

# What's the case?

## Indigenous communities and rapid change

### Strand

Time, Continuity and Change

Culture and Identity

Systems, Resources and Power

### Core learning outcomes

<i>Time, Continuity and Change</i>	<b>TCC 4.1</b>	Students use primary sources to investigate situations before and after a change in Australian or global settings.
	<b>TCC 4.4</b>	Students critique information sources to show the positive and negative effects of a change or continuity on different groups.
<i>Culture and Identity</i>	<b>CI 4.4</b>	Students describe changes resulting from cross-cultural contact on Australian and non-Australian indigenous cultures.
<i>Systems, Resources and Power</i>	<b>SRP 4.5</b>	Students classify values that underpin campaigns and organisations associated with human or environmental rights.

### Purpose and overview

Activities assist students to use case studies to develop understandings about the effects cross-cultural contact have had on Indigenous groups in Australia and other countries and how these groups have responded to change.

Through simulated courtroom roleplays, students investigate the multiple perspectives that might be held of the same events. Using a variety of primary sources, students investigate situations before and after a change such as the 1992 Mer (Murray) Island High Court decision or Mabo case. (Although it is offensive to Aboriginal people and Torres Strait Islander people, and members of some other cultures, to use the name of a dead person publicly, this significant court case is still regularly referred to using the name of the Aboriginal person who launched the action.)

The positive and negative effects that changes to land rights have had on Australian Indigenous cultures is explored and compared with similar changes experienced by non-Australian indigenous cultures in countries such as New Zealand and South America.

Students create news reports which identify and analyse the values that underpin different campaigns and organisations associated with human rights such as native title and reconciliation.

**Note:** This module provides an overview of activities within each phase, rather than in-depth descriptions of activities as found in other modules at this level.



Phases	Activities	Core learning outcomes	Assessment opportunities
<p><b>1. Explore understandings of change</b></p> <p>Consider using the following resources:</p> <p><i>Discovering Democracy Middle Primary Units: Rules and Laws</i></p> <p><i>Discovering Democracy Upper Primary Units: The Law Rules and Handouts 5, 15 and 16.</i></p> <p><i>Australian Readers Discovering Democracy Upper Primary Teacher Guide</i></p> <p><i>Australian Readers Discovering Democracy Upper Primary Collection</i></p>	<ul style="list-style-type: none"> <li>Assist students to review occupation patterns of Australia in the past and to consider what life was like for Indigenous peoples before and after European occupation. Refer to the following modules: <ul style="list-style-type: none"> <li><i>It's mine: Discovering Australia</i></li> <li><i>Australia's past: Australia circa 1788</i></li> <li><i>Environments past and present: Management of Australian environments</i></li> <li><i>Our rights: Origins of Australian democracy.</i></li> </ul> </li> <li>Assist students to explore the issue of land ownership by reviewing Australia's legal system in the past and discussing and comparing Australian Aboriginal law with British law during the early occupation of Australia (see <i>Discovering Democracy Upper Primary Units</i>, Handout 16).</li> <li>Explore the conflicts between the colonists developing the land and the Indigenous peoples. Examine the Myall Creek massacre of 1838 and assist students to discuss and describe how the responses to the two trials and the verdict were represented in newspapers of the time (see <i>Discovering Democracy Upper Primary Units</i>). Highlight the multiple perspectives of the same event.</li> <li>Use the story <i>A Just Punishment</i> by Oodgeroo Noonuccal (in <i>Australian Readers Discovering Democracy Upper Primary Collection</i>) to discuss aspects of Aboriginal law today — in this instance, breaking a cultural law and how punishment is regarded and accepted.</li> <li>If possible, assist students to interview local Indigenous elders/community members about their perspectives of events involving cross-cultural contact. Compare the information provided with the perspectives of non-Indigenous Australians.</li> <li>Ask students to record their thoughts and ideas about various systems of law in Australia in a reflections log.</li> </ul>	<p>TCC 4.4</p> <p>CI 4.4</p>	<p>Students discuss and describe issues relating to cultural law and/or legal systems as evidence of demonstrations of CI 4.4 and TCC 4.4.</p> <p>Students critique early Australian newspaper articles about the Myall Creek massacre trials and verdict as evidence of demonstrations of TCC 4.4.</p>
<p><b>2. Identify issues relating to cross-cultural contact</b></p> <p><b>Resource 1</b></p> <p>Consider using the following resources:</p> <p><i>Discovering Democracy Upper Primary Units: 'The Law Rules' and 'People Power'</i></p>	<ul style="list-style-type: none"> <li>Assist students to examine a timeline showing the effects of Indigenous/non-Indigenous contact in Australia since the early 1800s (Resource 1). Discuss the lack of acknowledgment of Indigenous Australians' rights to land ownership.</li> <li>Encourage students to brainstorm and list words that express their own feelings about cross-cultural contact.</li> <li>Develop awareness and understandings of the effects of and responses to a specific change such as the 1992 Mer Island High Court Decision. Assist students to: <ul style="list-style-type: none"> <li>differentiate between the terms 'terra nullis', 'land ownership' and 'native title'. Use a map that identifies native title land determined by consent, litigation and that</li> </ul> </li> </ul>	<p>TCC 4.1</p> <p>TCC 4.4</p> <p>CI 4.4</p>	<p>Students describe changes resulting from cross-cultural contact between Australian and non-Australian indigenous cultures as evidence of demonstrations of CI 4.4.</p> <p>Students use primary sources to explore the effects of gaining land ownership rights on Australian Indigenous groups as evidence of demonstrations of TCC 4.4 and TCC 4.1.</p>

