosen case study and methods used by civil rights activists to achieve change for Aboriginal or Torres Strait Islander peoples.	Describes the significance of a chosen case study and methods used by civil rights activists to achieve change for Aboriginal or Torres Strait Islander peoples.	Describes the significance of chosen case study.	Describes aspects of the chosen case study.	
		Identifies methods used by civil rights activists to achieve change for Aboriginal or Torres Strait Islander peoples, and the role of one individual or group in the struggle. Section 4 and 6	Justifies the role of an individual or group in that case study in achieving change.	Explains the role of an individual or group in that case study in achieving change.	Explains the role of an individual or a group in that case study in achieving change.	Describes the role of an individual or a group in that case study.	Identifies aspects of the role of an individual or a group in that case study.	
	Historical skills	Questioning and researching	Selects and develops questions to frame an inquiry.	Develops, evaluates and enhances questions to frame a historical inquiry in response to a hypothesis.	Develops, evaluates and modifies questions to frame an historical inquiry in response to a hypothesis.	Develops and evaluates questions to frame a historical inquiry in response to a hypothesis.	Develops questions to respond to a historical inquiry.	Uses obvious questions to respond to a historical inquiry.
			Locates, organises and evaluates sources to respond to an inquiry. Section 2, 3 and 5	Evaluates the origins, purpose and context of historical sources that determines their relevance and reliability as evidence for the inquiry.	Evaluates the origins, purpose and context of historical sources that determines their worth as evidence for the inquiry.	Evaluates the origins, purpose and context of historical sources.	Identifies the usefulness of historical sources.	Identifies information from some historical sources.

Historical skills	Analysing and interpreting	Analyses, synthesises and draws conclusions about information from historical sources to answer inquiry questions Section 3 and 4	Analyses, synthesises and draws conclusions from a range of historical sources, including the identification of different perspectives, to answer inquiry questions.	Analyses and synthesises and draws conclusions information from historical sources, including the identification of perspectives, to answer inquiry questions.	Identifies meanings and patterns from historical sources to answer inquiry questions.	Uses questions and information from some relevant sources to respond to the historical inquiry.	Uses questions and lists information from historical sources.
	Communicating	Uses historical terms and concepts to develop and deliver historical arguments in a spoken/signed presentation incorporating evidence from visual and written sources. Section 6	Presents a convincing, argument which determines the significance of chosen case study. Validates argument through correct acknowledgement of a range of sources of evidence from a variety of perspectives. Uses historical terms and concepts in a manner that builds a convincing standpoint.	Presents a clearly structured argument which determines the significance of chosen case study. Validates argument through correct acknowledgement of a range of sources. Uses historical terms and concepts in a manner that builds a clear standpoint.	Presents an argument which determines the significance of chosen case study. Validates argument through acknowledgement of sources. Uses appropriate historical terms and concepts.	Presents an argument about the chosen case study Validates argument through acknowledgement of some sources. Uses some appropriate historical terms and concepts.	Presents a description of the chosen case study. Bases argument on some sources. Uses some historical terms and concepts to state a personal opinion.

Historical inquiry process



Sample research questions for inquiry

- What is the **key question** that will guide this inquiry?
- What **primary and secondary sources** might be valuable in this study?
- Whose **perspectives** might be useful in this study?
- What is the **historical background**?
- What were the **causal factors** related to this development?
- What were the **changes and continuities** associated with this event?
- What **roles** did individuals and groups play?
- What was the **historical significance** of the event or development?
- Who **benefited** in both the short and the long term?
- Who was **disadvantaged**?
- What are the possible and probable **effects** in the future?
- **What have you learned** about this historical event or development?

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Sample hypothesis and research questions

Hypothesis

The Freedom Rides of early 1965 were a significant event that raised public awareness of Aboriginal people's civil rights in Australia and contributed to the successful campaign of the 1967 referendum.

Research area	Research questions
Background, key events and developments	What civil rights of Aboriginal people did the Freedom Rides address?
Methods used by civil rights activists	What did the Freedom Riders do to raise public awareness?
The role of one individual or group	Who was Charles Perkins and what role did he play in the Freedom Rides?
Events that represent changes and continuities	<ul style="list-style-type: none"> • What were some of the major events of the Freedom Ride? • What were the short-term and long-term changes that resulted from these events?
Significance of the event	What is the historical significance of the Freedom Rides for Aboriginal and Torres Strait Islander peoples?
Contestability	What were the criticisms about this event and the actions of Charles Perkins?

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Evaluating historical sources

Questions to ask when evaluating the usefulness, relevance and reliability of evidence in sources:

Useful	<ul style="list-style-type: none"> • What are the key ideas here? • Which ideas are facts? • Which ideas are opinions? • How does this source help you respond to your investigation?
Relevant	<ul style="list-style-type: none"> • What is the purpose of this source? • When was this source created? • Who is the audience? • What perspective is presented?
Reliable	<ul style="list-style-type: none"> • Who has created this source? • Where was this source created? • Why was this source created? • Whose point of view is given? Whose point of view is missing? Why? • Is there any bias in the point of view presented by the author? • What bias, attitude and values might affect this source? • Can I trust the author of this source? • What supported details are offered as examples? Can I trust this information? • Is this information similar to or different from other sources?

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Example of a script with references — to be accompanied by slides

Background

In the 1960s, Aboriginal people did not have the same rights as other Australians. “In the sixties in Australia if you were born Aboriginal, by law you couldn’t marry without permission, eat in a restaurant, enter a pub, swim in a public pool or vote” (Perkins, R 1993). It is shocking to me that such injustices were permitted. Non-Indigenous Australians were largely unaware of the needs of Aboriginal Australians. In 1965, Charles Perkins, the first Australian Aboriginal person to attend university, led other students in a campaign across the country to expose segregation and the shame of Australia’s treatment of their Aboriginal people. Charles Perkins clearly stated his goal in *Blood Brothers* which was made by his daughter Rachel Perkins. “The white person in Australia must be educated to be able to understand the Aboriginal person, to be more tolerant towards him. A lot of Australians talk about ‘Oh yeah we want to give the Aborigine a fair go.’ Then it is full stop and it’s usually forgotten ... ” (Perkins, C in Perkins, R 1993). The frustration in Perkins’ voice in this quote shows the strength of his desire for change to improve Aboriginal lives.

The role of one individual in the civil rights event

Influences on an individual involved in the event

Methods — the civil rights action

To raise awareness of injustices, students from Sydney University travelled through country towns in a bus. This picture shows the Freedom Riders outside their bus in Walgett, New South Wales, in 1967. Anne Curthoys, one of the participants of this Ride, made it clear that the Australian Freedom Ride was inspired by the Freedom Rides in the United States when she noted, “So, with [Martin Luther] King’s philosophy of non-violent direct action firmly in our heads, our tour all planned, we set off” (Curthoys, A 2002).

The Freedom Ride went to country towns in New South Wales. Traditionally, country towns were the areas most resistant to change. Students were shocked by the lack of rights and freedoms that they observed. “In the towns, Aboriginal people were routinely barred from clubs, swimming pools and cafes. They were frequently refused drinks in hotels” (Taffe, S 2008). The students used non- violent direct actions such as protests in the towns to challenge such racist practices. As part of the public awareness campaign, they also ensured that the angry reaction of the towns’ inhabitants were beamed into the homes of white Australia via the ABC news. “Captured on tape was the vice-president of the Walgett Returned Service Leagues Club who said he would never allow an Aboriginal to be a member. Film footage shocked city viewers, adding to mounting pressure on the government to provide rights and

Range of perspectives included from different sources

Methods used by civil rights activists

freedoms equally to Aboriginal people in Australia” (Taffe, S 2008). This image shows one of the newspaper headlines from the time that influenced public opinion.