Phases	Activities	Core learning outcomes	Assessment opportunities
<p><b>Phase 2</b> <i>continued ...</i></p>	<p>unopposed (see <i>Native Title Information Kit</i> available on <a href="http://www.nntt.gov.au/nntt/publicn.nsf/area/homepage">www.nntt.gov.au/nntt/publicn.nsf/area/homepage</a>) to assist discussions</p> <ul style="list-style-type: none"> <li>– read and discuss thoughts and feelings about relevant stakeholders in this native title case (see <i>Native Title Information Kit</i>)</li> <li>– record their thoughts and ideas in their reflections logs about what life was like for Mer Islanders and Indigenous Australians before they gained land ownership rights. Explore case studies such as Gove (a land rights action by the Yolngu people of Yirrkala in 1971) and the Queensland Coast Islands Declaratory Act in 1985, which was designed to extinguish native title (if it was found to exist).</li> <li>– identify events likely to have been influenced by the Mer Island High Court Decision, such as the Native Title Act (1993), the Wik Native Title case (1996) and the Native Title Amendment Act (1998)</li> <li>– explore songs (for example, by Yothu Yindi), poetry (for example by Oodgeroo Noonuccal), oral histories, literature and media reports produced by Indigenous peoples about life before and after gaining land ownership rights</li> <li>– interview local Indigenous elders/ community members about citizenship and what it means to them.</li> </ul> <ul style="list-style-type: none"> <li>• Encourage students to investigate the effects of European occupation on a non-Australian indigenous culture such as New Zealand Maoris or the South American Amazon indigenous groups. Compare the information gathered with what is known about the effects on Indigenous Australian groups. Assist students to use a T-chart or table to record and compare information.</li> </ul>		<p>Students use a chart or table to present a comparison of the effects of occupation on Australian and non-Australian indigenous groups as evidence of demonstrations of CI 4.4.</p>
<p><b>3. Analyse and evaluate perspectives about events and their effects. Investigate possible solutions</b></p> <p><i>Support materials and references</i></p>	<ul style="list-style-type: none"> <li>• Discuss situations of conflict that arise as a result of cross-cultural contact (refer to <i>Year 5 Social Studies Replacement Units 1 and 2</i>). Use primary sources from the past and present (refer to 'Support materials and references') to investigate different perspectives of the same cross-cultural contact issue or event. Interview local Indigenous elders/community members about their perspectives on cross-cultural contact and its effects in the local area. Consider the role of the media in representing different perspectives of the issue or event. Discuss evidence of cultural bias. Consider how Indigenous peoples' perspectives could have been included through processes of negotiation and cultural understanding.</li> <li>• To assist to gain understandings of how the law and court system operates, organise for students to visit a court in session or to view a court scene in an Australian video, television program/ documentary. Discuss the structure underlying the Australian court system. Assist</li> </ul>	<p>TCC 4.1 TCC 4.4 SRP 4.5</p>	<p>Students roleplay or investigate perspectives that relate to situations of change and conflict as evidence of demonstrations of TCC 4.4.</p> <p>Students use primary sources to evaluate evidence and synthesise and report conclusions as evidence of demonstrations of TCC 4.1.</p>