Role of individuals

In the centre of the group of students in this photo you can see Charles Perkins [point]. Charles Perkins was elected president of the Student Action for Aborigines (SAFA) in 1964 and it was his driving need to make a difference that helped make the Freedom Ride possible. Other significant people were Anne Curthoys who would later write a history of these events and Jim Spigelman who would go to become the Chief Justice of the Supreme Court. In total, there were 29 students from Sydney University. For most of the journey, Perkins was the only Aboriginal person on the bus (Curthoy, A 2002 in Heavenly Princess 2008) and media attention focused upon him as a result. The role of the non-Indigenous people involved is often not emphasised. Pat Watford, an Indigenous woman from Walgett noted very clearly the impact of this involvement: “It hurts you white people ... to see the whites from Sydney up here ... Trouble is it’s hurting the white to see other whites fighting for blacks” (Curthoy, A 2002 in Heavenly Princess 2008).

Other significant individuals involved in the event

Events that represent changes and continuities

One of the significant protests in the Freedom Rides was at Moree, where segregation was known to be practised. The Freedom Riders brought Aboriginal children in from nearby reserves and attempted to assist them in entering the local pool which had a race-based ban. The angry reaction of white townspeople was reported in the news. *The Daily Mirror* reported that “Violence Explode[d] in Racist Town” (Stone G, 1965, in Taffe S, 2008). The lead statement from this article was even more direct: “White women jeered and spat at girl freedom riders today as racial violence broke out for the first time in Moree” (Stone G, 1965 in Taffe S, 2008). In terms of its goal, this visit raised awareness of the conditions facing Aboriginal Australians in country New South Wales. This photograph shows the children swimming together in the local pool at Moree and appeared on the front cover of the national press in 1965 (*The Australian*, 1965, in Taffe, S 2008, National Museum of Australia).

Significance

The Freedom Rides were a significant historical event that drew attention to Aboriginal issues and raised public debate.

Even at the time, the Freedom Ride was controversial. Ian Spalding noted that “Reasonable questions can be asked about the wisdom or efficacy of projecting outsiders into those local situations where social class and colour are tied inextricably. Certainly, city students of either the long- or short-haired variety would rarely constitute the ideal group for such a purpose” (Spalding, I 1965 in Taffe, S, 2008). Along these lines were other criticisms which implied that the Freedom Riders blew into these towns, and then left the locals to deal with the aftermath. Such criticisms are hard to believe when you consider that the Walgett Aborigines’ Progressive Association, appealed to Perkins and other Aboriginal activists to return to Walgett to assist them in their fight to secure equality.

Contestability of accounts of the event

A general assessment was that the Freedom Ride and the publicity it had gained did raise awareness of discrimination and strengthened later campaigns to eradicate such discrimination. Anne Curthoys reinforces this in her 2002 lecture to the National Museum “ ... many [freedom riders] had continued an engagement with Indigenous people throughout their lives. They had not simply passed through, and they had not forgotten what they had learnt ... the Freedom Ride had been important aspect of the moral formation of a generation (Curthoys, A 2002 in Foley 1993).

← The effects of the event

The Cabinet papers show that the Freedom Rides may have also had some influence on the government. The summary of these papers on the National Museum of Australia makes it clear that Cabinet members were aware that the Freedom Rides had shed light on discriminatory practices in New South Wales, which then began to define what Australians would come to see as discrimination. This, in the next six months, would lead to the Attorney General to “ ... conclude that it should hold a referendum to empower it to amend section 51 (xxvi) so that it could implement its policy to the advantage of the Aboriginal people” (Taffe S, 2008).

↙ Significance of the event

Did the Freedom Ride change the world? No. It contributes to other events which makes significant changes such as the 1967 referendum which acknowledges Aboriginal and Torres Strait Islanders’ right to be included in the census and to be considered citizens in their own country.