Phases	Activities	Core learning outcomes	Assessment opportunities
<b>4. Reflect on findings and understandings</b>	<ul style="list-style-type: none"> <li>Encourage students to reflect on and record their thoughts and feelings in their reflections logs about courtroom roleplays (or investigations) and verdicts and to suggest alternative solutions if they disagree with a verdict.</li> <li>Assist students to reflect on and discuss the changes and associated effects that have resulted from cross-cultural contact between Australian and non-Australian indigenous groups.</li> <li>Encourage students to reflect on and record understandings in reflections logs about the possible effects on all Australians of the Mer Island High Court Decision.</li> <li>If possible, invite local Indigenous elders/community members to share their perspectives on native title and land ownership issues and associated effects.</li> </ul>	TCC 4.4 CI 4.4	<p>Students reflect on and analyse the underlying values and perspectives associated with Indigenous rights in Australia as evidence of demonstrations of TCC 4.4.</p> <p>Students discuss the changes that have resulted from cross-cultural contact between Australian and non-Australian indigenous groups as evidence of demonstrations of CI 4.4.</p>

**Template for recording students' demonstrations of identified core learning outcomes**

Assessment opportunities	Date	Relevant core learning outcome	Assessment instrument such as work sample, self-peer evaluation record and reflections log
contributes to discussions and identifies and discusses underlying values, stereotyping, 'silent voices' and biases in the media			
contributes to discussions about cultural contact, change and adjustment			
uses primary sources in relevant stages of the social inquiry to investigate aspects of Australia's legal system and Aboriginal law			
uses primary sources to make own interpretations about particular times			
participates in roleplays of simulated court trials			
uses logical, informed and well-articulated arguments during presentations of mock 'court trials'			
creates news reports that analyse human rights campaigns and/or organisations according to broad values			
records thoughts, feelings and ideas in a reflections logs			

## Assessment

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The assessment opportunities outlined are examples of how to assess students' demonstrations of the identified learning outcomes. As often as possible, negotiate assessment with students and support a variety of ways of demonstrating the learning outcomes. Reflect with students on evidence gathered when making judgments about their demonstrations of learning outcomes. Some students may require more time and/or other contexts in which to demonstrate these learning outcomes. Other modules may provide such time and/or contexts and the 'Levels 1 to 6 module learning outcomes maps' in the *Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines* can be used to identify these modules.

### **Assessing learning outcomes at different levels**

Activities in this module are designed primarily for students working towards demonstrations of Level 4 learning outcomes. Assessment opportunities may need to be modified or created to enable students to demonstrate core learning outcomes before or after this level.

Refer to the Overview table for an example of how to record students' demonstrations of identified learning outcomes.

## Using this module

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### **Reflective inquiry**

Activities in this module use social inquiry stages that require students to identify, consider and critically reflect on a variety of perspectives about an event and/or change. The key values of democratic process, social justice and peace are reinforced through activities which '... involve teaching children to think, feel, value and act ... Through in-depth exploration of social issues, students may be motivated to recognise their power as individuals who can make a difference to Australian society' (Craven 1999, p. 239).

### **Support materials and references**

### **Roleplay**

Suggested activities involve students participating in roleplays of courtroom sessions. Roleplay provides an environment within which students can explore social issues. Use of roleplay in activities in this module may provide opportunities for students to gain further insights into cross-cultural contact issues. It is important to brief students before roleplays and debrief them in class discussions afterwards. As students may identify strongly with roles they adopt, sensitivity to their feelings, thoughts and attitudes is vital. Consult the *Years 1 to 10 The Arts Syllabus* and associated materials for further information about the use of roleplay.

### **Support materials and references**

For information regarding cross-cultural contact with Australian Indigenous cultures, consult *The Teaching of Aboriginal Studies and Torres Strait Islander Studies in Queensland Schools — Draft Preschool to Year Twelve Guidelines and Framework* (Queensland Department of Education 1995). This publication includes information about aspects such as theories and beliefs of occupation; diversity of Aboriginal societies and Torres Strait Islander societies; invasion and resistance; effects of invasion; and maintenance and revival of culture.

### **Protocols**

### **Support materials and references**

When contacting Aboriginal communities and Torres Strait Islander communities, it is important that protocols are followed. These are detailed in the *Aboriginal and Torres Strait Islander Human Resources Protocols* on the Equity page of the Queensland School Curriculum Council website at [www.qscq.edu.au](http://www.qscq.edu.au) or refer to:

- *Protocols for Consultation and Negotiation with Aboriginal People* by the Department of Aboriginal and Torres Strait Islander Policy and Development
- *Mina Mir Lo Ailan Mun — Proper Communication with Torres Strait Islander People* by the Department of Aboriginal and Torres Strait Islander Policy and Development.

Increased understanding and awareness of Aboriginal cultures, lifestyles and histories and Torres Strait Islander cultures, lifestyles and histories is encouraged to enhance the effectiveness of this module. Activities such as cultural awareness in-service for teachers can enhance appreciation of the perspectives and multiple realities of Aboriginal peoples and Torres Strait Islander peoples.

## Background information

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### Terminology

In this module students have opportunities to become familiar with and use the following terminology:

Aboriginal Council	Indigenous	reconciliation
Aboriginal reserves	injunction	resistance
act	invasion	rights
ancestors	human rights	self-determination
authority	kinship	slaves
bill	land council	sovereignty
custody	land rights	'stolen generation'
customs	legislate	the Dreaming
disadvantage	lobby	threat
discrimination	media	tribal ownership
equal opportunity	native title	understanding
identity	occupation	valuing
illegal	power	voting rights
	racism	

### School authority policies

Be aware of and observe school authority policies that may be relevant to this module, particularly those relating to anti-racism, anti-discrimination and social justice. Refer to the websites of:

- The Association of Independent Schools of Queensland, Inc:  
[www.aisq.qld.edu.au/schools/schools.htm](http://www.aisq.qld.edu.au/schools/schools.htm)
- Education Queensland: <http://education.qld.gov.au/>
- Queensland Catholic Education Commission:  
[www.qcec.qld.catholic.edu.au/www/index.cfm](http://www.qcec.qld.catholic.edu.au/www/index.cfm)

Refer specifically to:

- Brisbane Catholic Education's *Cultural Literacy Across the Curriculum Support Package* for information about supporting the process of reconciliation with Aboriginal peoples and Torres Strait Islander peoples
- Education Queensland's *Aboriginal Education and Torres Strait Islander Education Resource Booklet 3* for information about 'Reconciliation through Education' strategies. Information is also provided about documents on reconciliation, stolen generations and native title.

Contact the relevant school authorities for information about these documents.

### Equity considerations

Activities take place in a supportive environment. They provide opportunities for students to increase their understanding and appreciation of equity through valuing diversity and challenging inequities. Activities encourage students to:

- gain knowledge and understanding about Australian and non-Australian indigenous cultures through research and consultation
- develop empathy and respect for diverse viewpoints others may have about an event or change
- challenge representations of Aboriginal peoples and Torres Strait Islander peoples in media reports and analyse the misconceptions and stereotypes at different times in Australia's history
- consider Aboriginal peoples and Torres Strait Islander peoples as traditional landowners
- explore government policies of protection, assimilation and self-determination and their impacts on Indigenous Australians
- value the contributions of Indigenous Australians
- investigate the power relations of Indigenous and non-indigenous peoples throughout history and in contemporary contexts
- develop knowledge, practices and dispositions that support reconciliation.

Some students with disabilities may need assistance with some activities. Advice should be sought from their support teachers.

It is important that these equity considerations inform decision making about teaching strategies, classroom organisation and assessment.

## Links

### **Studies of Society and Environment**

This module is one of a suite of modules for Levels 1 to 6. See the Queensland School Curriculum Council website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for more information.

This module has conceptual and process links to the following modules:

- Level 1: *A world full of stories: Stories of diverse cultures*
- Level 2: *A patchwork of memories: Family diversity*
- Level 2: *Our faces: Belonging and identities in Australia*
- Level 3: *It's mine: Discovering Australia*
- Level 3: *Australia's past: Australia circa 1788*
- Level 3: *Environments past and present: Management of Australian environments*
- Level 4: *Our rights: Origins of Australian democracy*
- Level 5: *Law and the media: Civics and citizenship.*

### **Other key learning areas**

Activities may offer opportunities for planning across key learning areas. However, it is important that the integrity of the key concepts, organising ideas and processes within key learning areas is maintained.