← Reference to the hypothesis

Conclusion

The Freedom Ride was a significant historical event that drew attention to Aboriginal issues. It is also an important symbol of activism. It is a narrative which tells our community that white and Aboriginal Australians can come together and work for shared goals. It provides inspiration in the form of Charles Perkins, an Aboriginal man who made a stand for equality and justice. It is a story that should be valued by our community. Change cannot be always measured in numbers [next slide]. Symbols matter, because the symbol, as shown here [refer to slide] is often the thing we remember.

Annotated bibliography

Curthoys, A 2002, "The Freedom Ride — its significance today", a public lecture presented at the National Museum of Australia, online at *Kooriweb*, www.kooriweb.org/foley/resources/pdfs/37.pdf.

This was a very useful source because it came from one of the people who were on the Freedom Ride and so it meant that I would get the story from a primary perspective. It also gave me what I spent a lot of my morning looking for — a clear quote which made the link from the Australian Freedom Ride to the US version that inspired it. It is clearly biased in favour of this event being significant. I trusted the source because the writer is a professor of history. She is also very clear to the audience which information she based upon her personal experience and which information she was basing on her research. Her research was not directly referenced, but given this was a lecture coinciding with the release of her book on the Freedom Ride, this was not a problem. It was published as a PDF file, which reinforces its pro-Aboriginal perspective because the home page of this website proudly claims its status as the oldest Aboriginal-controlled website.

Heavenly Princess 2008, "Charles Perkins and The Freedom Ride" online at *Fiction Press*, www.fictionpress.com/2600106/1/Charles_Perkins_and_the_Freedom_Ride.

I found this essay useful because it gave a clear explanation about why this event was so important. Its perspective was one that celebrated the Freedom Ride. I was a little bit worried quoting from it because who can trust someone called Heavenly Princess? So I checked around the site and found out that she was in Year 12 in 2008. I was still worried, so when I re-read her article, I decided to limit my quote from this to the one used in my speech from Curthoys, who I now know is a reputable source. Heavenly Princess wrote a good verifiable essay — her essay was referenced and it had a good bibliography with writers mentioned in other sources, so I decided to trust it overall.

Perkins, R & Lander, N (dirs)1993, *Blood Brothers — Freedom Ride* (documentary), Indigenous Branch of the Australian Film Commission, online at *Australian Screen*, <http://aso.gov.au/titles/documentaries/freedom-ride-blood-brothers/notes>.

I was pretty surprised to find out this film was made by Charles Perkins' daughter. It seemed to be a very good film to use because it gave me a sense of how Charles Perkins really felt about being discriminated against. Maybe he was more open in this film because his daughter made it. Obviously it reflects an Aboriginal perspective. I can't tell if it is verifiable, but there were a lot of historical photos and newspaper headlines that I saw on the National Museum of Australia website.

Spalding I, 1965 "No Genteel Silence" *Crux*, (Journal of the Australian Student Christian Movement), vol. 68, no. 3, online at *National Museum of Australia*, <http://indigenoustrights.net.au/file.asp?fID=42>.

Ian Spalding was the convenor of Aboriginal Affairs for *Crux* magazine which came from a Christian perspective. I didn't read the whole article but it made it very clear that it was not entirely

supportive of the Freedom Ride which was good really, because it gave me another perspective to think about — which was missing from my research when I was looking for this. It is a good primary source to see what other people thought. It was not supportive of racism though, because it made some strong statements about how awful the racism was.

Taffe, S 2008, “Collaborating for Indigenous Rights”, online at *National Museum of Australia*, www.indigenoustrights.net.au.

This was my first place to research because I wanted to see what another museum would say about this topic, and I figured that the National Museum would have the interpretation that most people would expect. It was a very useful source because it gave an excellent overview of the whole event but it also explained the link to the 1967 referendum, which other sources did too. This website, though, gave me a quote which I could not find anywhere else that would help me prove that link. It was verifiable because it gave a link to the primary sources. I didn't really understand all of the cabinet papers — so I just used the quote which explained them for me.