Possible links to *English* (in development):

Refer to the Queensland School Curriculum Council website at [www.qscc.qld.edu.au](http://www.qscc.qld.edu.au) for information about the English syllabus and associated materials. Consider the strands of Cultural: making meanings in contexts; Operational: operating language systems; and Critical: evaluating meanings in texts and their sub-strands of speaking and listening, reading and viewing and writing and shaping when planning activities.

Possible links to *The Arts*:

- DR 4.1 Students select dramatic elements and conventions to collaboratively shape improvisations and roleplays.
- DR 4.2 Students present devised and scripted drama using performance skills appropriate for a variety of purposes and audiences.
- DR 4.3 Students make supported critical judgments about the application of dramatic elements and conventions in the context of their own work and that of others.

## Evaluation of a unit of work

After completion of units of work developed from this module, collect information and make judgments about:

- teaching strategies and activities used to progress student learning towards demonstrations of core learning outcomes
- opportunities provided to gather evidence about students' demonstrations of core learning outcomes
- future learning opportunities for students who have not yet demonstrated the core learning outcomes and to challenge and extend those students who have already demonstrated the core learning outcomes
- the extent to which activities matched needs of particular groups of students and reflected equity considerations
- the appropriateness of time allocations for particular activities
- the appropriateness of resources used.

Information from this evaluation process can be used to plan subsequent units of work so that they build on, and support, student learning. The evaluated units of work may also be adapted prior to their reuse. For further information, refer to the 'Curriculum evaluation' section in the sourcebook guidelines.



**Contact timeline** **Resource 1**

Approximate date	Non-Indigenous occupants/government of the day	Indigenous peoples
early 1800s	<ul style="list-style-type: none"> <li>established cattle runs</li> <li>lived as squatters</li> <li>some married Indigenous women and raised families</li> </ul>	<ul style="list-style-type: none"> <li>lost their land</li> <li>some worked in family groups for Europeans. This gave them access to their traditional land, security and education for their children</li> <li>did not retaliate against European landowners who mistreated them</li> <li>were generally not in fear of their lives</li> </ul>
1883	<ul style="list-style-type: none"> <li>decided that Aboriginal peoples needed protection — set up the federal Aborigines Protection Board</li> <li>established missions for 'pale skin' Aboriginal peoples</li> <li>decided to 'quantify' Aboriginality</li> </ul>	<ul style="list-style-type: none"> <li>some who had married Europeans became fearful that their children would be taken away. They became 'conforming' and 'conservative', striving not to be noticed as Indigenous peoples</li> <li>were sent to missions if they were more 'radical' and outspoken on issues</li> <li>felt that their traditional Indigenous cultures were devalued</li> </ul>
1900–1950	<ul style="list-style-type: none"> <li>in some instances, treated Indigenous peoples as if they were inferior</li> <li>ruled that Indigenous peoples could only enlist in defence forces if they had one white parent</li> <li>abolished the Aborigines Protection Board and replaced it with the federal Aborigines Welfare Board in 1941</li> </ul>	<ul style="list-style-type: none"> <li>experienced certain restrictions in their lives — for example, had to sit in certain places in the cinemas, some publicans would not serve them</li> <li>were allowed to serve in every war since World War I, experienced equality as soldiers</li> <li>participated as Aboriginal Freedom Riders to uncover and make public discriminatory practices against Aborigines in western NSW towns</li> </ul>
1950–1976	<ul style="list-style-type: none"> <li>in some instances, became more tolerant of Indigenous peoples</li> <li>some still instigated individual cases of abuse towards Indigenous peoples</li> <li>formed the Federal Council for Aboriginal and Torres Strait Islanders (FCAATSI) in the mid-1960s</li> <li>held a Referendum on citizenship rights for Aboriginal Australians in 1967 which achieved a 'yes' vote</li> <li>set up the Office of Aboriginal Affairs</li> </ul>	<ul style="list-style-type: none"> <li>gained greater access to education</li> <li>gained access to kindergartens</li> <li>gained access to medical and legal services</li> <li>some voluntarily moved to cities</li> </ul>
1976–1980s	<ul style="list-style-type: none"> <li>initiated multiculturalism policies, although they were rejected by some non-Indigenous peoples</li> <li>provided financial assistance for Indigenous peoples</li> <li>initiated positive discrimination in the workforce</li> </ul>	<ul style="list-style-type: none"> <li>experienced greater valuing of traditional culture and desire for this knowledge among young Indigenous peoples</li> <li>gained more access to education/money/power</li> <li>experienced greater self-determination and identity through actions such as displaying land rights banners</li> </ul>
1986 to present	<ul style="list-style-type: none"> <li>created the Deed of Grant in Trust (DOGIT) in 1986 that aided the making of missions into towns</li> <li>passed the Council for Aboriginal Reconciliation Act in 1991</li> <li>overturned the legal doctrine of terra nullius and recognised that Australia's Indigenous peoples owned traditional land under native title (the 1992 Mer Island High Court decision)</li> <li>established a National Sorry Day for the Stolen Generations and their families in May 1998</li> <li>established an annual national Reconciliation Week</li> </ul>	<ul style="list-style-type: none"> <li>continued to experience greater self-determination</li> <li>some Torres Strait Islander peoples gained land rights</li> <li>articulated their own culture and supported other Indigenous peoples</li> <li>educated white Australians about what it feels like and means to be an Indigenous Australian today</li> </ul>

Source: Michael Aird

## Support materials and references

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- Aird, M. 1993, *Portraits of our Elders*, Queensland Museum, South Brisbane, Qld.
- Aird, M. 1996, *I Know a Few Words: Talking about Aboriginal Languages*, Keeaira Press, Southport, Qld.
- Aird, M. 2001, *Brisbane Blacks*, Keeaira Press, Southport, Qld.
- Alexander, D. & Rouen, M. 1999, *Heinemann SOSE for Queensland Book 1*, Reed International Books, Port Melbourne, Vic.
- Appo, J. et al. 1997, *Wajehla Dubai, Woman Speaking*, Keeaira Press, Southport, Qld.
- Cleary, T. 1993, *Poignant Regalia*, Historic Houses Trust of NSW, Glebe, NSW.
- Craven, R. (ed.) 1999, *Teaching Aboriginal Studies*, Allen & Unwin, St Leonards, NSW.
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- Education Queensland 1995, *Year 5 Social Studies Replacement Units 1 and 2*, Brisbane.
- Education Queensland 2000, *Aboriginal Education and Torres Strait Islander Education Resource Booklet 3, Reconciliation: Walking and Working Together, Towards the Future, A Guide for Schools*, Brisbane.
- Gallagher, N. 1992, *A Story to Tell: The Working Lives of Ten Aboriginal Australians*, Cambridge University Press, Cambridge, UK.
- Gayland, G. & Hart, E. 1992, *The Moreton Bay Courier to The Courier-Mail 1846–1992*, Portside, Fishermens Bend, Vic. (is an excellent primary source that provides actual newspaper articles of this period).
- Haviland, J. & Hart, R. 1998, *Old Man Fog*, Crawford House Publishing, Bathurst, NSW.
- Office of Women's Policy and Department of Equity and Fair Trading 2000, *Women Reconcile: A Collection of Stories Highlighting the Personal Steps made in Australia's March Towards Reconciliation*, Brisbane.
- Queensland Department of Education 1995, *The Teaching of Aboriginal Studies and Torres Strait Islander Studies in Queensland Schools: Draft Pre-school to Year Twelve Guidelines and Framework*, Brisbane.
- Reynolds, H. 1999, *Why Weren't We Told? A Personal Search for the Truth about our History*, Viking, Ringwood, Vic.
- Shelton, F. 1997, *Making the News*, Rigby Heinemann, Port Melbourne, Vic.
- Symons, P. & Symons, S. 1994, *Bush Heritage*, Complete Printing Services, Nambour, Qld.
- The Media*, 1997, Rigby Heinemann, Port Melbourne, Vic.

### Videos

Film Australia:

*Everyday Brave*, 2002

Individual episodes that profile Indigenous Australians who have made a real difference in their own and wider communities, such as *For Who I Am*: Bonita Mabo has a new campaign — to gain recognition for her people, Australia's South Sea Islanders.

*Mabo — Life of an Island Man*, 1997

Tells the private and public stories of a man so passionate about family and home that he fought an entire nation and its legal system to assist Murray Islanders to gain native title to land in the Torres Strait.

*Mabo — The Native Title Revolution*, 2001

Delves into the Mabo legal case and the important issues it raises for Australians and Indigenous peoples everywhere.

*Our Century*, 1999, Episode 12: *Trials and Tragedies* and Episode 22: *Finding a Voice*

*Small Island Big Fight*, 2000

Explores the economic and spiritual relationship of Murray Islanders to the sea and the threat posed by outside commercial fishing interests.

*The Yirrkala Film Project*, 1996

A major theme of this long-term project was to capture the impact of a bauxite mine on the Yolngu, the Aboriginal people of north-east Arnhem Land, and their response.

*Troubled Waters*, 2001

Investigates the human and financial cost of Australia's current border protection policies.

*Uluru: An Anangu Story*, 1986

Explores the historic handback of Uluru to its traditional owners in 1985.

**Kits**

*Activities for Reconciliation Week: Towards Reconciliation* 1998, Department of Employment, Education, Training and Youth Affairs, Department of Education, Training and Employment South Australia and Council for Aboriginal Reconciliation, Adelaide.

*Discovering Democracy Primary Kit* 1998, Curriculum Corporation, Carlton South, Vic.

**Websites**

(All websites listed were accessed in June 2002.)

ABC Online: 'Message Stick' — Aboriginal and Torres Strait Islander Online

<http://abc.net.au/message/default.htm>

An 'easy to use' website which provides information on aspects of Indigenous culture and issues including public affairs, art and culture and education.

Action for Aboriginal Rights. <http://home.vicnet.net.au/~aar/welcome.htm>

Provides information about the Action for Aboriginal Rights organisation, including issues about land rights.

Australians for Native Title and Reconciliation (ANTaR). <http://antar.org.au/>

Human Rights and Equal Opportunity Commission. [www.hreoc.gov.au/](http://www.hreoc.gov.au/)

Native Title Tribunal: Native Title Information Kit

[www.nntt.gov.au/nntt/publicctn.nsf/area/homepage](http://www.nntt.gov.au/nntt/publicctn.nsf/area/homepage)

On this website, this comprehensive kit is available for download in PDF format.

Mabo — The native title revolution. [www.MaboNativeTitle.com](http://www.MaboNativeTitle.com)

Provides information about the Mabo legal case and the important issues it raises for Australians and Indigenous peoples everywhere.

Our Culture, Our Future. [www.icip.lawnet.com.au/ch3.htm](http://www.icip.lawnet.com.au/ch3.htm)

Discusses Australian Indigenous peoples' concerns about aspects such as their life, culture, land rights and citizenship rights.

State Library of Queensland, *Indigenous Resource Unit*. [www.slq.qld.gov.au/jol/iru/index.htm](http://www.slq.qld.gov.au/jol/iru/index.htm)

Provides primary sources including Indigenous newspaper clippings, photographs, manuscripts and family history resources.

Tangentyere Council — Indigenous Urban Settlement Central Australia.

[www.unesco.org/most/oceania1.htm](http://www.unesco.org/most/oceania1.htm)

Tangentyere Council in Central Australia has used consultation processes with local Indigenous groups to develop an Indigenous urban settlement. This website explores the processes used to create this settlement, as part of best practice identified by UNESCO when councils and inhabitants work together in partnership on a collaborative enterprise.

## Acknowledgments

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Grateful acknowledgment is made to the following organisations and/or people for granting permission to use copyright material:

Michael Aird — for his contributions to information in Resource 1, and sharing his experience of being an Aboriginal person.

**This sourcebook module should be read in conjunction with the following Queensland School Curriculum Council materials:**

***Years 1 to 10 Studies of Society and Environment Syllabus***

***Years 1 to 10 Studies of Society and Environment Sourcebook Guidelines***

***Studies of Society and Environment Initial In-service Materials***

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Queensland Studies Authority, PO Box 307, Spring Hill, Q 4004, Australia  
Ground Floor, 295 Ann Street, Brisbane

Telephone: (07) 3864 0299

Facsimile: (07) 3221 2553

Website: [www.qsa.qld.edu.au](http://www.qsa.qld.edu.au)

Email: [inquiries@qsa.qld.edu.au](mailto:inquiries@qsa.qld.edu.au)

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